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SOCIAL POLICY RESEARCH ASSOCIATES

Creating Workforce Development Systems That Work: A Guide for Practitioners

Part III. Designing and Delivering One-Stop Services

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9. PROVIDING TRANSFORMED ONE-STOP SERVICES TO INDIVIDUAL CUSTOMERS

INTRODUCTION	9-1
GOAL 1. SIMPLIFY ACCESS TO SERVICES.....	9-2
Strategy 1. Integrate Reception.....	9-2
Strategy 2. Integrate Intake and Eligibility Determination	9-3
Strategy 3. Integrate Orientation to Services	9-4
GOAL 2. PROVIDE A WIDE RANGE OF SERVICES TO MEET THE DIVERSE NEEDS OF CUSTOMERS	9-6
Strategy 1. Establish Tiers of Services	9-6
Strategy 2. Help Customers “Navigate” the Workforce Development System	9-8
GOAL 3. MAKE EFFECTIVE SELF-ACCESS SERVICES AVAILABLE TO ALL CUSTOMERS	9-10
Strategy 1. Provide a Wide Array of Self-Access Services	9-11
Strategy 2. Establish Customer Resource Areas	9-19
Strategy 3. Provide Remote Access to Services	9-21
GOAL 4. PROVIDE GUIDED SERVICES TO CUSTOMERS NEEDING ASSISTANCE IN CHOOSING CAREERS AND FINDING EMPLOYMENT	9-23
Strategy 1. Provide Guided Assessment and Career Counseling	9-23
Strategy 2. Conduct Workshops on Career Planning, Life Skills, and Job Search Skills.....	9-24
Strategy 3. Provide Enhanced Job Search Support.....	9-26
GOAL 5. PROVIDE MORE INTENSIVE TRAINING AND SUPPORTIVE SERVICES	9-28
Strategy 1. Provide Training and Supportive Services On-Site	9-28
Strategy 2. Financially Support Off-Site Training and Supportive Services.....	9-29
Strategy 3. Help Customer Access Other Community Resources.....	9-31
GOAL 6. PROVIDE SPECIALIZED SERVICES FOR TARGETED POPULATIONS	9-32
Strategy 1. Provide Services for Veterans	9-32
Strategy 2. Provide Services for Individuals with Disabilities.....	9-33
Strategy 3. Provide Services for Youth	9-35

Strategy 4. Provide Services for Older Workers.....	9-36
Strategy 5. Provide Services for Customers Making the Transition from Welfare to Work.....	9-38
RESOURCES.....	9-40

9. PROVIDING TRANSFORMED ONE-STOP SERVICES TO INDIVIDUAL CUSTOMERS

INTRODUCTION

Transforming services for individual customers is one of the most important objectives of the One-Stop initiative. The One-Stop vision calls for a seamless service system that can meet the needs of a broad range of individual customers of varied backgrounds, ages, skill levels, and financial situations. These customers include recently dislocated workers, veterans, long-term unemployed, welfare recipients, new labor market entrants, students, and already-employed workers, as well as persons with serious barriers to finding employment due to disabilities or lack of education, language skills, or adequate child care.

The themes of the One-Stop initiative, as they relate to services for individuals, include:

- *Universal access* to services so that all customers—regardless of their eligibility for specific programs—can receive a core set of effective services.
- *Greater customer choice* so that customers can choose the content, intensity, and mode of delivery of services they need from a comprehensive service menu, and can choose among individual service programs and providers based on good information about the outcomes achieved by previous program participants.
- *Integrated services* so that customers encounter a seamless delivery system with an integrated point of access rather than a patchwork system made up of multiple programs offering overlapping services.
- *Increased accountability* so that services for individuals can be evaluated and improved over time.

The vision of improving services to customers has led to a number of common goals for One-Stop systems:

- Simplify access to services.
- Provide a wide range of services to meet the needs of diverse customers.

- Make effective self-access services available to all customers.
- Provide guided services to customers needing assistance in developing career plans and finding appropriate employment.
- Provide more intensive training and supportive services, when needed.
- Provide targeted populations with specialized services appropriate to their needs.

STRATEGIES TO TRANSFORM SERVICES FOR INDIVIDUAL CUSTOMERS

GOAL 1. SIMPLIFY ACCESS TO SERVICES

Simplifying access to services is a key step in transforming services within One-Stop systems. As discussed in Chapter 2, One-Stop centers can take a variety of approaches to integrating services and staff functions. Regardless of the extent of integration of subsequent services, however, at a minimum, centers can simplify access by providing a single point of access to services for first-time center users. Centers can also integrate initial eligibility determination and orientation to the services available at the center.

Strategy 1. Integrate Reception

The first step in simplifying access is to provide integrated reception services that include accurate, timely, and relevant information about the services available to One-Stop customers and how customers can access services. To provide integrated reception services, receptionists need to be knowledgeable both about specific programs housed in the center and related services available from other programs located off site.

Examples of Integrating Reception

Example #1—Assigning Reception Duties to Staff from Several Agencies. This center rotates the reception task among workforce development staff from three programs—JTPA, ES, and VETS representatives. These staff provide an initial assessment of customer needs and direct customers to the appropriate agency or program to receive the services they seek. These staff are also responsible for providing customers with information about

additional off-site community resources. Staff of this center report that they have learned a great deal about programs and agencies other than their own as a result of fielding customers' questions. **Lawrenceburg, Indiana**

Example #2—Developing a New Receptionist Position. Workforce development centers in Connecticut are required to fill a staff position called “greeter”—a staff member who has an understanding of the range of services offered at the center and can explain these services to customers. The greeter meets customers when they come in the main entrance, answers initial questions, gives a brief description of services available at the center, and directs customers to appropriate areas of the center. Depending on their needs, customers may be referred to an Employment Service, UI, JTPA, or VETS representative for initial intake. Customers may also be directed to the integrated “career services” center, where they can obtain further information about center and community resources as well as assistance using computers, telephones, printers, and copiers that are available for job seekers. **State of Connecticut**

Strategy 2. Integrate Intake and Eligibility Determination

A second strategy to simplify access to One-Stop services is to integrate the determination of program eligibility. This is usually accomplished through a two-step process. First, reception staff make an initial determination of the programs for which a customer is likely to be eligible, based on the customer's reported circumstances. Second, program staff conduct a more thorough determination of eligibility, including obtaining necessary documentation.

Technology can greatly assist in integrating eligibility determination, as described in Chapter 4.

Examples of Integrating Eligibility Determination

Example #1—Using Technology to Provide Self-Service Intake and Eligibility Determination. As the first step in integrating intake and access to services, Indiana implemented an integrated, automated, self-service intake process in all One-Stop centers. Customers provide information through a self-access system, which staff from any participating program can access. These automated case files are used to share eligibility information across agency partners. In both local sites visited, the common intake process was being used by ES, UI, and JTPA partners. In one local site, it was being considered for use by the welfare agency. **State of Indiana**

Example #2—Integrating Intake and Eligibility Determination. Maryland requires all One-Stop Centers to provide integrated preliminary eligibility determination as a core service to individual customers. This service is provided via the state's CareerNet electronic system. Although the system does not determine final eligibility, it does provide good information about employment and training opportunities for which customers might be eligible, as well as educational grants and other supportive services available in the state or local community. **State of Maryland**

Strategy 3. Integrate Orientation to Services

Centers can also integrate their orientation programs so that all individual customers who visit a One-Stop center receive the same introduction to services. In developing orientation programs, centers need to strike a balance between two factors. Because One-Stop orientations are targeted to a wide variety of individual customers, orientation should not present overly-specific information about services for which only selected customers are eligible. On the other hand, the orientation program needs to provide customers with sufficient information about all services so that customers can make decisions about which services are appropriate to meet their needs.

