Workforce Development and Support Services (WDS)

PurposeIndividuals who participate in workforce development and support services, gain access to the educational and supportive services they need to achieve increased economic stability and self-sufficiency.

## Definition

Workforce Development and Support Services engage in partnerships within the community to provide information and referral; educational opportunities; job training, placement, and follow-up; and financial asset building services to facilitate educational advancement and success, job acquisition and retention, and economic mobility. Services are person-centered and driven by the individual’s preferences, needs, and employment goals. Workforce development programs adopt a dual-customer approach by providing services that address the needs of both employers and job seekers.

**Note:** *Please see* [*WDS Reference List*](https://socialcurrent.my.salesforce.com/sfc/p/#300000000aAU/a/500000000AhD/LAr80wQays39Vsm7UUWVDAlE4huUfhd8f7gQg.o7pJc) *for the research that informed the development of these standards.*

**Examples:** *Individuals receiving workforce development services can include, but are not limited to, any of the following populations:*

1. *individuals receiving public assistance;*
2. *adolescents and adults without a high school diploma;*
3. *adolescents and adults involved with the justice system;*
4. *migrant and seasonal workers;*
5. *resettled immigrants and refugees;*
6. *older adults returning to the workforce after retirement;*
7. *dislocated or low-wage incumbent workers; and*
8. *veterans of the military looking for civilian work.*

# WDS 1: Person-Centered Logic Model

The organization implements a program logic model that describes how resources and program activities will support the achievement of positive outcomes.

**Note**: *Please see the* [*Logic Model*](https://socialcurrent.my.salesforce.com/sfc/p/#300000000aAU/a/1T000000p05H/XvrhmC.bjHkrW7CtebqzH4NAYG5lQJsWNP.f90tIpYE) *Template for additional guidance on this standard.*

| **Self-Study Evidence** | **On-Site Evidence** | **On-Site Activities** |
| --- | --- | --- |
| * See program description completed during intake * Program logic model that includes a list of desired outcomes being measured | *No onsite evidence* | * Interviews may include:   1. Program director   2. Relevant personnel |

## WDS 1.01: Person-Centered Logic Model

A program logic model, or equivalent framework, identifies:

1. needs the program will address;
2. available human, financial, organizational, and community resources (i.e. inputs);
3. program activities intended to bring about desired results;
4. program outputs (i.e. the size and scope of services delivered);
5. desired outcomes (i.e. the changes you expect to see in persons served); and
6. expected long-term impact on the organization, community, and/or system.

**Examples:** *Please see the W.K. Kellogg Foundation Logic Model Development Guide and COA Accreditation’s* [*PQI Tool Kit*](https://socialcurrent.my.salesforce.com/sfc/p/300000000aAU/a/Hs000001YYFm/vR2IBCXq.3fM5.t1dPugKLoIeeYxxmLHp8xwYtWessk) *for more information on developing and using program logic models.*

**Examples:***Information that may be used to inform the development of the program logic model includes, but is not limited to:*

1. *needs assessments and periodic reassessments; and*
2. *the best available evidence of service effectiveness.*

## WDS 1.02: Person-Centered Logic Model

The logic model identifies at least two outcomes appropriate to the program or service population.

**Interpretation:** *Outcomes data should be disaggregated to identify patterns of disparity or inequity that can be masked by aggregate data reporting. See PQI 5.02 for more information on disaggregating data to track and monitor identified outcomes.*

# WDS 2: Personnel

Program personnel have the competency and support needed to provide services and meet the needs of persons served.

**Interpretation:** *Competency can be demonstrated through education, training, or experience. Support can be provided through supervision or other learning activities to improve understanding or skill development in specific areas.*

| **Self-Study Evidence** | **On-Site Evidence** | **On-Site Activities** |
| --- | --- | --- |
| * List of program personnel that includes:   + Title   + Name   + Employee, volunteer, or independent contractor   + Degree or other qualifications   + Time in current position * See organizational chart submitted during application * Table of contents of training curricula * Procedures or other documentation relevant to continuity of care and case assignment | * Sample job descriptions from across relevant job categories * Coverage schedule for previous six months documenting availability of supervisors for consultation at all times services are provided * Documentation tracking staff completion of required trainings and/or competencies * Training curricula * Caseload size requirements set by  policy, regulation, or contract, when applicable * Documentation of current caseload size per worker, when applicable | * Interviews may include:   1. Program director   2. Relevant personnel * Review personnel files |

## WDS 2.01: Personnel

Supervisors qualified by a bachelor’s degree, or equivalent training and experience, are available to provide case consultation at all times services are provided.

