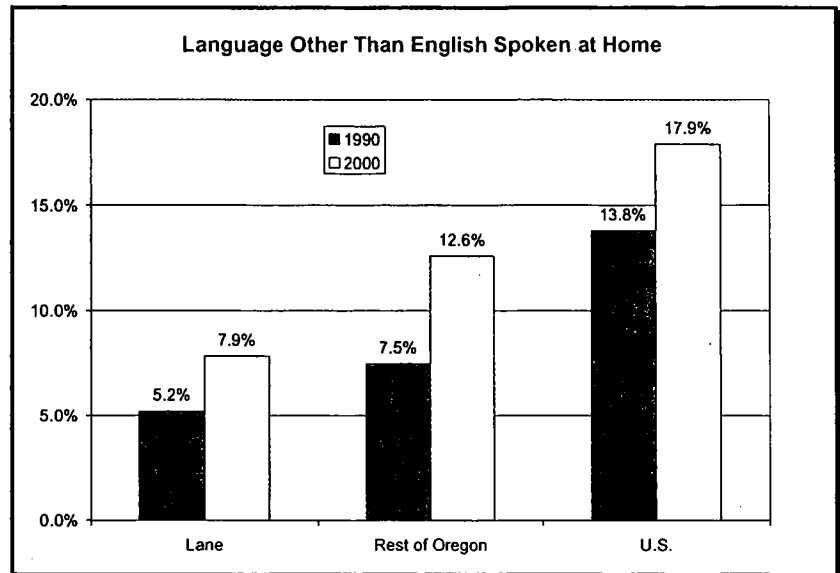


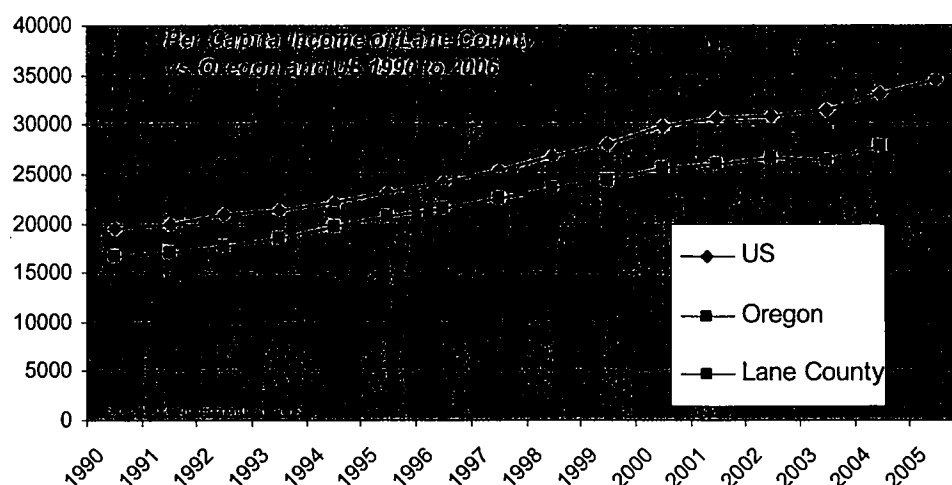
Non-English Speakers

With a growing foreign-born population, the population with difficulty speaking English has grown. The share of the population five and older with a language other than English spoken at home increased from 5.2 percent to 7.9 percent between 1990 and 2000. The increase in the rest of Oregon was more dramatic however. Spanish was the most common other language spoken at 4.1 percent of the population over five years of age. However, 41 percent of Spanish speakers spoke English less than very well.



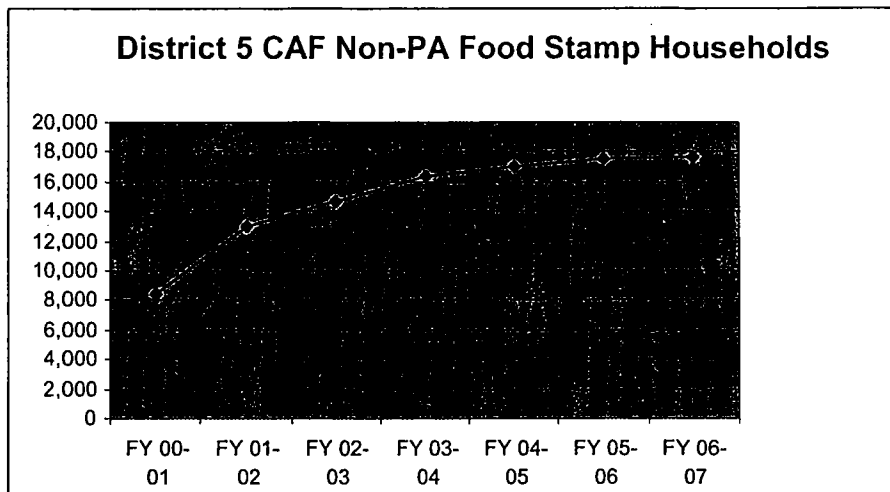
People with Disabilities - According to the U.S. Census Bureau's 2004 American Community Survey, it is estimated that out of a population aged 16 to 64 of 219,172 in Lane County there were 27,150 disabled persons. Disabled meaning that they had a physical or mental disability that made it difficult to do such activities as walking, climbing stairs, dressing, bathing, learning or remembering. Of the disabled population, 11,176 were employed while 15,974 were not, making disabled persons about seven percent of total employment. Of the disabled population 16 to 64 years of age, 18,287 had an employment disability meaning that they answered yes to a survey question that asked if they had a "physical, mental, or emotional condition lasting six months or more that made it difficult to work at a job or a business."

The Working Poor - Economic hardship is not only felt by the unemployed. There are also an increasing number of people who work full time but are unable to support themselves and their families, often referred to as the "working poor." The state of Oregon ranks 25 in the nation in per capita income and 93% of the US average. Lane County's per capita income is even lower at 91% of Oregon's and 84% of the US average. People who have jobs in Lane County continue to make less money than the Oregon statewide average. In 2004, Lane County's average payroll was over \$4,000 behind the Oregon statewide average of \$35,621. The fact that people in Lane county have lower wages and per capita income than people in the rest of the state also means that people have less disposable income to spend in the local economy.



According to the National Low Income Housing Coalition, in 2006, in order to pay rent on an average 2-bedroom housing unit in Lane County, a worker would need to make \$14.13 per hour and work 40 hours per week. The median private sector wage in Lane County is \$12.98 per hour. Housing costs in Lane County have risen 20% since 2000; per capita income has risen 9% in that same time period.

A major concern for the working poor is rapidly increasing health care costs. Over the past ten years, the percentage of people in Lane County that do not have health insurance has increased from about 11 percent to 19 percent. Correspondingly, bad debt at Lane County hospitals has increased from 6.2 million to 13.2 million from 2000 to 2003 – well over the rate of inflation and population growth. Bad debts are the unpaid obligation for care provided to patients who were determined by the hospital to be able to pay, but have not yet done so.



Source: Department of Human Services

(District 5 refers to Lane County)

Another indicator of need is people receiving food stamps. According to the Oregon Department of Human Services, children and family (CAF) households receiving food stamps in Lane County increased from 6,774 in fiscal year 1999-2000 to 17,607 in fiscal year 2006-2007, well above the rate of population growth. Much of the increase came during the recession years of 2000 and 2001. Some of the increase is due to regulations that made more non-public assistance children and families eligible for food stamps. These regulations were changed in response to Oregon's high ranking for food insecurity.