Examples of Integrating Orientation to Services

Example #1—Providing Comprehensive Orientation. Customers interested in using this center’s services are asked to attend an orientation to the center. During this session customers: (1) view a video that provides an overview of the center and its services and examples of how center services address the varying needs of job-seekers, (2) listen to a brief presentation by center staff that highlights key services, (3) go on a guided walk-through tour of the center, (4) review customer service sheets that describe each different service offered at the center, and (5) “sign on” to the computer system to learn how to use the automated job bank and career information software. Nine such sessions are held each week. **Baltimore, Maryland**

Example #2—Developing Specialized Orientations Based on Customer Needs. Although this center initially developed a single integrated orientation, staff found that it would be more appropriate to develop two separate orientations: one for customers seeking salaried positions, and one for customers seeking jobs that pay an hourly wage. Each of these orientation sessions is held daily. Individual customers seeking services from any program may attend either orientation and all customers are informed about both of them.

The orientations are similar in content but differ in how staff use examples to inform customers about the center’s services. For example, in an orientation designed for hourly workers, staff might encourage job-seekers to develop resumes to bring to a Job Fair, while in an orientation designed for workers seeking salaried positions, staff might provide basic instruction on how to submit resumes electronically. All customers in either orientation receive a comprehensive tour of the facilities and a free membership card that enables them to access services at the center. **Springfield, Massachusetts**

GOAL 2. PROVIDE A WIDE RANGE OF SERVICES TO MEET THE DIVERSE NEEDS OF CUSTOMERS

Two key themes of the One-Stop initiative make it essential that One-Stop centers offer a wide range of services. First, the goal of providing universal access to services means that One-Stop centers need to serve a much more diverse group of customers than was previously served in each of the individual categorical programs. Second, the goal of providing customers with meaningful choices also means that One-Stop centers need to provide a wide range of service options.

Strategy 1. Establish Tiers of Services

One strategy to make a wide range of services available is to establish a “pyramid” of services, consisting of three tiers.

“First tier” services consist of *self-access services*. These self-access services are available to all customers, regardless of program eligibility. Self-access services allow customers to obtain labor market information and information on jobs, careers, and education and training providers in the area. Customers can also use automated self-assessment and career planning products, learn about job search strategies, and access automated job postings. (More detail about these services is provided below under Goal 3, Make Effective Self-Access Services Available to All Customers.)

“Second tier” services are *guided or group services*. These services include more intensive assessment and career counseling, staffed job matching services, and group activities such as job clubs and workshops. Generally, One-Stop centers can make at least some of these guided services available to all customers. Second tier services are described in detail under Goal 4, Provide Guided Services to Customers Needing Assistance Choosing Careers and Finding Employment.

“Third tier” services are the most intensive and include *educational and occupational skills training and supportive services*. Because of program eligibility requirements, the direct provision or funding of these more intensive services is generally limited to customers eligible for specific programs, such as JTPA. Third tier services are described in detail under Goal 5, Provide More Intensive Training and Supportive Services.

Strategy 2. Help Customers “Navigate” the Workforce Development System

A second, related strategy is to help customers access the services that they need within the pyramid. Not all customers need to start with self-access services and then move up to more intensive services if the self-access services are not sufficient to meet their needs. Rather, under this strategy, customers can enter each service level from a variety of points.

One approach is to use case managers and counselors as “bridges” to services for customers eligible for categorical programs. After initial intake, customers who appear to be eligible for specific programs are referred to staff who can help them determine whether or not they want to participate in those programs. If so, staff then assist eligible customers in accessing appropriate services, both from the specific program and from other programs within the center.

For example, under this strategy, JTPA-eligible customers who choose to enroll in that program meet with a counselor to receive objective assessment and develop a comprehensive service plan, as required by the JTPA legislation. Similarly, customers eligible for welfare-to-work, VETS, Vocational Rehabilitation, and other categorical programs are generally introduced to One-Stop services through one-on-one meetings with a case manager or counselor soon after intake or group orientation.

For customers not eligible for specific programs, several approaches can be used. First, One-Stop centers can make available one-on-one meetings with customer service representatives or vocational counselors to develop action plans for any customer who wants this service, regardless of program eligibility. Although this approach makes it possible for all customers to receive assistance in developing service plans, it is often challenging to finance service planning for customers not eligible for specific programs, as discussed in Chapter 6.

Second, some One-Stop centers offer group workshops to the general public as a way to help customers learn about and access additional services. Workshop leaders can help customers develop a service plan in a group setting and can provide more individualized help in accessing required services.

Third, staff stationed in resource rooms may help all resource room customers access additional services. Staff in these areas often have regular contact with individual customers, many of whom use self-access services regularly during their job

search. For customers interested in services beyond the first tier of services, resource room staff can provide additional help locating information on local employment, education, and training opportunities, and referring interested customers to individual career counseling sessions or group workshops.

Examples of Helping Customers Navigate the Workforce Development System

Example #1—Providing Service Planning to All Customers. The FutureWorks Career Center encourages all customers to meet one-on-one with a case manager who helps them develop an action plan and access the services called for in the plan. **Springfield, Massachusetts**

Example #2—Providing Assistance With Individual Service Planning to Customers Eligible for Categorical Programs. At the Eastside Career Center in Baltimore, Maryland, individuals who were interested in additional services beyond self-access services were scheduled for an individual assessment interview with a customer service representative to review their eligibility for specific programs. Individuals eligible for JTPA services who were interested in participating in training were given a referral to an employment development specialist who assisted the customer in developing an individual services plan. A veterans employment service representative was available for individualized counseling/job search support for veterans. Job search counseling/assistance to UI recipients under the Worker Profiling and Reemployment Services program was about to be added to the menu of services available from Center staff. In addition, all center customers could request assistance with job placement from Job Service staff housed at the center. **Baltimore, Maryland**

Example #3—Offering Group Career Assessment Workshops to the General Public. At the Waukesha County Workforce Development Center, staff emphasize the importance of guiding customers through the system, treating all customers with respect, and offering individuals encouragement to pursue their employment goals. To help customers assess career interests and aptitudes and develop individual employment goals, the center partners designed three different levels of group assessment workshops. As the agreed-upon partner responsible for assessment services (selected through a joint RFP process), the Technical College offered three different levels of group assessment (e.g. lasting four hours, eight hours, and 12 hours respectively). The four-hour version was available to the general public. More intensive assessment workshops were available to JTPA clients, welfare-to-work clients, and at-risk youth. **Pewaukee, Wisconsin**

GOAL 3: MAKE EFFECTIVE SELF-ACCESS SERVICES AVAILABLE TO ALL CUSTOMERS

The most significant change resulting from the One-Stop initiative is the development of more extensive self-access services. The capacity of state and local areas to deliver high quality self-access information services on employment and training resources is being supported by the development of number of national application systems sponsored by America's Labor Market Information System (ALMIS) and developed by federal and state partnerships. Among the ALMIS national application systems that have applicability as products for direct customer use are the following:

- *America's Job Bank (AJB)*, an electronic listing of job openings that has been available on the Internet since February 1995.
- *America's Talent Bank (ATB)*, a nationwide database of electronic resumes that can be searched electronically by employers. After being pilot tested in nine states, the ATB system is in the process of being implemented nationally.
- *America's Training and Education Network (ATEN)*, a new effort to create an electronic marketplace in which individuals and companies can find appropriate training that draws on both traditional and technology-based modes of delivery.