## WDS 2.02: Personnel

All direct service personnel are trained on, or demonstrate competency in:

1. identifying informal support networks;
2. screening topics relevant to the identified service population;
3. understanding common scams or other techniques used to manipulate or take advantage of job seekers;
4. accessing appropriate training and development programs;
5. using the most up-to-date job search engines, hiring platforms, and networking sites;
6. teaching critical thinking and problem-solving techniques;
7. understanding adult learning principles and styles and the diversity of workforce development approaches;
8. understanding local or state asset limitation regulations and their implications for continued receipt of public assistance;
9. working with diverse populations and/or individuals with unique service needs; and
10. identifying common barriers to employment.

**Examples:** *Regarding element (i), diverse populations with unique service needs can include:* *veterans; individuals experiencing homelessness; parents; youth; older adults; immigrants, refugees, and migrant or seasonal workers; individuals involved in the justice system; individuals receiving government assistance or other benefits; and individuals with other special needs or circumstances.*

## WDS 2.03: Personnel

Direct service personnel who provide financial asset-building services are trained on, or demonstrate competency in:

1. identifying local programs that provide assistance and incentives for financial asset building; and
2. understanding common obstacles to asset building experienced by persons served.

**NA** *The organization does not provide financial asset-building services.*

## WDS 2.04: Personnel

The organization minimizes the number of workers assigned to individuals over the course of their contact with the organization by:

1. assigning a worker at intake or early in the contact; and
2. avoiding the arbitrary or indiscriminate reassignment of direct service personnel.

## WDS 2.05: Personnel

Employee workloads support the achievement of desired outcomes and are regularly reviewed.

**Examples:** *Factors that may be considered when determining employee workloads include, but are not limited to:*

1. *the qualifications, competencies, and experience of the worker including level of supervision needed;*
2. *the work and time required to accomplish assigned tasks and job responsibilities; and*
3. *service volume, accounting for assessed level of needs of persons served.*

# WDS 3: Community Partnerships

The organization creates sustainable and collaborative partnerships with local employers, community service providers, and educational institutions to provide workforce development services that are appropriate, accessible, coordinated, and comprehensive.

| **Self-Study Evidence** | **On-Site Evidence** | **On-Site Activities** |
| --- | --- | --- |
| *No self-study evidence* | * Documentation of regular contact and collaboration with relevant systems, providers, and employers from the previous six months * Community resource and referral list including community services and potential employers | * Interviews may include:   1. Program director   2. Relevant personnel   3. Community partners/employers |

## WDS 3.01: Community Partnerships

The organization facilitates regular contact and collaboration with relevant systems and government agencies including, but not limited to:

1. the justice system;
2. physical and behavioral health care providers;
3. educational institutions;
4. the local housing authority;
5. department of human services; and
6. other public benefit agencies.

**Examples:** *Methods that the organization may use to facilitate regular contact among its community partners include:*

1. *virtual networking;*
2. *email/phone;*
3. *co-location;*
4. *satellite locations or roving vans; and*
5. *referral or formal contracting.*

## WDS 3.02: Community Partnerships

The organization establishes community and employer partnerships to:

1. identify employers in need of trained workers and able to offer opportunities for career advancement; and
2. to provide information and referral to other resources and support services.

## WDS 3.03: Community Partnerships

1. The organization maintains a comprehensive, up-to-date list of reliable community service providers and potential employers that includes: name, location, and telephone number;
2. contact person or referral system;
3. services offered;
4. employment type and common vacancies;
5. languages offered;
6. fee structure; and
7. eligibility requirements.

## Interpretation: *The organization ensures the list remains up-to-date by maintaining regular contact with community partners through email/phone, by attending local networking events and job fairs, and through individual feedback provided by service providers, employers, or employees.*

## WDS 3.04: Community Partnerships

The organization educates potential employers on the strengths and needs of the individuals it serves and the potential benefits of employing them.

Related Standard: GOV 3.02

# WDS 4: Assessment-Based Employment Planning and Monitoring

The individual participates in the development and ongoing review of an assessment-based employment plan that is the basis for delivery of appropriate services and support.

| **Self-Study Evidence** | **On-Site Evidence** | **On-Site Activities** |
| --- | --- | --- |
| * Assessment procedures * Copy of assessment tool(s) * Employment planning and monitoring procedures | *No On-Site Evidence* | * Interviews may include:   1. Program director   2. Relevant personnel   3. Persons served * Review case records |

## WDS 4.01: Assessment-Based Employment Planning and Monitoring

Individuals participate in an assessment that is:

1. individualized;
2. culturally and linguistically responsive; and
3. completed within established timeframes.