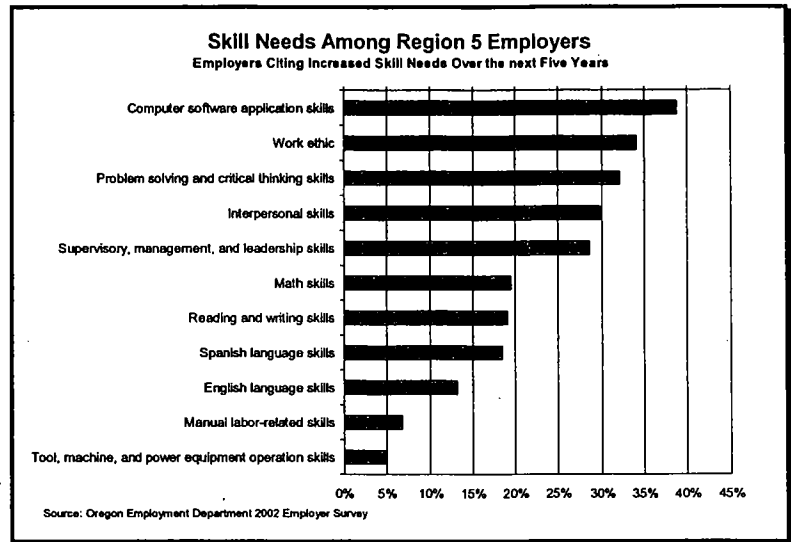
a. Describe how you will serve these populations.

Lane Workforce Partnership's focus in serving these populations will be on increasing their access to higher skilled, higher wage demand occupations with career pathways. Outreach will primarily target two groups: the working poor and the untapped labor pool. Many working individuals in Lane County have earnings that are not enough to maintain a decent standard of living, and in some cases, not enough to lift them out of poverty. Many of these workers are in low-wage, entry-level positions or employed only part-time. Wages in Oregon continue to lag behind the national average and Lane County's average annual wage remains less than the statewide average.

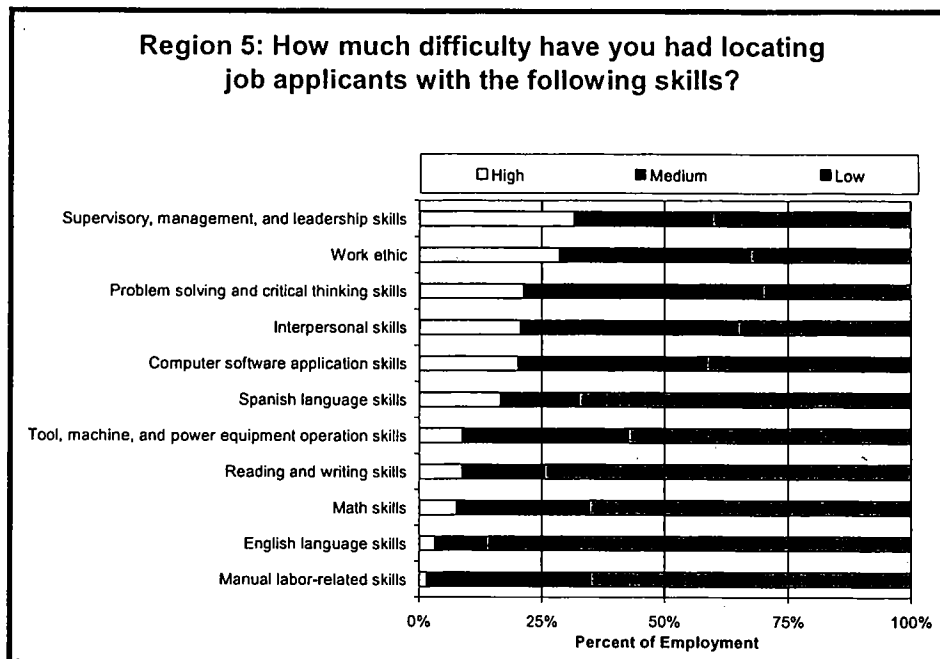
Their potential along with the potential of the larger untapped labor pool (older workers, people with disabilities, minority populations, and workers re-entering the workforce or changing careers) will be increasingly sought by businesses facing shortages of workers. Lane Workforce Partnership's comprehensive approach will cover both the demand and supply side of the equation. Lane Workforce Partnership will educate local business about recruiting and retaining untapped labor pool populations and about career mapping and other "grow your own" strategies for their current workers, while at the same time preparing the untapped labor pool to fill the vacuum of newly created jobs and those jobs vacated by retiring boomers.

3. *Provide educational and skill characteristics of the population by various factors (gender, age, race, etc.). Identify significant skills found in the population. Discuss where the area experiences mismatch between the labor force and skills needed by employers.*

Skills in Demand - A 2002 survey of employers in Lane County found that many employers expected to have increasing skill requirements. The survey asked respondents to think about the future workforce needs of their organizations and, particularly, how these organizations' need for employees with each of a variety of skills will change in the coming five years. It is clear that employers do not



feel many skills will be in less demand in the future. This result is consistent with statewide results. Computer software application skill was noted by the largest share of respondents as the skill most likely to be needed more in the future. Some of the “soft skills” ranked high on employers future needs as well. Work ethic, problem solving and critical thinking, and interpersonal skills were cited by more than a quarter of the surveyed employers. Increased need for Spanish language skills was cited by 18 percent of employers.



Projected Educational Requirements - The majority of jobs in Lane County require little in the way of training or education, but the fastest growing occupations require post secondary education and training. The minimum required education for almost 70 percent of positions in 2014 will require only on-the-job training or work experience. Many of these jobs are in lower paying services and retail occupations. These jobs are expected to grow more slowly at 14.4 percent than many other occupations. Jobs that require an associate's degree or other post-secondary training are expected to grow 18.8 percent while those requiring a professional or graduate degree will grow by 16.2 percent. To be competitive job seekers will increasingly be required to attain higher degrees. Jobs requiring a bachelor's degree to be competitive will grow by 16.3 percent compared to 14.5 percent for work experience.

Employment Projections by Educational Requirement

Required Education Level	2004 Employment	2014 Employment	Percent of 2014 Jobs	2004-2014 Percent Growth	Growth Openings	Replacement Openings	Total Openings
Total Occupations	144,565	165,941	-	14.8%	21,376	36,839	58,215
OJT and work experience	100,745	115,288	69.5%	14.4%	14,543	27,319	41,862
Post-secondary and Associate's	13,464	15,994	9.6%	18.8%	2,530	3,026	5,556
Bachelor's	23,548	26,652	16.1%	13.2%	3,104	4,921	8,025
Master's, Professional and Doctorate	6,028	7,002	4.2%	16.2%	974	1,364	2,338
Ed. Requirement not listed	780	1,005	0.6%	28.8%	225	209	434
Competitive Education Level							
Related work experience	68,253	78,155	47.1%	14.5%	9,902	19,819	29,721
Postsecondary training	23,797	27,318	16.5%	14.8%	3,521	5,596	9,117
Associate	13,542	15,556	9.4%	14.9%	2,014	3,020	5,034
Bachelor's	24,786	28,815	17.4%	16.3%	4,029	5,121	9,150
Master's, Professional and Doctorate	9,817	11,123	6.7%	13.3%	1,306	2,321	3,627

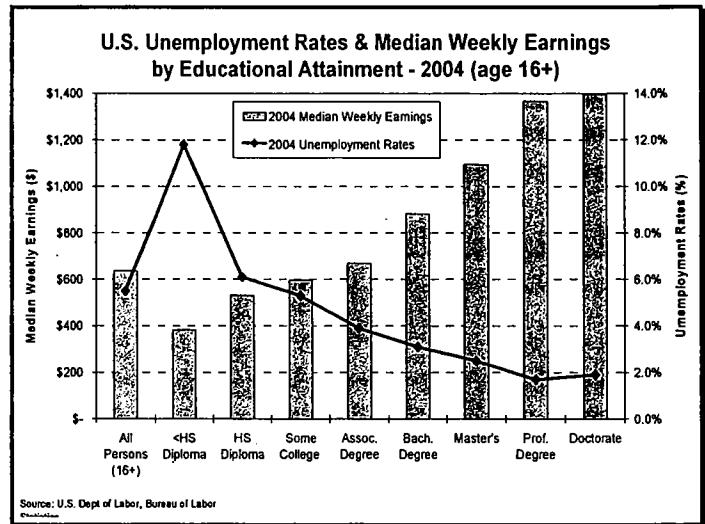
Source Oregon Employment Department

A Highly Educated Population – Data for the U.S. shows a direct correlation between education levels and earnings and unemployment. Generally the higher the education level, the higher the pay and the lower the chances of being unemployed. As Chart 1 shows, people with less than a high school diploma averaged \$384 in weekly earning and an unemployment rate of 11.9 percent in 2004 while a people with a bachelor's degree had \$883 in weekly earnings and a 3.1 percent unemployment rate.