- *O*NET*, a comprehensive database describing job characteristics and worker attributes, based on a new conceptual framework that replaces the outmoded Dictionary of Occupational Titles. O*NET will provide a foundation for new skills-matching systems; new approaches to career counseling; and new job descriptions, resumes, and job orders.
- *ALMIS Employer Database*, an acquired database containing information on over ten million employers throughout the country that will be available to states, intermediate users such as One-Stop center staff, and individual customers.
- *Media Library of Occupations*, a planned library which will consist of brief (90 second) multi-media descriptions of occupations on CD-ROM for state and direct customer use.
- *ALMIS Consumer Report System (CRS)*, which is a set of integrated products and services to facilitate informed choice by job-seeker customers and employers by providing historical information on service and participant performance outcomes of employment, training, and education programs.

Drawing on the national application systems developed or under development by ALMIS, One-Stop centers can design improved self-access products and make them available in career resource centers or career libraries within the center. These products provide self-access information services and, in some cases, self-access training services. In addition, One-Stop centers can make many of the same automated information resources available to One-Stop customers from computer work stations or kiosks located in a wide variety of community sites as well as through remote access via Internet Web sites or electronic bulletin boards.

Below we describe the strategies that One-Stop systems can use to (1) develop high-quality self-access services, (2) establish user-friendly resource areas, and (3) make self-access services available through remote access.

Strategy 1. Provide a Wide Array of Self-Access Services

As discussed in Chapter 1, states often require that certain types of information—job listings, labor market information, and information about education and training opportunities—be made available to individual customers on a self-service basis in all One-Stop centers. In some cases, specific *products* are common to all One-Stop centers in a state; in other cases, particular *categories of services* are required, but the specific products through which services are provided may vary from site to site.

Despite the differences in state approaches, most states require that the following categories of information be provided to individual customers in all One-Stop centers:

- Labor market information.
- Assessment and career-planning information.
- Information about education and training opportunities and related community resources.
- Automated job listings or job matching services.

Although many of these information services have been available through JTPA and ES offices prior to the One-Stop initiatives, both states and local sites can improve these services to enhance the ability of One-Stop centers to provide universal access to high-quality information.

Improve Labor Market Information

States and local sites can expand or improve the labor market information available to customers and enhance the systems through which such information is available. Three key themes guide the development of these new products: (1) the need to improve the *quality* and relevance of labor market information; and (2) the need to make this information easily *accessible*; and (3) the need to present this information so that it is *meaningful* in helping customers make good decisions.

America's Labor Market Information System (ALMIS) has developed national application products to support states and local areas in developing and delivering improved labor market information for customer use. These products include:

- *ALMIS DataBase System* (ALMIS DB), which is a centralized database available to states for the maintenance of labor market and occupational information.
- *Occupational Information System client/server version* (OIS c/s), which will be rewritten for use with the ALMIS DataBase System to enable users to search the ALMIS DataBase system by categories, such as occupation, industry, or training programs.
- *Long-Term Industry Projection System* (LTP), which provides labor market analysts with tools to develop industry projections.
- *Short-Term Forecasts*, which will consist of a hybrid data processing system that will enable labor market analysts to produce timely and comparable industry and occupational forecasts to guide job seekers looking for quick entry into the labor market.

- *The Occupational Employment Statistics (OES) survey*, which will fill a gap by providing accurate local wage data. The survey will produce valid mean and median earnings for over 800 occupations in over 500 sub-state areas.

Among the common categories of labor market information that One-Stop states and local sites can provide their customers are the following:

- Industrial and occupational growth patterns in the nation, state, or county.
- Unemployment rates and projected employment trends by region and by industry.
- Current and projected prevailing wages for specific occupational fields in select geographic areas.
- Employers in specific industries in the state and local areas.

Examples of Improving Labor Market Information

Example #1—Developing Integrated Labor Market Information

Systems. Ohio is improving the quality of its labor market information by integrating systems so that customers can access the information they need through a single system, even though that information may be housed on several databases. The state is also developing new products. One, the “Micro-Occupational Information System,” will permit customers to access integrated information about current and projected labor-market demand for different occupations and the related training resources for those occupations. This system is already popular among center customers. The State’s Occupational Information Coordinating Committee is currently developing two self-help publications to provide customers with comprehensive labor market information; both products will be made available in paper and on-line in One-Stop centers throughout the state.

State of Ohio

Example #2—Making Existing Information Locally Relevant. In Minnesota, six “Regional Analysts” inform the development of improved labor market information products and provide support to local staff who needed immediate answers to labor market information questions. The state also developed a new “Minnesota Salary Survey,” designed to provide more accurate information about wages for occupations common in Minnesota.

State of Minnesota

Provide Self-Access Assessment and Career-Planning Services

One-Stop centers can also make self-access assessment and career planning services available to individual customers. Such information can be provided through printed materials—such as guides to careers in specific fields and manuals that assist job-seekers in breaking into new careers. But recent technological advances mean that One-Stop centers can also make available a variety of automated and multi-media products as well—such as CD-driven interest or skill inventories, informational videos on career choices, computer programs to develop career-specific resumes, and structured linkages to additional resources available on the Internet.

Examples of Providing Self-Access Career-Planning Services

Example #1—Providing Several Career Planning Products. This center provides a variety of products that it encourages customers to use in concert: CareerSearch provides information about local businesses by name or industry; Job Analyzer provides information about specific occupations or occupational fields including skill requirements and projected growth; and Executive Advisor provides career assessment information to customers seeking to change careers. Staff work with customers individually and through workshops to ensure that they are making effective use of these services. **Springfield, Massachusetts**

Example #2—Providing Career Planning Videos. This center maintains a library of videos describing a wide range of career options. The library is housed in the resource area—videos must be “checked out” with the assistance of a staff-person. This provides an opportunity for staff to assist customers in using the videos in conjunction with the self-access assessment packages, such as Choices, that are also available in the resource room.

Lawrenceburg, Indiana

Provide Information about Education and Training Providers

Information about education and training providers and other community resources helps customers to make better choices among service options. One-Stop centers can include written materials—brochures, course catalogues, and applications for educational institutions—in One-Stop resource rooms.

Other approaches make this information available electronically. Centers can make databases available with information on training providers in particular occupational fields, for example by “bookmarking” the Web sites of local training providers on their Internet search engines.

Another approach is developing integrated systems that link career information databases to information about institutions that provide training. These systems are particularly well received by customers. Customers can use the career exploration software to select an occupational goal and then find out about providers of training in their selected occupations. Some systems also link customers to sources of financial support for training and other supportive services, such as child care or transportation assistance.

The One-Stop goals of increased accountability and customer choice can be furthered by systems that cross-reference descriptive information about training services—such as programs offered, schedules, and costs—and performance information—such as placement rates and student assessments. These systems permit customers to compare the performance of different educational programs and institutions providing training in the same fields or occupational skills.

Examples of Providing Information about Employment and Training Providers

Example #1—Developing Consumer Report Cards. Texas is developing a “consumer report card” system to standardize performance evaluations of education and training providers. Customers will be able to access this system directly and compare the performance of various institutions providing training in similar occupational fields. **State of Texas**

Example #2—Developing a Comprehensive Referral Network. Through Minnesota’s Comprehensive Referral Network, customers can access information about a wide array of educational institutions’ training programs, as well as information about other community and social services for which they might be eligible. **State of Minnesota**

Example #3—Providing a Resource Library for Customer Use. The Resource Library in the New London *Connecticut Works* Center offers customers a number of self-access services, with support from a resource librarian as needed. The Resource Library contains information on jobs, careers, and education and training providers. The Resource Library permits customers to check out a variety of printed literature and videos related to the job search for two to four days. **New London, Connecticut**

Provide Information about Available Jobs

Developing systems that provide customers with access to automated job listings via computers is an important strategy to improve self-access services. These automated systems generally provide access to several different databases, including America’s Job Bank, state job banks, and a database containing local job listings. In addition, when these systems are linked via the Internet, customers can access alternative job listings—such as those compiled by professional associations. One-Stop centers serving large numbers of workers dislocated from a single industry may also find it useful to subscribe to electronic journals in industries where workers can apply their transferable skills.

