

Equal Opportunity & Nondiscrimination



Learning Goals

▣ Understanding of:

- WorkSource's Equal Opportunity and Nondiscrimination requirements.
- Providing equal access to customers.
- Discrimination complaints.



Pre-Training Quiz

Respond to the questions on this quiz and we will review the answers together at the end of the training.

1. Who is your local EO Officer? Who is the State EO Officer?
2. What does LEP stand for?
3. Does sex discrimination include gender identity?
4. What do you do if a customer comes in who doesn't speak English?
5. Are you required to offer a sign language interpreter to a customer who is deaf and uses sign language?
6. When are animals allowed in a WorkSource office?
7. What are examples of reasonable accommodations WorkSource might need to provide to customers?
8. What do you do if a customer tells you they feel discriminated against?

Helping Washington's Workers

We must provide services in a manner that treats each customer with dignity and respect. And eliminate barriers for those who need us the most.

Our commitment to helping Washington and our customers succeed begins and ends with each member of our staff.



ESD Commissioner
Suzan (Suzi) LeVine

Title VI Video

Understanding and Abiding by Title VI of the Civil Rights Act of 1964

- ❑ Title VI prohibits discrimination on the bases of race, color, and national origin in programs and activities receiving federal financial assistance.
- ❑ After the video spend 5 minutes sharing with a table neighbor something you learned from the video and find out something they learned.

Nondiscrimination Plan

- ❑ **Federal and state laws prohibit discrimination in both service delivery and employment.**
- ❑ Because we are a USDOL grant recipient, the Governor has agreed that WorkSource partners will take specific steps to ensure nondiscrimination in the delivery of programs and services.
- ❑ The **Nondiscrimination Plan** is the document that describes to USDOL how Washington's WorkSource system will provide workforce development programs and services in a manner which ensures ***equal opportunity*** and ***nondiscrimination***.



Director, Civil Rights Center
Naomi Barry-Pérez



Washington State Governor
Jay Inslee

Washington State NDP

1. State-Level and Local EO Officers
2. Notice and Communication
3. Assurances
4. Affirmative Outreach
5. Disability Requirements
6. Data Collection
7. Monitoring for Compliance
8. Discrimination Complaint Process
9. Corrective Actions and Sanctions

- The **NDP** consists of 9 Elements that describe to USDOL how the WorkSource system programs and services are delivered to ensure:
 - **Equal Opportunity and**
 - **Nondiscrimination**

State-Level Equal Opportunity Officer

NDP Element 1

Teresa Eckstein

- ❑ Responsible for State Program-wide coordination of compliance with the equal opportunity and nondiscrimination requirements in WIOA
- ❑ Liaison to USDOL Civil Rights Center
- ❑ Provides training and technical assistance to local EO Officers
- ❑ Reviews LWDB and ESD programs to ensure nondiscrimination
- ❑ Discrimination complaints from customers and employees

Local EO Officer

NDP Element 1

Local EO Officer

- ❑ Responsible for local area coordination of compliance with the equal opportunity and nondiscrimination requirements in WIOA
- ❑ Provides training and technical assistance to area staff
- ❑ Reviews LWDB programs to ensure nondiscrimination
- ❑ Discrimination complaints from area customers

Notice & Communication

NDP Element 2

- ❑ In the WorkSource system, we must continuously notify **customers** and **staff** of their equal opportunity and nondiscrimination rights.
- ❑ How do we communicate these rights?
 - Display the **Equal Opportunity Notice** posters in English and Spanish, in resource rooms, classrooms, and places where we greet the public. Display in break rooms for staff.
 - WIOA participants review and sign the **Equal Opportunity Notice** in ETO and it is printed if paper files are maintained.
 - The **Equal Opportunity Tagline** is included on all communications that market WorkSource and WIOA Title 1 funded services.

(Name of LWDB, WorkSource or Service Provider) is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities.

Discussion

- ❑ Are there posters in this room?
- ❑ Where are these posters in your office/center?
- ❑ How would you get more posters if you needed to?



WE BELIEVE IN EQUAL OPPORTUNITY

Equal opportunity is the law

It is against the law for this recipient of Federal financial assistance to discriminate on the following bases: Age (at any individual in the United States, on the basis of race, color, religion, sex (including pregnancy, childbirth, and related medical conditions), sex stereotyping, transgender status, and gender identity), national origin (including limited English proficiency), age, disability, or political affiliation or belief, or against any beneficiary of, applicant to, or participant in programs financially assisted under Title I of the Workforce Investment and Opportunity Act, on the basis of the individual's citizenship status or participation in any WIOA Title I-financially assisted program or activity.