Higher Education Institutions
Located in Region 5

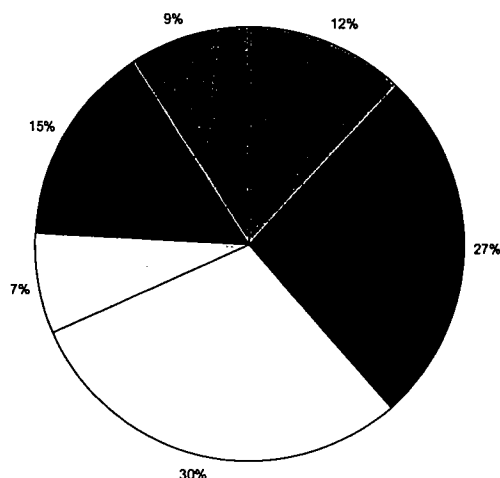
University of Oregon
Lane Community College
Gutenberg College
Northwest Christian College
Eugene Bible College

Lane County's traditionally high educational attainment levels have increased over the past decade. The share of the 25 and older population with less than a high school degree declined from 17 percent in 1990 to 12.5 percent in 2000 while the share with a bachelor's degree or higher increased from 22.2 percent to 25.5 percent. These percentages compare favorably with those from Oregon and the U.S. In 2000, the percentage of the population 25 and older with less than a high school diploma was much lower in Lane County (12.5%) than Oregon (14.9%) and the U.S. (19.6%). The population with a bachelor's degree or higher was slightly better in Lane County at 25.5 percent compared to 25.1 percent for Oregon and 24.4 percent for the U.S.

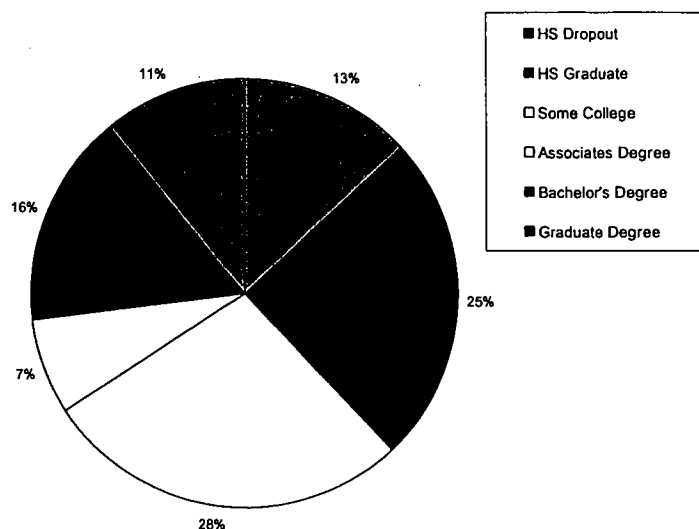


Educational Attainment by Gender in Lane County – Educational attainment by males and females is fairly balanced as the following charts illustrate:

Female Educational Attainment in Lane County (Age 25 and Older)



Male Educational Attainment in Lane County (Age 25 and Older)



Source: Oregon Department of Education

Dropout Rates - Lane County has historically had a lower dropout rate than the rest of the state. In addition, the rate has been dropping in the county and statewide. During the 1996 to 1997 school year, the one-year high school dropout rate in Lane County was 5.6 percent compared to 6.7 percent statewide. By the 2004 to 2005 school year, the rate had dropped to 3.3 percent in Lane County and 4.2 percent statewide.

While dropout rates are typically higher among Oregon's racial and ethnic minorities, their dropout rates are also declining. No dropout rates by race and ethnicity are available locally, but among African American students in Oregon, the dropout rate has declined from 13 percent in 1995-96 to 6 percent in the 2004-05 school year. Similarly, dropout rates for Hispanic students in Oregon were 18 percent in 1994-95 and had dropped to 8.1 percent by 2004-05. Locally, Hispanics make up seven percent of the student population, but 11 percent of dropouts.

Oregon high school students are increasingly going to college. Seventy-four percent of the high school graduating class of 2003 was enrolled in college within two terms of graduating, up from 69 percent in 1995 (Oregon University System, 2004 Fact Book). Oregon's rate of college enrollment compares well with the

national average. In 2001, 69 percent of Oregon graduates enrolled immediately following graduation compared to 63 percent nationally (Oregon University System, *Where Have Oregon's Graduates Gone?* Survey of the Oregon high school graduating class of 2001).

Unfortunately, if Lane County follows behind Oregon's trends, many will not complete their college education. Oregon lags behind the nation and top states in participation and persistence in enrolling and completing college:

	Oregon	The Nation	Top States*
H.S. freshmen enrolling in any US college w/in 4 years	34%	38%	52%
1 st year Community College students returning in their 2 nd year	43%	55%	61%
Freshman at 4 year institutions returning their Sophomore year	78%	74%	84%
First-time full-time freshmen completing BA w/in 6 years	52%	54%	64%

Source: The Education Trust www.edtrust.com

*Median of top performing states

D. GOVERNANCE (20 CFR 661.350)

1. Local Board Description

- a. Describe your local Workforce Investment Board: composition; membership and organizations they represent; structure, including any sub-committees; legal status; how staffed; etc. Who are the Chief Local Elected Officials and how do they interact with governance of the Board?**

The Lane Workforce Partnership is an ORS 190 business-led workforce development organization dedicated to meeting the workforce needs of employers and job seekers throughout Lane County. The board of directors has been designated by the Lane County Board of Commissioners, and Cities of Eugene and Springfield, as the local workforce investment board under the federal Workforce Investment Act of 1998. In addition, the cities of Eugene, Springfield and Lane County government, have designated the Chair of the Lane County Board of Commissioners as the Chief Elected Official under the Workforce Investment Act.

The Lane Workforce Partnership's 39 member board of directors is composed of a majority from business, as well as representatives from education, community-based organizations, labor, economic development, state agencies, and elected officials (see Appendix V).

The Lane Workforce Partnership board of directors oversees seven Committees. They include: Executive Committee, Finance and Audit Committee, Customer Services Committee, Future Workforce Committee, Youth Committee, Employer Workforce Committee, and Marketing Committee.

b. Describe the relationship and the functional separation between the board/board staff and service delivery providers.

The Lane Workforce Partnership board of directors is the local workforce investment board. The board provides direction and oversight to the one-stop system. It is not the one-stop operator. The one-stop operator is The Workforce Network Consortium. The Consortium is comprised of representatives from the Employment Department, Lane Community College, Department of Human Services, Division of Vocational Rehabilitation Services and the Lane Workforce Partnership.

The Executive Director of the Lane Workforce Partnership is the sole employee of the board. Through an administrative agreement with Lane County, the remaining employees are employees of the Workforce Partnership Department. The Department is charged with implementing policy and resource allocation decisions of the board of directors.