When an employer posts a “suppressed” job listing, the name of the company and whom to contact cannot be directly accessed by job seekers. Instead, customers must contact center staff, who screen the job seekers before giving them contact information. To improve the efficiency of the labor exchange function and give job-seekers and employers more control over the process, a number of One-Stop centers encourage employers to post “unsuppressed” listings so that individual customers may follow-up on job openings independently. Employers can also post unsuppressed job listings directly with America’s Job Bank.

Examples of Providing Information about Available Jobs

Example #1—Encouraging Employers to Provide “Unsuppressed” Job Information. Prior to the One-Stop initiative, all job listings in Massachusetts’ public agencies were suppressed, requiring staff intervention before customers could apply for advertised available positions. Under the One-Stop system, Massachusetts’ Career Centers still offer employers the option of suppressed listings, but encourage them to list unsuppressed job orders. **State of Massachusetts**

Provide Self-Access Training

Another strategy is to provide customers self-access training services using computer-assisted training packages. These services are particularly well-received by customers who require training in basic skills instruction (including ESL) and specific computer-related vocational skills—such as keyboarding or using specific software applications.

Example of Providing Self-Access Training

Example #1—Providing Computer-Assisted Instruction. The Baltimore Eastside One-Stop Center provides its customers with access to self-paced

basic skills and GED instruction and a variety of keyboarding and software tutorials. All of these services are provided on each of ten computer terminals in the resource room. **Baltimore, Maryland**

Develop Other Self-Access Services

Using a national prototype developed by America's Labor Market Information System, electronic talent banks, where individual customers can post their resumes, are being made available through One-Stop centers as well as through remote access. After being pilot tested in nine states, America's Talent Bank is in the process of being implemented in all states.

Another self-access service that One-Stop centers can offer individual customers is the use of office support products and services, such as telephones, fax machines, word processing, and printing. These services enable individual customers to respond immediately to job leads they encounter when using other center services. Moreover, these services provide all customers with the opportunity to develop and print quality resumes, cover letters, and thank-you notes.

Examples of Providing other Self-Access Services

Example #1—Introducing America's Talent Bank. Connecticut, as one of three states piloting America's Talent Bank, offered this service to individual customers in its One-Stop centers as well as remotely through the ALMIS Web-site. The service is entirely self-directed, permitting customers to develop resumes on-line and register with the talent bank without assistance. The on-line resume-maker contained within the system is popular among local customers. However the system is new and has not been marketed to employers. Staff are eager to test the system's searching and matching capabilities once employers begin to use the system. **State of Connecticut**

Example #2—Offering Self-Certification of Typing Skills. The Resource Center in the Des Moines Workforce Development Center offers access to computers and software applications for resume development and testing/self-certification of typing skills. **Des Moines, Iowa**

Example #3—Offering Self-Access to Typing, Fax, and Telephone Services to Support Customer Job Search. Services available in the Career Service Center include access to free fax machines and telephones for contacting employers. **New London, Connecticut**

Strategy 2. Establish Customer Resource Areas

One-Stop centers can designate a specific area to house all self-access products and services—often referred to as a career information center or a career resources area. Clustering self-access services into a single area makes it easier for staff to orient customers to the self-access services and to assist them in using the services.

Although self-access services are designed so that customers can access them independently, customers often require some assistance, especially in learning to use automated systems. Even when customers are impressed with the quality and quantity of on-line information available to them, they can be reluctant to use services without some initial assistance. Assigning knowledgeable, well-trained individuals to staff the resource areas on a full-time basis can be critical to making self-access services effective. These staff, who function much like resource librarians, can be viewed as “enablers”—they do not deliver services in the traditional sense, but they enable customers to use services in ways that benefit them.

Customers confirm the importance of having knowledgeable staff in the resource rooms. For customers unfamiliar with technology, resource room staff help them gain confidence to use the products. For customers familiar with technology but not with job search strategies, resource room staff help them conduct more efficient searches. For customers who visit the center specifically to use the self-access technologies, knowledgeable resource staff can direct them to other services in the center in which they might be interested.

Although centers can introduce customers to self-access services during the general orientation, often customers do not know what questions to ask until they begin using the services. Thus, One-Stop centers also need to orient new customers to resource rooms. Approaches include: (1) group orientations or seminars specifically design to instruct customers in the use of self-access products; (2) hard copy or on-line tutorials that allow customers to learn only the applications they intend to use; (3) one-on-one orientations to new users by resource area staff.

Examples of Establishing Customer Resource Areas

Example #1—Staffing Resource Areas. In this center, all self-access services are grouped in a resource area and three staff provide customers with assistance. These staff also develop new processes, procedures, and workshops related to self-service technologies and make suggestions for changes that would better support customers using self-service technologies. These staff make themselves available by walking throughout the area to seek out customers who may be hesitant to ask for assistance. **Springfield, Massachusetts**

Example #2—Orienting Customers to Resource Area. The Minnesota Workforce Center—Anoka County developed an orientation to provide customers with the instruction and information they need to use the resource area effectively. The orientation includes a tour of the resource area and an introduction to the resources available on-line, in the library, and through other workshops or the Job Club. Center staff working in the resource area are also available to assist customers in using the self-access services. **Blaine, Minnesota**

Example #3—Developing a Comprehensive User’s Guide. The Baltimore Career Center Network and the Baltimore Urban League Center jointly developed a manual describing the CareerNet system, and instructing customers in how to use it. The manual describes the various components of the CareerNet system, including: (1) the job search component, which provides access to America’s Labor Exchange (ALEX); (2) the career exploration component, which assesses customers’ interests and provides information about careers, educational opportunities and sources of financial aid; (3) the labor market information component, which provides information about the current job market as well as future employment projections; and (4) the special services component, which provides information about specific training programs and helps customers determine their eligibility for a variety of public sector employment and training programs. The manual also provides step-by-step instructions for first time users of the system on how to access the services provided through CareerNet. **Baltimore, Maryland**

Strategy 3: Provide Remote Access to Services

New technology provides many opportunities for remote access of One-Stop services. Two common approaches to providing remote access are: (1) installing stand-alone kiosks in strategic public locations throughout the service area; and (2) establishing the capacity for Internet access to select services. Both approaches enable customers to access these services at their own convenience.

Kiosks are stand-alone units that provide access to self directed services, such as local job listings and information on America’s Job Bank (AJB). Generally, kiosks are placed in “high traffic” areas, such as shopping malls, grocery stores, and the offices of other social service agencies. In addition to making self-access services available in remote locations, kiosks can function as effective marketing devices by reaching additional potential customers.

However, the opinions of customers and workforce development staff on the effectiveness of kiosks are mixed. Local staff of workforce development agencies considering kiosks as a service delivery approach should be aware that they require

considerable maintenance. First, because they are located in public areas, they may attract the attention of persons who may not use them for their intended purpose. As a result, some centers sites have discovered that the units have suffered more “wear and tear” in a shorter period of time than planners had anticipated. Second, when the kiosks are not linked to a central workforce development database, the information contained in their systems must be uploaded manually every few days. This may require considerable staff time.