## WDS 4.02: Assessment-Based Employment Planning and Monitoring

Assessments identify the individual’s:

1. previous formal and informal work experience;
2. relevant life experience;
3. preferences, interests, aptitudes, and employment goals;
4. current and relevant credentials and training and educational needs;
5. strengths and coping strategies;
6. informal support networks; and
7. barriers to employment and job retention.

**Examples:** *Barriers to employment can include:* *inadequate training or education;* *lack of employment eligibility, including citizenship status or lack of appropriate documentation or identification;* *prejudice among employers, local business, and citizens;* *family responsibilities;* *lack of affordable and quality child care; and* *lack of reliable transportation.*

## WDS 4.03: Assessment-Based Employment Planning and Monitoring

The organization works with the individual to develop and regularly review an assessment-based employment plan that includes:

1. agreed upon goals, desired outcomes, and timeframes for achieving them;
2. services and supports to be provided, and by whom;
3. documentation of the individuals or family’s participation in service planning; and
4. revisions to service goals and plans when needed.

## WDS 4.04: Assessment-Based Employment Planning and Monitoring

The organization works in active partnership with persons served to:

1. assume a service coordination role, as appropriate, when the need has been identified and no other organization has assumed that responsibility;
2. ensure that they receive appropriate advocacy support;
3. assist with access to the full array of services to which they are eligible; and
4. mediate barriers to services within the service delivery system.

# WDS 5: Training and Personal Development Services

The organization works with community employers to provide persons served with training programs and other personal development opportunities that help individuals acquire the knowledge and skills necessary to achieve financial self-sufficiency and promote job progression.

**NA** *The organization does not provide training and personal development services.*

| **Self-Study Evidence** | **On-Site Evidence** | **On-Site Activities** |
| --- | --- | --- |
| * Procedures for reviewing training courses every two years * Table of contents for job readiness training curricula * Policy on serving individuals with disabilities | * Job readiness training curricula * Course descriptions for each training course offered in the previous six months * Training schedules for the previous six months | * Interviews may include:   1. Program director   2. Relevant personnel   3. Persons served   4. Employers * Review case records |

## WDS 5.01: Training and Personal Development Services

The organization reviews its training courses every two years with input from local business, and makes modifications as necessary, to ensure that training programs:

1. reflect current employment trends and labor market conditions;
2. meet the needs of local employers and job seekers; and
3. accommodate diverse learning styles and skill levels when possible.

## WDS 5.02: Training and Personal Development Services

Job readiness training addresses:

1. workplace practices;
2. workforce diversity;
3. work-related interpersonal skills;
4. stress and time management;
5. digital literacy; and
6. financial literacy.

## WDS 5.03: Training and Personal Development Services

Each training course has a written course description including the curriculum, location, and meeting time of training sessions.

## WDS 5.04: Training and Personal Development Services

Training schedules are flexible and include evening hours and, when possible, virtual learning opportunities and individually paced instruction.

**Examples:** *Individually paced instruction allows students to skip quickly over material they are familiar with or move slowly through material that is more difficult. When individually paced instructions is offered through a computer-based program, it is often more effective to provide this in a classroom-style setting where a teacher or trainer is still available if the student has questions.*

## WDS 5.05: Training and Personal Development Services

Individuals have access to a combination of educational programs in accordance with their employment plan that include:

1. degree or certificate programs;
2. ESL courses; and
3. GED or high school courses.

## WDS 5.06: Training and Personal Development Services

Individuals with disabilities are offered professional skill-development training courses in integrated settings, either directly or by referral, as appropriate to their individualized employment objectives.

Related Standard ASE 3.04

# WDS 6: Job Development and Placement Services

The organization helps the job seeker find and retain employment that is consistent with their employment plan.

**NA** *The organization does not provide job development and placement services.*

| **Self-Study Evidence** | **On-Site Evidence** | **On-Site Activities** |
| --- | --- | --- |
| * Placement and follow-up procedures * Procedures for referring individuals to services | * Sample labor marker information provided to job seekers * Training curricula or other informational materials on job search strategies * Community resource and referral list including support service providers | * Interviews may include:   1. Program director   2. Relevant personnel   3. Persons served   4. Employers * Review case records |

## WDS 6.01: Job Development and Placement Services

The organization provides the job seeker with current labor market information, consistent with their employment objectives, including current job listings with salary levels and opportunities for advancement.