Workforce Partnership Department staff provide some core and intensive services. This arrangement has been agreed to in the Local Unified Plan by workforce partners, approved by the local workforce investment board, the Lane County Board of Commissioners and the Governor of the State of Oregon in compliance with 666.310 (a).

c. If your board was certified by the governor as an alternative entity, describe how mandated partners who are not members will access the board.

There is no alternative entity in Lane County functioning as a local board.

d. Describe your youth council, its membership, and how it will carry out its responsibilities for the coordination of local youth services and programs.

The Lane Workforce Partnership's Youth Council Committee is formulated according to the specifics in the Workforce Investment Act (WIA) of 1998. In addition to the required representation from the Lane Workforce Partnership Board of Directors, the Youth Council Committee also has representatives from the following agencies, organizations and community members:

- Juvenile Justice System
- Public Housing Authority

- Job Corps
- Parent Representative
- Youth Representative

The Youth Council Committee meets monthly to implement its responsibilities as listed below:

- Approving a comprehensive program design that requires objective assessment of youth, plan development, goal setting and related academic/work/career activities
 - Developing programs that provide more intensive services for a longer period of time for greater results
 - Reviewing program performance and recommending youth performance outcomes
 - Setting youth policies for youth contractors to implement in their respective program designs
 - Developing portions of the local plan for youth services
 - Participating in outreach activities and coordinating with other local youth service entities for a more comprehensive service delivery system
 - Ensuring there is a direct connection between employers and youth being served
 - Fully participating in a competitive bid process for recommending WIA contract awards to eligible youth providers
 - Conducting oversight of all youth activities
- e. ***Describe the process your L/RWIB utilizes to assure that the one stop system meets the intent, rules, regulations and requirements of the WIA TIB program. (e.g. monthly performance, fiscal reports to board).***

The Customer Services Committee, a sub-committee of the Lane Workforce Partnership Board has oversight and certification responsibility for this assurance. Regular reports are given to and reviewed by this Committee on performance of the one-stop system by site, the training report card and mystery shop results.

- f. *Discuss how the local board will be educated on their role, engaging all the local partners, and providing guidance to the local workforce system.***

The Lane Workforce Partnership Board of Directors is actively engaged in guiding the local workforce system. Board meeting agendas include detailed information items, reports from staff and committee chairs, relevant guest speakers and panels on workforce topics. Regular strategic planning sessions are held, some with third-party facilitators. For example, Ed Barlow, internationally known futurist, led a strategic conversation with the Lane Workforce Partnership Board in October 2006.

2. *Partnerships*

- a. *Describe any special characteristics of the partnerships (e.g. consortia).***

This Unified Plan outlined and determined the workforce partners under the Workforce Investment Act of 1998. Designated as partners in 2000, the following agencies formed a Consortium, which continues to provide oversight of the day-to-day operation of the One-Stop Center, known as *The Workforce Network*. Members of the Consortium are: Department of Human Services, Lane Community College, Lane Workforce Partnership and the Oregon Employment Department.

For more detail on the Consortium, please see Part I, question A 2.

- b. *Please describe and attach any board issued policies, memoranda, or directives that require and support integration of workforce services.***

- Results Policy (Appendix I)
- Organizational Goals and Strategic Objectives (Appendix III)
- Memorandum of Understanding (Appendix VI)
- Alignment of State of the Workforce challenges, Organizational Goals and Results Policy (Appendix VII)

- c. *Describe how all the local partners were engaged in the development of this plan.***

Several facilitated strategic planning sessions have been held over the past several months in preparation for this process. Drafts of the Plan have been distributed to the board and related Committees for feedback and approval.

d. *Describe your relationship with local Tribal Nations.*

The Tribal Services Specialist from the Confederated Tribes of Siletz serves on the Lane Workforce Partnership Board of Directors. Members of the Siletz Tribal Program regularly access The Workforce Network and there is an information and referral exchange with the Confederated Tribes of the Siletz Indians WIA program.

E. DESCRIPTION OF ONE STOP DELIVERY SYSTEM (20 CFR 661.350 – 661.355, 20 CFR 662)

1. *Describe your local area delivery of core, intensive and training services.*

In July 2000, under the leadership of the Lane Workforce Partnership board of directors, a system of services as defined in the Workforce Investment Act began to be delivered. This system is called The Workforce Network and is an alliance of the following organizations: Department of Human Services, Oregon Employment Department, Lane Community College, Lane Workforce Partnership and Office of Vocational Rehabilitation Services.

The Workforce Network is dedicated to assisting employers recruit and retain employees, and to help individuals learn new skills, find employment and progress in their careers. The Workforce Network serves all adults regardless of income or employment status.

In Lane County, The Oregon Employment Department is the primary deliverer of core employment services and placement services for businesses. Intensive case management services are provided by WIA Title IB funded case managers, and training is provided by local training providers that have been approved and placed on the eligible training provider list (ETPL).

Staff employed by the Lane Workforce Partnership provide direct WIA limited core and intensive services to adult and dislocated workers. The Lane Workforce Partnership staff are held to the same standards and are monitored in exactly the same manner as the Lane Community College WIA Title IB contracted staff working at The Workforce Network satellite site.

2. *Describe the process for selection and designation of the one stop operator.*

On February 24, 2000, the Lane Workforce Partnership Board of Directors established a policy whereby a consortium of partner agencies would oversee the management of the one-stop system. The partner agencies include: Department of Human Services, Oregon Employment Department, Lane Community College, Lane Workforce Partnership and Office of Vocational Rehabilitation Services.

Coordination, day-to-day management of the system and staff functions of the Consortium will be provided by Partnership staff as part of their responsibility to the Partnership Board. The Lane Workforce Partnership Board, in cooperation with the Board of County Commissioners as the Chief Elected Official for the Workforce Investment Act in Lane County, serves as the policy body and final authority for the system.

3. Describe how the local board will:

a. Ensure the continuous improvement of eligible providers of services through the system, and (see below for response)

b. Ensure that such providers meet the employment needs of local employers and participants. (see below for response)

Eligible Provider Quality Assurance & Continuous Improvement

Mystery Shopping - Quality assurance of the services provided through The Workforce Network is a priority for the Lane Workforce Partnership board of directors. In May 2003, the Lane Workforce Partnership contracted for Mystery Shopping Services for the first time. The results of the mystery shops provided information, which identified services that did not meet the customer services standards set-up by the Board of Directors. Based on this information, the management and supervisory staff were able to identify and provide training to staff so that expectations could be met. In an effort to assure that the standards are being maintained, the Board of Directors has continued to contract for Mystery Shopper Services each program year. Results of these shops are provided to the Board of Directors bi-annually for quality assurance and continuous improvement monitoring. This third party review provides an objective oversight and staff/contractor monitoring tool for the Lane Workforce Partnership Board of Directors.

New Employee Orientation - In an effort to ensure continuous improvement in the delivery of services by all eligible providers, in the Spring of 2006 the Consortium developed a new employee orientation for The Workforce Network. The orientation covers the following topics:

- The role of the federal government in the creation of the “One-Stop” system
- All of the local partners that participate in delivering services
- All of the services offered and information on how to access these services
- Information on our local complaint process under the Methods of Administration
- Information on additional resources in the community to assist customers

All current employees were sent through the orientation in July and August of 2006, and as a result, the majority of employees reported that they felt more knowledgeable about the system, which enabled them to make better referrals and provide better customer service. Overall, employees reported that they felt better aligned and integrated with their partners.

Eligible Provider Report Card - Prior to funding any training for individuals requesting scholarships, under the Workforce Investment Act (WIA), training providers must be approved and placed on what is called the *Eligible Training Provider List* (ETPL). In Lane County, the approval process includes filing an application with the Lane Workforce Partnership Board of Directors and the Office of Community Colleges.