A second approach to providing remote access is using local- or wide-area computer networks and/or offering access through the Internet. Customers can use their own computers or those available in remote locations to dial up the state or local Web sites and access on-line services. Examples of the types of information that can be put on-line include information about expanding industries in the state, job listings, training opportunities in the local area, and links to related Web sites maintained by other organizations.

Making information and services available on-line can dramatically improve the ability of One-Stop systems to reach individual customers and to develop relationships with partner agencies, organizations, schools, and community groups.

Examples of Providing Remote Access

Example #1—Providing Remote Access in Libraries. Connecticut developed a partnership with the state library system to support the establishment of “mini-career centers” in public libraries. The libraries’ computers are linked to the Connecticut Works Web site so that customers can access the career information resources. An agreement was also being negotiated to establish Connecticut Works kiosks in local Department of Motor Vehicles offices. **State of Connecticut**

Example #2—Providing Remote Access through the Internet. The state of Maryland maintains a comprehensive Web site that provides access to job listings through America’s Job Bank, the state job bank, and a variety of additional public and private sources for information about jobs throughout the state and the country. The state also provides a wealth of career planning and labor market information through the CareerNet system, which can be accessed remotely via computer and modem. **State of Maryland**

Example #3—Providing Remote Access through Kiosks. The state of Indiana has invested in kiosks to make career services available to customers who are living in rural areas and have limited access to their local career centers. The kiosks are placed in areas with heavy pedestrian traffic, such as shopping malls or large grocery stores. In the Lawrenceburg site, a kiosk is located just outside the door of the center in a hallway shared with the state's welfare agency. This way, the Workforce Development Center recruits significant numbers of customers of the welfare agency. **State of Indiana**

GOAL 4. PROVIDE GUIDED SERVICES TO CUSTOMERS NEEDING ASSISTANCE IN CHOOSING CAREERS AND FINDING EMPLOYMENT

Partners within One-Stop centers typically provide a second tier of services to assist job-seekers who needed more help than they can get through self-access services. Through second-tier guided services, staff help customers identify career goals and develop job search skills. Staff also facilitate job clubs to support customers during their job search. However, within local One-Stop centers, Wagner-Peyser staff and/or funds are not always used to support the delivery of second-tier services. As a result, many One-Stop centers face a substantial challenge in financing guided services for customers who are not eligible for categorical programs. Thus, One-Stop centers vary in the extent that these services are offered to the general public.

Strategy 1. Provide Guided Assessment and Career Counseling

One-Stop career centers often offer staff-assisted assessment and career counseling services in addition to the universal self-access assessment and career planning products available in One-Stop resource areas.

Several approaches can be used to make these services available to the general public. First, centers can make the same level of intensive assessment and career counseling available to all customers who need those services, regardless of program eligibility. Second, centers can provide some assessment and career planning services to all customers who need it, but reserve the more intensive services for those customers eligible for specific programs. Third, centers can provide in-depth assessment and career counseling services only to customers eligible for specific programs.

Examples of Providing Assessment and Career Counseling

Example #1—Providing Intensive Assessment Services to All Customers Who Need Them. In this state, all customers with substantial employment barriers are referred to educational needs assessment programs offered through the state’s department of education. **State of Connecticut**

Example #2—Providing Different Levels of Assessment Service to Different Customers. In the Waukesha One-Stop Center, the local technical college—a key One-Stop partner—offers three different levels of assessment to different customer groups: (1) the general public, (2) JTPA and JOBS clients, and (3) at-risk youth, using a variety of funding streams. The assessment services are more intensive for customers of categorical programs than for the general public. **Pewaukee, Wisconsin**

Strategy 2: Conduct Workshops on Career Planning, Life Skills, and Job Search Skills

As a second-tier service, One-Stop centers can also offer group workshops on topics to help customers explore career options, select career goals, and learn how to search for jobs. Although some centers offer a comprehensive menu of group services for all customers, regardless of program eligibility, most centers offer only a few group workshops to the general public and reserve most of the workshops for customers eligible for specific programs.

Example of Offering Workshops

Example #1—Making Workshops Available to All Customers Who Need

Them. The Minnesota Workforce Center–Anoka County offers a comprehensive menu of workshops and seminars on a wide variety of subject areas. These include workshops on: (1) “creative job search,” which provides an overview of the emotional, attitudinal, and financial adjustments involved in employment transitions; (2) how to discover the “hidden job market;” (3) how job seekers can learn to identify and speak about their skills and accomplishments; (4) preparing resumes, cover letters, and follow-up letters; (5) matching job seekers’ experiences and skills with those required by jobs; (6) interviewing techniques; and (7) alternative job search techniques. All workshops are jointly funded and staffed by the partners at the center and are open to the general public. **Blaine, Minnesota**

Example #2—Offering Workshops to All Customers Who Have

Attended Center Orientation. At the New London *Connecticut Works* Center, all customers who have attended a center orientation session are eligible to attend a wide assortment of workshops and seminars provided on-site in the Center’s conference rooms. Workshops and seminars offered at the Center include:

- Pre-Employment Skills Workshops
- Vocational Exploration
- Four-Day Job Search and Career Workshop
- Managing Job Loss Seminars
- Interviewing Techniques
- Advanced Interviewing Techniques
- Resume and Cover Letter Preparation
- Job Search for Persons over Forty: Overcoming Age Barriers

- Specialized Workshops (e.g., for engineers, computer technicians)
- Entrepreneurship Seminars
- Education Seminars and Fairs.

Many of these workshops were originally designed to be part of a comprehensive menu of services available to participants eligible for categorical programs as part of an individual training and reemployment plan. Currently, however, all of the workshops and seminars offered on-site are open to all customers, regardless of their eligibility for categorically funded services. **New London, Connecticut**

Example #3—Limiting Most Workshops to JTPA-Eligible Customers. A variety of short-term seminars and workshops are available at the Eastside Career Center in Baltimore. The Center is struggling with how to make these services available to the general public. Currently, only the resume preparation workshop is offered to the general public. A 10-hour “early intervention” workshop is offered to all profiled UI recipients. Because other workshops are provided by JTPA-funded staff, they are reserved for JTPA enrollees. Group workshops include Career Exploration, Resume Writing, Setting Goals for Success, Communicating to Get the Job You Want, Second Chance Workshop, Workplace Skills. **Baltimore, Maryland**

Strategy 3. Offer Other Staffed Services to Support Individual Job Search

In addition to providing job search information services through electronic information systems and One-Stop resources libraries and conducting group workshops on job-search topics, One-Stop centers may offer several types of staffed services to support customer job search. For most One-Stop centers, staffed job search support services include matching job seekers to available job listings and making job referrals to specific listings where the employer’s identity is not made public as part of the job listing (i.e., “suppressed” job listings). Additional staffed services—often adapted from designs developed for basic readjustment services for dislocated workers—may include individual meetings with job search counselors who help job seekers prepare resumes and/or develop job search strategies. Staffed job search support services may

also include providing clerical assistance to customers who want to prepare resumes and providing answering and message services for job seekers who need help enhancing their professional image during job search.

Job Clubs are another valuable second tier service. Job clubs that target customers who share similar professional interests or face common challenges are particularly popular among One-Stop customers. Even when centers cannot pay for staff to facilitate job clubs, they often encourage customers to develop their own informal job clubs and make space available for these groups to meet.