What to do if you believe you have experienced discrimination

If you think that you have been subjected to discrimination under a WIOA Title I-financially assisted program or activity, you may file a complaint within 180 days from the date of the alleged violation with either: The recipient's Equal Opportunity Officer for the person whom the recipient has designated for this purpose; or

The Director, Civil Rights Center (CRC)
U.S. Department of Labor
200 Constitution Avenue NW, Room H-4123
Washington, DC 20210

or, electronically as directed on the CRC Web site at www.dol.gov/ltr.

If you file your complaint with the recipient, you must first either: file the complaint (unless a written Notice of Final Action, or oral 90-day-notice (whichever is sooner), before filing with the Civil Rights Center (see address above). If the recipient does not give you a written Notice of Final Action within 90 days of the day on which you filed your complaint, you may file a complaint with CRC, before receiving that Notice. However, you must file your CRC complaint within 30 days of the 90-day deadline. In other words, within 120 days after the day on which you filed your complaint with the recipient. If the recipient does give you a written Notice of Final Action on your complaint, but you are dissatisfied with the decision or resolution, you may file a complaint with CRC. You must file your CRC complaint within 30 days of the date on which you received the Notice of Final Action.

WorkSource
designated partner of the [Civil Rights Center network](http://www.civilrightscenter.net/work)

WorkSource is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities. Washington Relay Service 711.

State-Level ED Officer	Local ED Contact
Teresa Eckstein Email: TEckstein@dwd.wa.gov Phone: 360-537-9900 Washington Relay Service: 711 Address: Employment Security Department PO Box 9046 Olympia, WA 98507-9046	For more information

with 1629 (rev. 07/2018)

Assurances

NDP Element 3

- ❑ All contracts, grants, cooperative agreements and other similar documents must include specific assurance language for nondiscrimination and equal opportunity.
- ❑ They must include either:
 - The exact language found in 29 CFR Part 38.25 (a)(1):

“(i) As a condition to the award of financial assistance from the Department of Labor under Title I of WIOA, the grant applicant assures that it has the ability to comply with the nondiscrimination and equal opportunity provisions...”
 - Or a citation to the assurance language:

“The nondiscrimination assurances at 29 CFR Part 38.25 apply to this [contract/agreement/etc.]”

Affirmative Outreach

NDP Element 4

- ❑ Outreach to all populations of eligible participants.
 - Use census data and information from other sources to ensure all populations are being reached.
- ❑ We must demonstrate our effort to reach representative:
 - Genders
 - Ages
 - Racial Groups
 - Individuals with Disabilities
 - Ethnic Groups
 - LEP Individuals
- ❑ Provide equivalent levels of information about WorkSource services and activities to all populations of eligible participants.



Customer Demographics – Who are our customers?

- ❑ Why is it important to know our customer demographics?
- ❑ How do our demographics impact the way we do business?
- ❑ What languages do customers at your site speak?
- ❑ What disabilities do customers at your site have?
- ❑ Are there other customer populations that are prevalent in your site?

Serving Customers with Limited English Proficiency

Customers who have limited English proficiency (LEP) must be provided meaningful access to program services. They do not have to learn English to access services or to work in the US.

- ❑ “I Speak” or international flag signs at the reception desk
- ❑ Bi-lingual staff
- ❑ Obtaining interpreters – must offer the customer an interpreter and explain it is free to them
- ❑ Language Link telephone interpreter service to determine what the customer needs – not for providing ongoing service
- ❑ Only use Google Translate if Language Link doesn’t have an interpreter available and only to let the customer know you are getting someone who speaks their language to help
- ❑ Documents and brochures provided in alternate languages

LEP Small Group Exercise

Your group will be handed scenario 1 or 2. Read the scenario and spend 10 minutes discussing. Have one person volunteer to share with larger group.


- Scenario 1 – What language?
- Scenario 2 – My child will translate

LEP Scenario 1

What language?

You are working in the resource room and a customer walks in. You greet them. They respond “I don’t speak English”, in an accent you aren’t familiar with. There are no bi-lingual staff in the office, and no one else around to help you.

- 1. How do you figure out which language they speak?**
- 2. What do you do next?**
- 3. What if they want to attend workshops and apply for services? How will services be provided?**



LEP Scenario 2

My child will translate

You are working in the resource room and a customer comes in with his daughter. The daughter explains that her dad wants help to find a job and she will translate, because he only speaks Mandarin. She says she does this all the time.

- 1. Do you have the child translate for you?**
- 2. Could there be any problems with the daughter translating? If so, what?**
- 3. What do you do if the customer continues to decline an interpreter?**

Accessibility

NDP Element 5

Programs and services must be accessible to individuals with disabilities.