The purpose for having training providers apply to be on the ETPL is so that the State and the local boards can track the outcomes related to the specific training programs. To date, the State has not provided any feedback or statistical data in regards to the outcomes associated with the approved training programs. In an effort to gauge the effectiveness of the trainings that are funded with WIA scholarships, Lane Workforce Partnership developed a Training Report Card. The Report Card lists all of the trainings that have been funded with WIA money between July 1, 2000 and June 30, 2006. Each Report Card provides the name of the training and the school that provided the training, the number of clients enrolled, the number of clients that received employment, the number of clients whose employment directly relates to the training received, the average pre-training wage, and the average post-training wage.

The following are some of the trainings that have been the most highly attended and have provided the best results:

- Accounting Clerk – Certificate, Lane Community College
- Administrative Assistant – AAS, Lane Community College
- Business Management – AAS, Lane Community College
- Computer Network Operations – AAS, Lane Community College
- Computer Programming – AAS, Lane Community College
- Computer User Support – AAS, Lane Community College
- Counselor, Chemical Dependency – AAS, Lane Community College
- Dental Assisting – Certificate, Lane Community College
- Dental Hygiene—AAS, Lane Community College
- Energy Management – AAS, Lane Community College
- Graphic Design – AAS, Lane Community College
- Hair Stylist—A-Art Beauty College
- Hair Stylist—Springfield College of Beauty

- Industrial Maintenance – (HVAC-R) – Lane Community College
- Massage Therapy Technician – Certificate, Lane Community College
- Medical Office Assistant – Certificate, Lane Community College
- Medical Office Assistant—Certificate, Pioneer Pacific College
- Multi-Media Design & Production – Certificate, Lane Community College
- Registered Nurse – AAS, Lane Community College
- Truck Driver Training – Various Schools

The following are some of the trainings that were highly attended but did not produce desired results:

- Community Service Program – AAS, Lane Community College
- Criminal Justice – AAS, Lane Community College
- Office Assistant – Certificate Lane Community College

The Report Cards are provided to all Career Advisors who use the information to develop training plans with their clients. In addition, the scholarship committee refers to the Report Card when making award decisions. The trainings that did not produce desired results have not been dropped from the list completely. The individual needs of the customer are still taken into consideration when developing a plan. There are situations that explain why an individual might initially make less money post-training, such as starting a new career or lack of experience. However, customers are strongly advised not to pursue trainings that have a history of producing poor results.

4. Describe and provide an assessment of the type and availability of adult and dislocated worker employment and training activities in the local area.

As mentioned in a previous section, Lane Workforce Partnership has worked to identify regional industry clusters that are economically vibrant, promise growth, provide wage progression/career ladder opportunities for employees, and create a balanced competitive advantage for the Lane County's workforce and business community. The clusters identified in the region that meet these standards include: Healthcare, Wood Products, RV/Transportation Equipment Manufacturing, Software and Computer Systems, and High Technology. As part of this study, each industry was surveyed on the availability of a skilled workforce. All five industry clusters reported a lack of local training – ranging from a lack of basic skills training to a lack of specific specialty types of training. As a result of receiving this information, Lane Workforce Partnership is working with these clusters to identify specific training needs and is actively leveraging funds to assist these organizations in meeting these needs.

5. Describe how customers access core, intensive and training services in your local one-stop system, including non- and limited-English speakers, people with disabilities, TANF clients and others with barriers to employment, by site.

Customers can access core, intensive and training services through The Workforce Network. The Workforce Network is dedicated to assisting employers recruit and retain employees, and to help individuals learn new skills, find employment and progress in their careers. The Workforce Network serves all adults regardless of income or employment status and bi-lingual/bi-cultural staff are available. In addition, a team of disability navigators are stationed at both locations to assist people with disabilities in navigating all services. The Center's core services can be accessed by the entire community, including people on TANF. The Department of Human Services maintains regular office hours at the comprehensive Center to provide services to TANF clients; however, these clients can access all of the core, intensive and training services in the same manner as any other customer.

a. Describe the criteria used for determining whether Title I funds are limited for adult employment and training activities, and the process by which any priority will be applied by the One-Stop Operator.

The Workforce Investment Act specifies that, when adult funds are limited, priority must be given to recipients of public assistance and other low-income individuals for receiving intensive and training services. A "low-income individual" is defined as a person who:

- Receives or is a member of a family that receives cash payments under federal, state, or local income-based public assistance programs.
- Received an income or is a member of a family that received a total family income that does not exceed 70% of the federal poverty level income guidelines. For example an individual's total annual income would be approximately \$9,570 whereas the annual income for a family of four would be \$22,490.
- Is a member of a family that receives food stamps.
- Is homeless.
- Has a disability with an income that meets the 70% limit.
- Is in foster care.

b. Describe any populations prioritized for services, other than those required for Title I, and the process used to determine the need/ eligibility for prioritization.

Other than the requirement that local boards must determine priority for service delivery, the Act does not provide any guidance on what minimum target should be

set. Because funds for the Lane Workforce Partnership's adult program are limited, a target percentage for intensive and training services needed to be determined. The following points were taken into consideration when establishing the policy.

- Funds for federal employment and training programs have always been limited. Allocations are provided on an annual basis and generally involve some fluctuation from year to year.
- There are individuals who do not meet any of the qualifications listed above to be low income. Their income, however, is considerably lower than their needs.
- Individuals who are at or above 185% of the federal poverty level guidelines meet the self-sufficiency definition approved by the Lane Workforce Partnership's Board of Directors. They do not qualify for intensive or training services under any circumstances.
- Recent program eligibility interviews show that approximately 53% of the adult registrants meet the low-income definition highlighted above.

The Lane Workforce Partnership board approved the priority for intensive and training services as follows:

- A minimum of sixty percent (60%) are to be adult customers who meet the low-income definition or who are recipients of welfare.
- A maximum of forty percent (40%) are adult customers whose income is higher than the defined low-income levels, but is below the self-sufficiency level of 185% of the poverty level.

6. *Describe your local system's integrated service strategies to meet the needs of specific population groups or customers. These can be populations targeted through your local strategic planning process, local priority customers, or any specific populations receiving an integrated set of services. Populations to be included are:*

a. *People with disabilities*

Individuals with disabilities are co-case managed between Vocational Rehabilitation Services and WIA Title IB case managers. In these situations, Vocational Rehabilitation usually becomes the lead agency serving the client, with WIA providing supportive type services. A Disability Navigator is available at The Workforce Network to assist disabled customers to access the full array of career and employment services.

b. *People with low basic skills*

People with low basic skills are generally provided integrated services from the ABE/GED title II program and WIA Title IB. All of the services are available on site at The Workforce Network.

c. *Non-English speakers*

Non-English speakers are provided with integrated services from the ABE/GED title II program and WIA Title IB. The ESL program is delivered through Lane Community College.

d. *Migrant and seasonal farm workers*

The Oregon Employment Department provides services to Migrant and Seasonal farm workers on-site at The Workforce Network. Referrals are made on an individualized basis to partner programs based on the needs of the customer.

e. *TANF clients*

An integrated case manager has been designated to provide integrated TANF/WIA services to customers at the Department of Human Service's Cottage Grove office. The case manager splits his time evenly between the two programs. It is anticipated that having one person working in both programs will enable him to discover areas where the two programs can better integrate services, and therefore, provide better services to our customers.

7. *Describe services the system provides to meet the needs of employers and job seekers.*

a. *Describe your business services model and how you meet the workforce demands of your local economy.*

Business Services - Over 2,000 businesses were served through The Workforce Network in 2005. Business services include:

Recruit, screen, test and refer applicants - With an applicant pool of over 10,000, The Workforce Network helps businesses to fill positions from entry level to executive. Using services, such as *iMatchSkills*, *Executive Career Finders*, *WorkNet*, and *targeted job fairs*, businesses save time and money by matching the right people to the right job. In addition, applicants are tested on their computer skills (MS Word, Excel, Access and others).