Examples of Providing Other Staffed Services to Support Individual Job Search

Example #1—Providing Assistance in Resume Preparation. The FutureWorks Career Center provides assistance in resume development to individual customers at no fee. **Springfield, Massachusetts**

Example #2—Offering Job Club to All One-Stop Center Customers. At the Eastside Career Center in Baltimore, Job Club is offered in two- and three-hour sessions, four days a week. Participants in the job club receive peer support and staff assistance in exploring occupations and identifying and pursuing job leads. A phone bank and newspapers are provided to support job search efforts and participants are given the opportunity to update their resumes. **Baltimore, Maryland**

Example #3—Offering Group Instruction in Job-Search Techniques to Individuals Eligible for Categorical Programs. The Arlington Career Center offers a series of highly-regarded subject-specific modular workshops of about two hours duration on such subjects as job hunting techniques, effective telephone contact, applications, resumes, interviewing skills and practice interviews. These workshops were originally designed to be part of a comprehensive menu of services available to JTPA participants as part of an individual education, training, or reemployment plan. JTPA-eligible individuals who are participating the services provided by another agency (e.g., JOBS or FSE&T) may also sign up to attend workshops at the Center. At the present time, some non-JTPA eligible customers are offered access to these workshops on a space available basis. Center staff are considering how to develop other funding streams, including the possibility of fee-for-service arrangements, to make enhanced job search support services available to the general public. **Arlington, Texas**

GOAL 5. PROVIDE MORE INTENSIVE TRAINING AND SUPPORTIVE SERVICES

The third tier of services consist of more intensive education, training, and supportive services. One-Stop centers can use three strategies to make more intensive services available to customers: (1) provide instruction on-site; (2) financially support training services, through contracting with providers or providing tuition assistance; and (3) help customers not eligible for categorical programs identify other training resources in the community and facilitate their access to these alternatives.

Strategy 1. Provide Training and Supportive Services On-Site

One-Stop centers can provide some training directly within the One-Stop centers. The advantages of this strategy are that centers can make services needed by many customers readily available and can tailor training to meet specific local needs. For example, centers serving a large number of customers who lack basic skills or who have not received high school diplomas can offer ABE/GED instruction on-site.

Similarly, centers in areas with large immigrant populations may offer ESL instruction on site.

Examples of Providing Training On-Site

Example #1—Providing a Variety of On-Site Training Options. To support its on-site skills and vocational instruction, the Arlington One-Stop Career Center has partnered with a wide range of agencies, training providers, and community based organizations. The Fort Worth Independent School District provides on-site ESL instruction; Tarrant County Junior College provides ABE/GED preparation; and the Goodwill Rehabilitation Center provides instruction in basic computer and clerical skills. Tuition for these services is provided by JTPA and other partner programs. **Arlington, Texas**

Example #2. Providing On-Site Computer Instruction. The FutureWorks Career Center offers a 15-hour on-site course in basic computer instruction to its customers. The course is designed to help new computer users in overcoming “technophobia” and learn to use the Windows-based operating system. The instructor is a full-time employee of the center. The course is offered to all customers, regardless of categorical program eligibility. **Springfield, Massachusetts**

Strategy 2. Financially Support Off-Site Training and Supportive Services

One-Stop centers can also fund training and supportive services for customers who are eligible for specific programs. In most One-Stop centers, JTPA Titles II and III provide the bulk of funding for specialized training services. In centers that include welfare-to-work programs, additional funds targeting welfare customers are also available. Centers in areas with declining industries due to international competition may have Trade Adjustment Assistance/Trade Readjustment Allowance (TAA/TRA) funds available. One-Stop centers that have developed partner relationships with a wide variety of other training and educational programs (e.g., vocational rehabilitation

programs, community-based organizations) may be able to offer customers greater choice of training that can be financially supported by these agencies.

Examples of Financially Supporting Off-Site Training

Example #1—Making Training Available from a Wide Variety of Funding Streams. In the Waukesha County Workforce Development Center, nine agency partners jointly manage operations of the One-Stop center. As a result, customers of this center may receive training supports from a variety of sources. For example, customers can learn about career opportunities through the Non-Traditional Careers for Women program, the local community college, and the local YWCA. They can enroll in apprenticeship or training program offered by the community college, a local union, professional associations, and vocational schools. Funding for training and supportive services is coordinated by staff at the Workforce Development Center, where each of the partners has an on-site presence.
Pewaukee, Wisconsin

Example #2—Using Vouchers to Promote Individual Management of Training Resources. The Eastside Career Center in Baltimore participated in the Career Management Accounts Demonstration to assess the effectiveness of vouchers in increasing customer choice. As a result, the center was moving to a system in which customers approved for training were issued vouchers. Additional state funds made it possible to test training vouchers for both Title III- and Title II-eligible customers.

Using vouchers, customers were able to choose among a number of approved public and private training vendors. They were required to research and develop their own training plans, and interview various training providers and at least two employers to ensure that they had adequate information before selecting a training provider. **Baltimore, Maryland**

Strategy 3. Help Customer Access Other Community Resources

Even where customers are not eligible for specific programs to support training or supportive services, One-Stop centers can link customers to information about training providers and other sources of support. As discussed above, centers can maintain libraries and databases that provide information about training providers and educational institutions, not only locally but throughout the state or region. In addition, centers can fund staff to help customers who are interested in these opportunities. These staff may provide one-on-one academic or professional counseling or hold group workshops in which customers learn about training opportunities in their fields of interest.

Recognizing that career-related counseling and information is only one aspect of service customers may need, many One-Stop Centers also emphasize the importance of developing strong referral arrangements to link customers with additional social, health, and supportive services provided by agencies not a part of the core One-Stop partnership. To facilitate these referral linkages, local sites may develop standard interagency memoranda of understanding that identify agency contacts and establish common criteria and procedures for making referrals, scheduling customer appointments, sharing information, and providing coordinated or joint-case management to customers served by more than one program or agency. In some cases, these partnerships are laying the groundwork for increasing coordination or integration around the One-Stop or other major initiatives, such as welfare reform.

Examples of Helping Customers Access Other Needed Resources

Example #1—Developing a Referral Network. The Indianapolis Eastside center has involved a wide array of partners in the planning and implementation of the One-Stop initiative. In addition to including a wide range of on-site partners, this center has well-developed referral linkage to many other agencies and related initiatives, such as the agencies responsible for school-to-work and welfare-to-work initiatives. This center tries to ensure that funds from as many difference sources as possible are available to support training and supportive services. **Indianapolis, Indiana**

Example #2—Developing On-Site Linkages with Health and Social

Service Agencies. A nurse assistant funded by the Baltimore City Health Department has office hours at the Eastside Career Center once a week to provide blood pressure screening and assist Center customers with problems such a weight reduction or referrals for medical problems.

The center also paid for an on-site staff person to represent the local United Way’s “Call for Help” program, which provides food, clothing, emergency services to homeless individuals, mental health counseling, and other supportive services. However cutbacks in the JTPA agency’s budget forced the agency to eliminate the funding for this on-site position after May 1996.

Baltimore, Maryland

GOAL 6. PROVIDE SPECIALIZED SERVICES FOR TARGETED POPULATIONS

Although providing universal access to services is a key theme of One-Stop systems, One-Stop centers can also develop customized services that meet the specific needs of special populations, such as veterans, individuals with disabilities, youth, older workers, and welfare recipients.

Strategy 1. Provide Services for Veterans

As a DOL-mandated partner, Veterans Employment and Training (VETS) programs typically provide on-site services in One-Stop centers. In addition, centers in areas near large military bases may coordinate with the Department of Defense to offer services to military personnel who are re-entering the civilian labor force. As part of the One-Stop system, Veterans’ Employment Program representatives not only provide direct services to veterans and military personnel but also help them access the broader range of services available in the center.

The VETS programs funding regulations prohibit veterans’ representatives from working with non-veteran customers. As a result, these representatives generally do not participate in the interagency teams that provide integrated services. However, some centers are finding innovative ways to ensure that veterans representatives do

participate in center-wide planning and provide cross-training so that veterans' representatives become more familiar with all the center's services.