## WDS 6.02: Job Development and Placement Services

The organization supports the job seeker’s search for employment by helping the individual to develop a job search strategy and improve job search skills including:

1. cover letter and resume writing;
2. networking;
3. interview and negotiation techniques;
4. identifying potential employers;
5. finding, preparing for, and participating in local job fairs; and
6. accessing online resources, including job search engines, hiring platforms, and networking sites.

## WDS 6.03: Job Development and Placement Services

To promote job retention, the organization:

1. offers varied placement opportunities;
2. encourages job seekers to pursue living wage jobs;
3. links job seekers to appropriate work supports;
4. provides job placements with potential for advancement; and
5. provides job seekers, either directly or by referral, with needed support services designed to reduce barriers to job retention.

**Examples:** *Work supports are federally and state funded programs that provide assistance to low-income families. Examples of work supports include the Earned Income Tax Credit, subsidized child care, food stamps, and cash assistance.***Examples:***Common barriers to job retention include:*

1. *family responsibilities;*
2. *inaccessible or unreliable transportation;*
3. *insufficient benefits or income;*
4. *social isolation on the job;*
5. *lack of dependable childcare;*
6. *the continued use of alcohol or drugs; and*
7. *a lack of affordable and dependable housing.*

## WDS 6.04: Job Development and Placement Services

Following a placement, the organization:

1. follows up with the employee, and the employer as appropriate and with the consent of the job seeker, to assess the appropriateness of the placement and address any emerging issues; and
2. continues follow-up and support services to address barriers to job retention or promotion as relevant to the identified needs and preferences of the individual.

# WDS 7: Financial Literacy

The organization promotes the achievement of financial capability and identified goals by providing the individual with the knowledge necessary to understand and effectively manage their finances.

**NA** *The organization does not provide financial literacy education.*

| **Self-Study Evidence** | **On-Site Evidence** | **On-Site Activities** |
| --- | --- | --- |
| *No Self-Study Evidence* | * Training curricula and/or other informational materials on financial literacy topics * Community resource and referral list including financial service providers | * Interviews may include:   1. Program director   2. Relevant personnel   3. Persons served * Review case records |

## WDS 7.01: Financial Literacy

The organization provides financial literacy information in plain language with technical terms, abbreviations, and acronyms clearly defined.

## WDS 7.02: Financial Literacy

Financial literacy topics are adjusted according to the identified needs of the group or individual receiving services and include information regarding:

1. predatory lending;
2. banking;
3. the establishment and maintenance of good credit;
4. debt management;
5. paying bills;
6. saving and investing;
7. insurance;
8. tax basics;
9. budgeting;
10. homebuying or property investments; and
11. techniques for verifying legitimacy of companies, transactions, and requests for information

## WDS 7.03: Financial Literacy

Direct service personnel provide individuals with contact information for specific resources in the community including places to receive financial advice and debt counseling services.

# WDS 8: Financial Asset Building Services

The organization encourages asset accumulation by working with the individual to save, build assets, manage resources, and plan for crisis.

**NA** *The organization does not provide financial asset building services.*

| **Self-Study Evidence** | **On-Site Evidence** | **On-Site Activities** |
| --- | --- | --- |
| * Procedures for referring individuals to services * Financial resource management planning procedures * Crisis planning procedures | * Community resource and referral list including support services | * Interviews may include:   1. Program director   2. Relevant personnel   3. Persons served * Review case records |

## WDS 8.01: Financial Asset Building Services

The organization helps the individual to identify and overcome barriers to asset building by accessing support services provided directly or by referral.

**Examples:** *Barriers to asset building can include:*

1. *insufficient income;*
2. *inadequate training or education;*
3. *lack of affordable and safe housing;*
4. *inability to access finances;*
5. *lack of appropriate documentation or identification;*
6. *prejudice among employers, local business, and citizens;*
7. *predatory lending;*
8. *difficulty understanding local banking, mortgage, and business systems;*
9. *family responsibilities;*
10. *lack of affordable and quality child care; and*
11. *lack of reliable transportation .*

## WDS 8.02: Financial Asset Building Services

The organization works with the individual to develop a plan for financial resource management including:

1. goal setting;
2. long- and short-term financial planning;
3. record keeping; and
4. controlled spending.

## WDS 8.03: Financial Asset Building Services

The organization works with the individual to establish a crisis plan in case of unexpected financial hardship.

**Example:** *Financial hardship may be brought on by life events such as unexpected job loss, natural disaster, or illness.*