Consult on workforce needs - Experienced staff work with employers to develop solutions to meet their workforce needs, e.g. upgrade the skills of the current and future workforce to improve productivity and position businesses to be globally competitive. Business services are provided by Employment

Department staff at The Workforce Network Center. Each business service representative is assigned to an industry sector and becomes a specialist in meeting the needs of businesses in those sectors.

Broker of workforce information - The Workforce Network Center provides businesses with local and statewide labor market information. In addition, businesses can access information on employer tax credits, industry trends, wage and salary data, employment statistics, employment and training providers, etc.

b. *Describe how job seeker services and job seeker service providers are made aware of specific business needs/requirements/opportunities?*

Through strong local partnerships with the Oregon Employment Department and the overall affiliation with WorkSource Oregon, local job seekers and businesses have access to iMatchskills. iMatchskills is an on-line system, which matches business workforce needs with job seekers' skills. The system helps workers find the employers and jobs that match their skills, get the skills they need for the jobs they want, and provides them with easy access to all the resources they need for resume building, interviewing and job searching.

In addition, job seekers and businesses are taught how to use the State's award winning labor market information system – The Oregon Labor Market Information System (OLMIS). Touted as the best economic and labor market data available in the state, the site is highly recommended to all customers. Information on the site can be accessed at www.qualityinfo.org.

c. *Describe any barriers to service delivery for job seekers, businesses.*

The major barrier in service delivery is in the business services area, specifically data sharing and integration. Information on what services are being accessed and provided to specific businesses in the community is not readily available. Current efforts are underway to share information among partners through providing access to the iMatchskills employer information. It is anticipated that the sharing of information among partners in regards to the provision of business services will provide local businesses with better customer service and in many cases a single point of contact for all partner programs.

d. *Describe how the local board will focus on building and sustaining relationships with businesses.*

Lane Workforce Partnership has developed an industry-driven model that provides multiple avenues for business participation, including board membership and related committees and activities; consortia; forums; task forces and surveys. This provides the workforce system with a continual flow of feedback from industry, allowing it to identify and address gaps.

- e. *Describe how the local board will engage the business community in the design and improvement of business services.***

The information gathered from industry will be continually streamed to The Workforce Network, job seekers and our education partners in the system. The Workforce Network will increasingly emphasize and target resources toward higher skilled, higher wage demand occupations, particularly those in target clusters, ensuring a full pipeline of qualified applicants for business.

- f. *Describe how the local board will enhance services to job seekers.***

As stated earlier, the Lane Workforce Partnership board will make a special effort to reach out to the untapped labor pool and the working poor. Another area of enhancement will be an increased emphasis on higher wage, high demand occupations with career path opportunities, especially within targeted industry clusters. The board will also explore use of work-based training opportunities such as on-the-job training and customized employer training.

- g. *How does your workforce system ensure that all job seekers connect with the labor exchange system?***

It is a requirement by the State of Oregon that all individuals that collect Unemployment Insurance register in iMatchSkills (our State's labor exchange system) – or they will be denied benefits. Job seekers are made aware of this requirement when they apply for Unemployment Insurance or during a lay-off orientation, conducted by the WIA Dislocated Worker service delivery coordinators.

- h. *Discuss how the apprenticeship community will be engaged, and the plans to bring apprenticeship opportunities to job seekers.***

Under direction from the 2003 Legislature and the long-range capacity needs of the construction trades, the Oregon Department of Transportation (ODOT) has been directed to ensure that a qualified and diverse workforce is available for today and tomorrow's transportation projects. As this project cannot happen in isolation, rather it requires partnerships, ODOT has brought together: contractors, labor unions, workforce development entities, tribes, construction trades apprenticeship programs, community colleges, community based organizations, education, and state and local governments. The Lane Workforce Partnership is committed to this effort and will actively participate in the development of a Workforce Development Plan. The plan will specifically outline strategies for actively connecting job seekers to the opportunities that the apprenticeship programs have to offer.

In addition, Lane Workforce Partnership's plan includes increasing access to apprenticeships as an "earn and learn" strategy. A pre-apprenticeship pathways

map will be developed in association with local trades associations and disseminated to schools, career centers and The Workforce Network.

8. *Provide a matrix of your system showing all service delivery sites and how core, intensive and training services are delivered at each site and by workforce partners.*

See Attachment A.

9. *Discuss how the Board anticipates further coordination of services and elimination of duplication in service delivery to maximize resources available to support training and other business services.*

All of the actions of the Lane Workforce Partnership Board are intended to result in increased coordination and minimization of duplication. The Workforce Network exemplifies this approach. Most of the core and all of the placement services in The Workforce Network are provided by Employment Department staff. Title IB staff provide intensive services including case management, development of training plans, and long term follow up. We provide one of the most integrated workforce systems in Oregon. The Department of Vocational Rehabilitation and Department of Human Services and Lane Community College provide services on-site at The Workforce Network along with specialty services such as those provided to disabled customers by the Lane Independent Living Alliance. Business Services are a coordinated effort among all Workforce Network partners.

10. *WIA 20 CFR 652.202(b)(1) requires all labor exchange services to be delivered as part of the One Stop delivery system via One Stop Centers or affiliate sites. If Wagner-Peyser services are currently delivered outside either of these means in the LWIA, the Board must identify strategies which will bring the LWIA into compliance with the regulations.*

- a. *Describe the local board plan for re-locating partners within the One Stop Centers.*

Partners are already co-located at The Workforce Network center.

F. SERVICE GAPS

1. *Identify workforce needs for the area; then describe whether or not the present workforce system is meeting those needs. If not, indicate the extent of the gap in services needed but not provided. Such gaps may include, but are not limited to: specific skills needed by employers, language issues, ESL services, drug & alcohol treatment, support services, services to the disabled, education/training needs not provided locally, service to remote areas, space for providing services, etc.*

See Part I, Section C for detail on area workforce needs.

There are limited resources within the workforce system as a whole to truly provide the training necessary to skill up the population. In addition to limited federal training dollars, the K-12 and community college system face significant resource challenges. There are waiting lists for drug and alcohol treatment. Lack of adequate public transportation systems, particularly in rural areas, are a barrier to employment for many. Issues that the working poor face, such as affordable housing and access to health care, are greater in Lane County than in the state as a whole. See Part I, C 2 for more information about this segment of the population.

Lane Workforce Partnership's proposed plan supports systems alignment among workforce, education, business and community support systems to continue to address these complex issues.

G. STRENGTHS AND IMPROVEMENT OPPORTUNITIES

- 1. Describe how the local board will ensure the continuous improvement of services through the system and ensure that providers meet the employment needs of local employers and job seekers.***

Please see Part 1, C9

H. RESOURCES

- 1. Identify, using the form in Attachment A, the resources dedicated to achieving the goals in the Plan. You should include, as much as possible, the public and private resources in the local workforce system.***

Please see Attachment A

I. PERFORMANCE OUTCOMES

- 1. Identify local/regional performance targets using Oregon's system-wide workforce measures/indicators for the appropriate indicators and the DOL Common Measures. A format for identifying Oregon's system-wide workforce measures/indicators is found in Attachment B. All local workforce partners are to be included in the setting of performance targets for the period July 1, 2007 through June 30, 2008. Negotiations will take place for the performance targets for year two: July 1, 2008 through June 30, 2009.***

See Attachment B

2. *What barriers does your L/RWLA have which prevents you from integrated performance?*

Barriers to integrated performance include the absence of an integrated data-management system, differing definitions of performance outcomes and the absence of direct accountability of workforce partners to the local board.

J. MEMORANDUM OF UNDERSTANDING AND ATTACHMENTS

1. *There are no changes proposed for the Memorandum of Understanding that is currently in place.*
2. *Please attach the Resource Sharing Agreement for each of your certified WorkSource Oregon Centers for the current year.*

See Appendix II.