Examples of Providing Services for Veterans

Example #1—Providing Outreach to Veterans. As a part of the Transition Assistance Program (TAPS) for Veterans, the veterans' representative from this center offers a 2-day workshop every month for enlisted men and women at the U.S. Submarine Naval Base in Groton, Connecticut. The program is intended to help military service personnel manage stress related to job search during the transition to civilian employment. However, because these representatives are housed at One-Stop Centers, they can also serve as liaisons to the programs and services available on-site that might benefit military personnel. **New London, Connecticut**

Example #2—Providing Cross-Training to Veterans' Representatives. The veterans' representative at the Lawrenceburg One-Stop Center worked half-time for the VETS program and half time for the Employment Service. This permitted him to participate in center-wide strategic planning teams, as well as receive cross-training provided to all JTPA and ES staff. This representative reported that as a result of the cross-training, he was serving veterans better because of his improved knowledge of the services offered by other programs and community-based organizations at the center. **Lawrenceburg, Indiana**

Strategy 2. Provide Services for Individuals with Disabilities

To ensure access to career center services for customers with physical disabilities, centers can modify physical facilities so that they provide wheel-chair access and can accommodate special equipment, such as specially-equipped computer terminals for the visual impaired and telephones for the hearing impaired.

One-Stop systems can also encourage representatives of Vocational Rehabilitation programs to co-locate at One-Stop centers to increase the disability awareness of One-Stop staff and develop more intensive services for customers with special needs to

supplement the services available to all customers. Integrating services between Vocational Rehabilitation and other One-Stop partners, however, is a more challenging task, requiring centers to resolve problems of confidentiality and devise ways to coordinate funding streams.

Examples of Providing Services for Individuals with Disabilities

Example #1—Developing Broad Local Partnerships to Support Services for Customers with Disabilities. By co-locating with a wide variety of human services agencies and community based organizations, the Workforce Center in Blaine, Minnesota, is able to offer its customers access to vocational rehabilitation services, as well as services offered by several other programs. Agencies also housed within the human services complex include Rise, Inc., which provides training and placement services in private industry for people with disabilities, and the Association for Retarded Citizens (ARC), which provides advocacy and supportive services to customers with developmental disabilities. **Blaine, Minnesota**

Example #2—Developing State-Level Partnerships. The MassJobs Council negotiated interagency agreements with both the Massachusetts Rehabilitation Commission and the Commission for the Blind to support services for customers of these programs in the state's One-Stop centers. As a result, Massachusetts One-Stop Centers are integrating services to special-needs customers into their service designs. **State of Massachusetts**

Example #3—Designing Facilities to Accommodate Customers with Disabilities. FutureWorks, as a new providers of services in Springfield, selected a service delivery location with the needs of its special needs customers in mind. The site is located on several major bus routes and is equipped with ramps and elevators. The office space is designed to accommodate special-needs customers, with ample aisle space and a large waiting area that will accommodate wheelchairs without inconveniencing other customers. In the self-access resource area, magnified computer screens are available for the visually impaired and high-volume speaker phones for the hearing impaired. **Springfield, Massachusetts**

Strategy 3. Provide Services for Youth

To improve services for youth, One-Stop centers can link with school-to-work initiatives and design services that specifically appeal to young people. Further, One-Stop centers can share their high-quality and locally-relevant labor market information with local schools to help young people seeking employment.

One-Stop centers can develop services for youth in a variety of ways. First, One-Stop centers can establish partnerships with local school districts to inform the development of a variety of career education services for students in grades K-12. Second, centers can establish relationships directly with school staff to develop services to supplement schools' existing career education resources or curricula. Third, centers can develop services designed to appeal to youth who are seeking information about jobs, internships, careers, or education and training opportunities.

In addition to providing a valuable service in the short-term, One-Stop centers can build their long-term customer-base; if One-Stop centers effectively serve students and young job-seekers today, these customer are likely to return for services at some point in the future.

Examples of Providing Services for Youth

Example #1—Coordinating with the School-to-Work Initiative. The Anoka County center worked with five school districts and other local partners in securing a \$650,000 school-to-work grant. The early objective of center staff was to educate the education community about the quality and importance of services available at the center. Toward that end, the center is working to establish electronic linkages between the schools and the workforce development agencies, making high-quality labor market and career planning information available to all students to supplement their school-based career education courses. **Blaine, Minnesota**

Example #2—Developing Self-Access Services that Appeal to Youth.

The FutureWorks Career Center developed a sophisticated resource area that was very appealing to youth. Several youth customers who originally had come to the center to apply for specific jobs, had returned to explore the services in the resource room. **Springfield, Massachusetts**

Example #3—Participating in the Development of a Career-Education Curriculum for the Public Schools.

The Workforce Development Center in Lawrenceburg, Indiana, is working with teachers to enhance the career education curriculum in grades eight and nine, and has developed structured opportunities for students to visit the center on a regular basis throughout their high school and post-secondary school careers. **Lawrenceburg, Indiana**

Example #4—Developing Community Linkages. The Indianapolis Eastside Career Center has developed linkages with a wide range of community partners, including the Job Corps program. These linkages enable One-Stop center staff to refer young One-Stop customers who are eligible and would benefit from such services to the program.

Indianapolis, Indiana

Example #5—Developing On-Site Programs for Youth. At the Waukesha County Workforce Development Center, local partners recently designed an evening workshop on career planning for students and their parents. Called “Parents-as-Partners,” this workshop has received high praise, and there are currently waiting lists to attend future sessions. **Pewaukee, Wisconsin**

Strategy 4. Provide Services for Older Workers

Older job-seekers are another groups that may need specialized services. One-Stop centers can use three approaches to developing these services.

First, One-Stop centers can encourage Title V program staff to co-locate at One-Stop centers to ensure that older workers will have access to One-Stop services. Because many customers have worked with their Title V representatives outside of the

One-Stop environment, housing the Title V program in One-Stop Centers provides customers with a sense of continuity in services.

Second, One-Stop centers can use Title V participants as “trainees” or customer service aides assigned to work experience positions within the One-Stop centers. Older worker program participants placed in One-Stop centers can assist customers in accessing services in the resource rooms or in registering on the automated systems. One-Stop centers often find that using senior citizens to assist One-Stop customers with new technology-based products helps customers overcome their fear of using computers.

Third, centers can design workshops or seminars tailored to the needs of older workers. For example, one site developed a workshop entitled “Turning Your Volunteer Activities into a Job,” which was designed to help seniors identify the skills they used in their daily unpaid activities and market those skills to potential employers. Job clubs are also very popular among seniors.

Examples of Providing Services for Older Workers

Example #1—Outstationing Title V Staff in a One-Stop Center. The Creston One Stop Center serves a large number of older workers eligible for Title V services. The director of the Title V agency was involved in the planning for the One-Stop initiative and the center provides office space for an outstationed representative of that agency several times per week.

Creston, Iowa

Example #2—Using Title V Participants to Provide Services. The Lawrenceburg center has a trained Title V participant to help customers with the electronic intake during busy hours. The response of older customers, as well as other customers unfamiliar with computer technology, has been very positive. **Lawrenceburg, Indiana**

Example #3—Providing a Job Club for Older Workers. This center sponsors a job club for older customers who are changing careers. Staff identified a number of barriers that this group of job seekers face and developed strategies to assist these customers in overcoming them. This club is facilitated by center staff and has been extremely popular among older customers. The service is currently provided free-of-charge to all interested customers. **Springfield, Massachusetts**

Strategy 5. Provide Services for Customers Making the Transition from Welfare to Work

One-Stop centers can play an active role in planning and implementing welfare-to-work efforts in their states and local areas. Coordination is easier in areas where the agencies responsible for ES and UI are also responsible for welfare-to-work programs. Nonetheless, state-level agreements among different agencies often facilitate cooperation between workforce development and welfare-to-work agencies. Further, local sites can forge their own local-level agreements.