❑ Facilities

- Architectural accessibility
- Programs must be available at an accessible location

❑ Communication

- Must be as effective as communications with others
- Washington Relay Service number on flyers, brochures and all informational or marketing documents that include a telephone number

❑ Auxiliary Aids and Services

- Accessible workstations and assistive technology
- American Sign Language Interpreters

Reasonable Accommodation

NDP Element 5

Customers with disabilities must be provided, when needed:

- ❑ **Reasonable accommodation** in order to participate in programs, services or activities. Examples: *Providing information in Braille, recorded materials, someone to read the material to an individual, sign language interpreters.*
- ❑ **Reasonable modification** in policies, practices or procedure. Examples: *Creating a quiet work space outside of the resource room for someone with ADHD, allowing more time for someone with a learning disability to complete steps in a program, allowing a customer to take frequent breaks during a workshop to use the restroom if they need to.*
- ❑ We do not ask customers for medical documentation when they request an accommodation for WorkSource services.
- ❑ Get advice from your EO officer before refusing to accommodate a customer with a disability.
- ❑ Reasonable accommodations for staff are handled by the employer HR department and have different regulations and requirements.



Reasonable Accommodation Small Group Exercise

Your group will be handed scenario 1 or 2. Read the scenario and spend 10 minutes discussing. Have one person volunteer to share with larger group.

- Scenario 1 – Sign language?
- Scenario 2 – Help applying

RA Scenario 1

Customer Sam comes to the front desk and passes a note to employee Kim that reads, “I am deaf. Do you have someone who signs?” Kim writes back, “No, sorry”. Sam writes “okay, we can try writing”.

Sam writes, “I want to use a computer to look for a job”.

Kim writes “okay, the computers are over here”. She shows Sam a computer and waits while Sam logs in. Sam gives Kim a thumbs up and Kim leaves.

1. Is there anything else that Kim should have done?

Sam has questions and brings Kim a note that says, “I see this flyer for a five day workshop that starts the week after next. I want to register, but I need a sign language interpreter to attend”.

2. How should Kim respond?

3. Does she need to provide a sign language interpreter for a 5 day class?

4. Is there anything else she needs to do to ensure Sam receives information about the services offered at WorkSource?

RA Scenario 2

One morning you notice a customer sitting at a computer looking really frustrated. You go over to see if she needs help. She tells you her name is Martha and she worked as a cook for the same company for 29 years and was laid off when the company lost their government contract. A friend told her about a cook's assistant position that she wants to apply for. She has never used a computer before, and told you that she has trouble reading but knows all of the words in a kitchen and the job only requires kitchen experience. The closing date is midnight that day and she just learned about the job. She asked if there is any way you can help her to do the online application.

- 1. Is Martha asking you for help with a request for a reasonable accommodation?**
- 2. What will you do?**

Religious Accommodations

We are required to modify our practices to **provide religious accommodations for customers** as long as it does not fundamentally alter the program or cause an undue hardship.

- ❑ Applies to people who **practice traditional, organized religions**, such as Buddhism, Christianity, Hinduism, Islam, and Judaism, and **others who have sincerely held religious, ethical or moral beliefs**.
- ❑ **People practice religions in different ways**. Some practices are religious for one person, but not for others, such as not working or taking classes on Saturday or on Sunday, or wearing specific clothing. A practice is religious if the customer's reason for the practice is religious.
- ❑ **Political, social, personal or economic preferences are not considered religious** under these rules.

Religious Accommodation Examples

- ❑ Examples of accommodations you might need to provide, if requested:
 - Breaks at certain times for prayer.
 - Use of an empty room or quiet hallway if available for prayer.
 - Ability to attend a class or event on a different day.
 - Allowed to wear a head covering or specific clothing.

- ❑ Examples of accommodations you don't need to provide:
 - Create a separate permanent prayer space in WorkSource.
 - Allow a person to lead the workshop attendees in prayer (could be religious discrimination to others in the workshop).

Religion Small Group Exercise

10 minutes: In your small group share an example of a customer who made a request for a religious accommodation and how it was handled. If no one has an example, think of one from your own religious experience, or share one that you think could happen.

Discuss the following:

1. **What accommodation was requested?**
2. **What was provided?**
3. **How did the customer respond?**

Service Animals

- ❑ Service animal means any **dog** that is **individually trained** to do **work or perform tasks** for the **benefit** of an individual with a **disability**, including a physical, sensory, psychiatric, intellectual, or other mental disability. Trained miniature horses can be allowed.
- ❑ Washington State Law Against Discrimination used to allow any trained animal, but was revised to specify only dogs.
- ❑ The **work or tasks** performed by a service animal must be **directly related to the individual's disability**.
- ❑ The training is **more than just obedience training** and the dog must be clean, groomed and under the control of the owner.
- ❑ The provision of **emotional support**, well-being, **comfort**, or companionship, without more, **do not** constitute work or tasks, and they are not service animals.