**ATTACHMENT A: COMPREHENSIVE SERVICE MATRIX OF WORKSOURCE CENTERS,
AFFILIATE SITES AND OTHER SERVICE DELIVERY LOCATIONS
LWIA/RWIA 5**

Each workforce system partner is to code the service level using the codes below for each activity listed in the matrix.

CODE TO SERVICE LEVELS:

S = Eligibility Screening; D = Eligibility Determination; K = Knowledge of Availability; E = Enrollment for Service; P = Provision of Service

Agency/Partner Name	Workforce Investment Act													
	Title I Adults & Dislocated Workers		Title II Adult Ed & Literacy		Title III Wagner-Peyser- Employment Services		Title IV Vocational- Rehabilitation		Carl Perkins Voc. Technical Ed Act		Department of Human Services - Self Sufficiency		Other Partner	
	Service Code	Location #	Service Code	Location #	Service Code	Location #	Service Code	Location #	Service Code	Location #	Service Code	Location #	Service Code	Location #
ACTIVITY														
Eligibility Determination for WIA Title I Services.	S, D, K, E, P	1,2	K	1,2	K	Eugene	K	1,2			K	4,5		
Outreach, intake, and orientation to the information and services available through the WorkSource Oregon delivery system.	K, P	1,2	K	1,2	P	Eugene	P	1,2			P	4,5		
Initial Assessment of Skills and Need for Support Services.	S, D, K, E, P	1,2	K	1,2	P(See Note)	Eugene	P	1,2			P	4,5		
Unemployment Insurance Information.	K	1,2	K	1,2	K	Eugene	K	1,2			K	4,5		
Labor Market Information.	K	1,2	K	1,2	P	Eugene	P	1,2			K,P	4,5		
Help in establishing eligibility for Welfare and financial aid. (TANF)	K	1,2	K	1,2	K	Eugene	K	1,2			K	4,5		
Job Search and Placement Assistance and Career Counseling, where appropriate.	S, D, K, E, P	1,2	K	1,2	P	Eugene	P	1,2			P	4,5		
Accurate Information Relating to the Availability of Support Services.	S, D, K, E, P	1,2	K	1,2	P	Eugene	P	1,2			K,P	4,5		
Performance Outcome and Cost Information on Eligible Training Providers.	S, D, K, E, P	1,2	K	1,2	K	Eugene	K	1,2			K	4,5		
Information on How the Local Area is Performing on Local Performance Measures.	P	1,2	K	1,2	K	Eugene	K	1,2			K	4,5		
Follow-up Services focused on the job retention of an individual who has entered employment.	S, D, K, E, P	1,2	K	1,2	K	Eugene	P	1,2			K,P	4,5		
Intensive Services (indicate what service(s), see definitions below).	S, D, K, E, P	1,2 Intensive A & B	E	1,2	P(VETS TAA)	Eugene	P A & B	1,2			K,P	4,5		
Training Services (indicate what service(s), see definitions below).	S, D, K, E, P	1,2 Training Scholarships	K	1,2	K	Eugene	P	1,2			K,P	4,5		

Note: Provision of Initial Assessment of Skills and Need for Support Services by WSOED is routine and informal, in relation to the job-ready and labor exchange, and customers are referred to partners for more through assessment

LOCATIONS KEY: Comprehensive Listing of Service Locations for the LWIA/RWIA (including Site Name and Address)

1. Oakmont = The Workforce Network Center – 2510 Oakmont Way, Eugene, Oregon 97401
2. LCC = The Workforce Network Satellite Office – 4000 East 30th Avenue, Lane Community College Building 19, Eugene Oregon 97405
3. Eugene = (Wagner Peyser Employment Services Region 5)
4. Seneca = One Stop – 855 Seneca Rd, Eugene (TANF Region 5)
5. Other TANF = Co-Location of Workforce Network partners through JOBS Program at sites not designated onestops include McKenzie, West 11th and Springfield East (TANF Region 5)

SERVICE CATEGORY DEFINITIONS: Workforce system definitions as defined by OWIB Committee

Core services are: those available universally without regard to participant "enrollment," and include activities that do not require line staff assistance (or only minimal staff assistance) such as access to resource room materials available universally, labor market information, iMatchSkills or other self-assessments, information and referral, initial assessment, referral to listed jobs, and job search or other workshops offered in group settings. Core services include eligibility determination for particular programs. (Note for Title 1B this is the same as Core A)

Intensive services are delivered to participants who have met pre-determined eligibility criteria and are enrolled in a program or multiple programs. Intensive services generally are offered on a one-to-one basis but may be offered in group settings with extensive staff assistance.

Intensive A. Services may include but are not limited to staff-assisted or one-on-one activities such as *development of individual employment or service plans, in-depth assessment, career counseling or planning, on-going case management, and in-depth job search training or assistance.* (Note for Title 1B this is the same as Core B plus Intensive A.)

Intensive B. Also classified as intensive are *literacy, remediation, or basic skills services including English as a Second Language (ESL), Adult Basic Education (ABE), General Education Diploma (GED), short term vocational training (less than 40hrs) and basic computer literacy* classes designed to assist participants to become ready for employment or ready for training.

Training services are delivered to participants who have met pre-determined eligibility criteria and are enrolled in a program or multiple programs. Services may include financial assistance for or direct delivery of training, including but not limited to occupational skills training, skills upgrading, and re-training. Training may take place in an academic setting or may be employer based, including *classroom training, paid work experience, internships, On-the-Job Training (OJT), or customized training.*

Supportive services are delivered to participants who have met pre-determined eligibility criteria and are enrolled in a program or multiple programs. Services are those necessary to allow a participant to participate in training or gain or maintain employment, including but not limited to financial assistance for child care, personal care, work tools, workplace accommodation, work clothing, testing fees, transportation, and other supports.

Business services are those offered directly to business customers and may include but are not limited to job listings, access to and assistance with iMatchSkills and other assessments, labor market information, economic data, applicant pre-screening, assessment of business need for worker training or other services, or referrals and connections to these services.

JOBS (TANF) - Activity and Category Key

Core Services - Cash contributions of the RSAs. Most of DHS contributions are in the form of goods and services, the cost of which are already included in other categories.B

Business Services - The business community only indirectly benefits from services we pay for.

Administration - The TANF/JOBS admin cap is 15%. The cost listed here is for the Management Component of Principal JOBS Contracts - the cost of co-managing the contracted JOBS service delivery.

Intensive Services A (CC,CH,CI,DA,DV,HS,IJ,JO,ME,MH,MI,PE,SL,SS)

Childcare and Child-Related contracted services

Short-term Crisis Intervention

Alcohol and Drug -Related Services (non medical covered services)

Domestic Violence Intervention Services

Non-Parenting Teens attending HS

Job Search

Medical Issues

Mental Health-Related Services (non-medical covered services)

MicroEnterprise - Small Business

Program Entry (orientation, screening, referrals)

Stabilization Services

Social Security Application services

Intensive Services B (AB,ES,SR)

Adult Basic Ed (for TANF clients)

English as a Second Language (for TANF clients)

Student Retention

Training Services (CW,JS,JT,LS,PL,SI,SW,VT,WE,WS)

Community Work Experience

Job Skills Training

On the Job Training

Life Skills Training

JOBS Plus

Self-Initiated Training

Supported/Sheltered Work Experience

Vocational Training

Work Experience

Work Supplementation

Other

Supportive Services (Childcare, Transportation, Housing, Other)

Follow-Up Services - Retention and Wage Gain efforts (BR,RT,UN)

Local Workforce Area/Regional Workforce Area: Region 5

Direct Services & Infrastructure Plan

Complete the following tables displaying how core and intensive services will be delivered and funded by the partners within the Workforce System by location. These tables should identify WIA Title I-B, Wagner-Peyser and other workforce partner staffing and infrastructure costs, at a minimum.