Many welfare recipients can benefit from the services already available in One-Stop centers. In addition, centers can develop new services aimed at removing welfare customers' barriers to employment. These services include providing publications or printed materials designed for customers transitioning into paid employment, offering customized workshops or seminars, providing more intensive case-management and follow-up services, and arranging for more extensive supportive services.

Examples of Providing Services for Welfare Recipients

Example #1—Providing Child Care for Customers. The Waukesha Workforce Development Center is a multi-agency facility whose services are designed to help a broad range of job seekers secure steady employment. Recognizing that child care is a barrier to many job-seekers, the center has contracted with the local YWCA to provide on-site child care for all customers for up to 2.5 hours at a time. Although all customers may use this service, staff recognize that it is welfare customers who most benefit from this service. **Pewaukee, Wisconsin**

Example #2—Providing An Orientation for Welfare Recipients. This center offers an orientation specifically designed to help welfare customers transition into full- or part-time employment. Although the orientation is open to all customers, it places more emphasis on issues of self-esteem and overcoming fundamental barriers (e.g., finding clothing for an interview) than does the main orientation. The center is also developing a series of workshops to assist welfare-to-work customers in achieving self-sufficiency. **Springfield, Massachusetts**

Example #3—Helping Customers Avoid Welfare Dependency. The Columbia One-Stop center worked with a broad coalition of social service organizations and community based organizations to develop a local welfare-to-work initiative intended to prevent individuals from needing welfare programs at all. This program, Jobs First, is rooted in a commitment to provide high-quality intensive services from the day customers register for services, thereby preventing these individuals from “falling through the cracks.” **Columbia, Maryland**

Example #4—Helping Non-Custodial Parents. The Minnesota Workforce Center–Anoka County developed a program to help unemployed or underemployed non-custodial parents find gainful employment that will enable them to fulfill their child-support obligations. This program, called the Minnesota Parents’ Fair Share program, is intended to support families, not just individuals, in their efforts to become self-sufficient. **Blaine, Minnesota**

RESOURCES

EXAMPLES OF PROVIDING A WIDE RANGE OF SERVICES TO MEET THE DIVERSE NEEDS OF INDIVIDUAL CUSTOMERS

**Attachment 9-A. “FutureWorks Job Seeker Flowchart”
Depicting Job-Seeker Services Available at the FutureWorks
Career Center in Springfield, Massachusetts.**

The chart illustrates the sequenced services that customers may access at the *FutureWorks* Center, and indicates which services are “core” services (available to all customers free-of-charge), and which are “enhanced” services (available free-of charge to customers eligible for categorical programs and on a fee-for-service basis to non-eligible customers).

**Attachment 9-B. “Participant Activity Sequence” —Flowchart
Identifying Service Options for Individual Customers in
Tarrant County, Texas.**

The chart illustrates both the process by which customers access services, and identifies the services available in the three service tiers—self-services options, group service options, and individualized service options.

**Attachment 9-C. “Workforce Development Center Customers
Options”—Chart Identifying Services Available to Individual
Customers of the Waukesha Workforce Development Center in
Pewaukee, Wisconsin.**

The chart identifies the workforce development services provided through the Waukesha Center, as well as the comprehensive services provided by the various

partner agencies co-located in the Center, including child-care, healthy start, food stamps, and a wide range of additional supportive services.

Attachment 9-D. “Customer Services”—Descriptions of Individual Services provided through the Baltimore One-Stop Network in Baltimore, Maryland.

Informational materials describing four types of customers services—Job Club, EXCEL (GED) Preparation, the CareerNet electronic information system, and Career Management Accounts—have been reproduced.

Attachment 9-E. “Welcome to the Minnesota Workforce Center”—Description of Services Available Free-of-Charge to Customers of the Anoka County Workforce Development Center in Minnesota.

These general informational materials available to customers on-site. We have also included a more detailed description of the various Job Search Workshops offered through the Anoka County Center as an example of descriptions of specific services.

Attachment 9-F. “Welcome to Gulf Coast Careers”—Informational Materials Describing the Services Available to Customers of the One-Stop Center in Lake Jackson, Texas.

These materials describe the services that comprise the three service tiers—self-services, assisted services, and personalized services.

EXAMPLES OF MAKING SELF-ACCESS SERVICES AVAILABLE TO ALL CUSTOMERS

Attachment 9-G. “The Art and Science of Finding a Job”—The State of Indiana’s Self-Access Job-Search Training Manual

The state has developed this manual to assist customers in planning and implementing their job search strategies using the resources available in the One-Stop centers throughout the state. We have reproduced the Table of Contents.

Attachment 9-H. “CareerNet User Guide”—The Self-Access Training Manual to the CareerNet System in Maryland.

This document was produced jointly by the Baltimore Career Center Network and the Baltimore Urban League Center to provide self-access training to customers on the state’s automated career information system.

Attachment 9-I. “The Future is Yours”—*FutureWorks*’ Career Center’s “Job Search Tip” Flyers.

The *FutureWorks* Career Center in Springfield, Massachusetts maintains a variety of informational materials designed to introduce customers to the Center’s services, and encourages customers to take the “Tip” flyers with them. These are written by *FutureWorks* staff based customer requests. They are available in Spanish and in English. We have reproduced two examples: “The Art of the Interview;” and “The Art of Salary Negotiation.”

Attachment 9-J. “Iowa PCLMI System”—Description of Contents of Iowa’s PC-based Automated Labor Market Information System.

The state has invested heavily in the development of this product intended for use by customers on a self-access basis, as well as by staff as they assist customers in developing individualized career actions plans.

Attachment 9-K. “Creative Job Search Shines Among Thousands of Job-related Web Sites”—Review Article Describing Minnesota’s On-Line Job-Search Training Resources.

The article references the job search resources accessible through the State’s Web site. The article was published in *Connecting*, the state’s One-Stop Newsletter.

EXAMPLES OF PROVIDING GUIDED SERVICES TO CUSTOMERS NEEDING ASSISTANCE IN CHOOSING CAREER AND FINDING EMPLOYMENT

Attachment 9-L. “CareerPoint September Workshops”—Monthly Calendar

CareerPoint’s bi-lingual calendar informs customers of pre-scheduled group services available at CareerPoint, one of two One-Stop Career Centers serving customers in the Springfield metropolitan area in Massachusetts.

EXAMPLES OF PROVIDING SPECIALIZED SERVICES FOR TARGETED POPULATIONS

Attachment 9-M. Flyer and “Admission Ticket” for the Youth Job Search Workshop Entitled, “Job Express,” Offered in the Lawrenceburg Network of Career Centers, Southeastern, Indiana.

This workshop is one of several ways staff in the Lawrenceburg Network are attempting to provide services to youth in the area.

Attachment 9-N. Description of the Des Moines Workforce Development Center’s “Workforce for Teens” Project.

This project represents the efforts of Des Moines workforce development staff to attract young people to the One-Stop Centers. We have reproduced the table of contents from the information guide that accompanies the project entitled, “Job Hunting Know-How for Beginners.”

Attachment 9-O. “State Services for the Blind in a One-Stop Shop”—Description of One-Stop Services Available to Visually Impaired Customers in Anoka County, Minnesota.

This document describes the plan for providing services to visually impaired customers at the Minnesota Workforce Center–Anoka County. The agencies and partners responsible for planning and delivering services and their roles are described in this two page guide.