Infrastructure Costs in Dollars (Current)

Service Location	Infrastructure Costs (includes Rent, Utilities, Maintenance, Technology, Marketing, etc.)	Other Personnel Costs	Services (Staff costs directly linked to the provision of service and direct participant costs.)			Other Travel Training & Supplies	Total Costs
			Core	Intensive	Training		
Eugene-Wagner Peyser	\$207,642.93	Na	\$1,490,827.46	\$130,065.64	\$491,754.04	\$42,991.06	\$2,363,281.13
Oakmont/LCC – OVRs			71.00	1,689,274.00	172,244.00	0	1,861,589.00
Seneca/Other TANF – DHS JOBS Program	see last page for JOBS (TANF) amounts provided						
Oakmont/LCC – WIA Title I Adult/DLW (LWP)	169,737	396,496.70	601,604	219,825.50	1,412,791.50	85,860.22	2,886,287.92
Oakmont – Adult Ed & Literacy			195,468				195,468
LCC – Adult Ed & Literacy			16,984				16,984

Total Infrastructure Staff Levels in FTEs (Current)

Service Location	Dedicated to Core Services			Dedicated to Intensive Services		
	Wagner Peyser Staff	ELL Title I-B Staff	Other Personnel (FTEs)	Wagner Peyser Staff	ELL Title I-B Staff	Other Personnel (FTEs)
Eugene-Wagner Peyser	6.64		SEDAF - 27.04			SEDAF - 2.55
Oakmont – Adult Ed & Literacy			Title II-1.8 Faculty .15 Classified			
LCC – Adult Ed & Literacy			Title II - .17 Faculty			
Oakmont/LCC – WIA Title 1 Adult/DLW (LWP)		8.048			1.60	

Management & Administrative Staffing Across All One Stop Centers and Affiliate Sites (Current)
Includes only Wagner Peyser/Employment Service and Title 1 Adult & DLW

Management/ Administrative Staff (Wagner Peyser, i.e., Wagner Peyser, Title I-B, LWP, etc.)	Total FTEs
Management Staff For Delivery of Core and Intensive Services	1 – Wagner Peyser 1.136 – Title 1 B (LWP)
Administrative Staff	1 – Wagner Peyser 3.680 – Title 1 B (LWP)
Total for the LWIA/RWIA	6.816

Infrastructure Costs in Dollars (Planned over Next Two Years)

Service Location	Infrastructure Costs (includes: Rent, Utilities, Maintenance, Technology, Marketing, etc.)	Other Personnel Costs	Services (Staff costs directly linked to the provision of service and direct participation costs)			Other	Total Costs
			Core	Intensive	Indivisive		
Eugene-Wagner Peyser	Not provided						
Oakmont/LCC – OVRs	Not provided						
Seneca/Other TANF – DHS JOBS Program	see last page for JOBS (TANF) amounts provided						
Oakmont – Adult Ed & Literacy			426,539				426,539
LCC – Adult Ed & Literacy			38,349				38,349
Oakmont/LCC – WIA Title 1 Adult/DLW (LWP)	271,579.20	634,351.52	962,566.40	351,720.80	2,260,466.40	189,015.68	4,669,700.00

Total Infrastructure Staff Levels in FTEs (Planned over the Next Two Years)

Service Location	Dedicated to Core Services			Dedicated to Intensive Services		
	Wagner-Peyser Staff	WIA Title I-B Staff	Other Federal (Assembly)	Wagner-Peyser Staff	WIA Title I-B Staff	Other Federal (Assembly)
Eugene-Wagner Peyser	Not provided			Not provided		
Oakmont – Adult			Title II 1.8 Faculty			

Ed & Literacy			.15 Classified			
LCC – Adult Ed & Literacy			.17 Faculty			
Oakmont/LCC– WIA Title I Adult/DLW (LWP)		8.048			1.6	

Management & Administrative Staffing Across All One Stop Centers and Affiliate Sites (Planned over the Next Two Years)

Management & Administrative Staff (Identified by Planner, e.g., Wagner, Popper, Title I-B, LWP, etc.)	Current FTE	Planned
Management Staff For Delivery of Core and Intensive Services	1.136 – Title I B (LWP)	1.136 – Title I B (LWP)
Administrative Staff	3.680 – Title I B (LWP)	3.680 – Title I B (LWP)
Total for the LWIA/RWIA	4.816	4.816

Please feel free to contact any of the RSA Team members listed below if you have any questions/concerns or need technical assistance:

Department of Human Services: Adult, Children and Families: Dave Lyda, 503-945-6122 or Dave.M.Lyda@state.or.us

Department of Human Services: Adult, Children and Families: Lily Sehon, 503-945-5624 or Lily.Sehon@state.or.us

Department of Human Services: Office of Vocational Rehabilitation Services: Kris Kennedy, 503-945-6260 or Kristina.Kennedy@state.or.us

Employment Department: Dave Allen, 503-526-2774 or David.K.Allen@state.or.us

Department of Community Colleges and Workforce Development: April Lackey, 503-378-8648, ext. 372 or April.Lackey@state.or.us

Seneca/Other TANF – DHS JOBS Program
OREGON PUBLIC WORKFORCE SYSTEM - JOBS (TANF) Program

	DHS-Wide	Region 5	Central Office Only
	Funding	Funding	Funding
Core Services	35,164	0	
Intensive Services A	24,308,198	2,326,784	
Intensive Services B	2,398,208	36,695	
Training Services	24,515,836	1,965,741	
Supportive Services	39,358,409	3,918,148	
Business Services	0	0	
Adminis- tration	1,812,130	415,440	
State Level Activities	3,858,588	0	3,858,588
Other Services*	379,927	160,371	
TOTAL	96,666,460	8,823,178	3,858,588

*Other Services = Wage Retention and Wage Gain

ATTACHMENT B
OREGON SYSTEM-WIDE PERFORMANCE INDICATORS
(PRISM)

OREGON SYSTEM-WIDE PERFORMANCE INDICATORS	LWIA PERFORMANCE TARGET
Placement: The percent of customers employed after completing services.	77.41%
Retention: The percent of customers employed in four continuous quarters after completing services.	63.41%
Wage Gain: Fifth quarter average hourly wages minus first quarter average hourly wages.	\$1.90/hr
Caseload Management: The number of current Temporary Assistance to Needy Families (TANF) cases by workforce region.	1,690

Signature Page

***PY 2007-2009 Local Strategic Plan
for the Local Workforce Investment Area
known as***

Partners' Statement of Agreement

We the undersigned do hereby approve and submit this Local/Regional Strategic Plan representing the following programs:

- WIA Title I-B
- WIA Title II (Adult Education and Family Literacy Act)
- Employment Department
 - WIA Title III (Wagner-Peyser)
 - Migrant and Seasonal Farmworkers
 - UI
 - Veterans
 - TAA
- Community College
- Economic Development Organization
- Carl Perkins (Post-secondary)
- Department of Human Services
 - TANF
 - Food Stamps Employment and Training Program
- Department of Human Services
 - WIA Title IV (Vocational Rehabilitation Act)
- Job Corps
- Please list Additional Partners

The length of this Plan will be _____ through _____.

We agree with the contents of this Plan.

Submitted on behalf of the partners for this Workforce Investment Area.

(Signature) (Date)

(Name and Title)

(Signature) (Date)

(Name and Title)

(Signature) (Date)

(Name and Title)

(Signature) (Date)

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(Name and Title)

(Signature) (Date)

(Name and Title)

(Signature) (Date)

(Name and Title)

Accepted on behalf of the State of Oregon

(Signature)

(Name and Title)

(Date)