Service Animal Examples

Some examples of how service animals might assist an individual with a disability:

- ❑ **Assisting** individuals who are **blind or have low vision** with **navigation** and other tasks.
- ❑ **Alerting** individuals who are **deaf or hard of hearing** to the **presence of people or sounds**.
- ❑ **Pulling a wheelchair**.
- ❑ **Assisting** an individual during a **seizure**.
- ❑ **Alerting** individuals to the **presence of allergens**.
- ❑ **Retrieving items** such as **medicine** or the **telephone**.
- ❑ **Providing physical support** and assistance with **balance and stability** to individuals with **mobility disabilities**.
- ❑ **Helping** persons with **psychiatric and neurological disabilities** by **preventing or interrupting impulsive or destructive behaviors**.

Service Animal Small Group Exercise

Read the scenario and spend 10 minutes discussing. Have one person volunteer to share with larger group.

A customer comes in carrying a small dog, who is wearing a sparkly vest that has “service animal” printed on the top. She is attending a workshop you are providing, and at first the cute little dog is well behaved and sitting in her lap. Then it gets excited because it sees a squirrel on a fence outside. It starts barking, and running around. Then it jumps up in the laps of other customers, some don’t mind, but some are upset.

- 1. What do you do?**
- 2. Is it a service animal? How do you know?**
- 3. Can you ask the customer to leave?**
 - a) If yes, how would you do that? If not, why?**
- 4. What else do you need to consider?**

Disability Related Information

- ❑ Disclosing a disability is voluntary, but customers might qualify for some services or programs if they are disabled and disclose their disability status.
- ❑ We are required to keep disability information confidential. We are also required ask every customer who registers or applies for services if they have a disability.
- ❑ Usually people register on their own in ETO and the question is part of the registration.
- ❑ If you are assisting a person to register or apply for services, you need to ask them if they are disabled and explain:
 - It is voluntary and will be kept confidential.
 - Services won't be affected if they provide the info or not.
 - We use the information to determine if they are eligible for special services or funding, to ensure accommodation needs are met, and for data analysis.

Disability Information Sharing

- ❑ **Confidentiality is of utmost importance**
- ❑ Medical or disability related information **must not** be disclosed to employers:
 - Whether referring or if the employer is considering hiring a customer
 - Only exception – customer asks staff to make the disclosure on their behalf
- ❑ It may be appropriate to discuss a person's disability in **limited** circumstances at the customer's request:
 - With program supervisors or trainers to explain reasonable accommodations.
 - With first aid and safety personnel – if the customer asks us to because the condition may require emergency treatment.

Disability Information Storing

Information that discloses a participant's medical condition or disability must be stored as a medical record.

- ❑ Consider the information most needed to help the customer advance through the program. This will generally be information on limitations caused by the disability and not the disability itself.
- ❑ If a customer brings you a medical note or other documentation about their disability, hand it back to them unless their participation requires documentation. Then put it in a medical file.
- ❑ Redact the medical and disability-related information from the participant file and insert "See confidential file".
- ❑ Medical files must be maintained in a separate file for each individual and maintained in a separate locked cabinet.
- ❑ Access to the medical files must be very limited.

Data Collection

NDP Element 6

WorkSource is required to collect and report customer **equal opportunity** demographic information to ensure all customers are accessing services.

- Data we collect include:
 - Race/Ethnicity
 - Sex
 - Age
 - Disability status
 - LEP and Preferred Language
- Data may only be requested on a voluntary basis.
- Data must be kept confidential to protect customer's privacy.

Monitoring for Compliance

NDP Element 7

- ❑ The Local EO Officer monitors WorkSource centers and service providers for compliance with the EO and nondiscrimination requirements including:
 - WIOA and/or LWDB Equal Opportunity Policies
 - Washington State Nondiscrimination Plan
 - Section 188 of the Workforce Innovation and Opportunity Act
 - Title VI of the Civil Rights Act of 1964, as amended
- ❑ The State-Level EO Officer monitors LWDBs and spot-checks their centers and service providers.

Discrimination

NDP Element 8

WorkSource customers and staff have a right to participate in services and employment without being subjected to illegal discrimination.

Prohibited Factors

Federal Law	<ul style="list-style-type: none">▪ Race▪ Color▪ Religion▪ Sex▪ National Origin▪ Age▪ Disability▪ Political Affiliation or Belief▪ Retaliation
Washington State Law	<ul style="list-style-type: none">▪ Federal Law Plus:<ul style="list-style-type: none">▪ Marital Status▪ Honorably Discharged Veterans & Military Status
Recipients	<ul style="list-style-type: none">▪ Federal and State Laws Plus:<ul style="list-style-type: none">▪ Citizenship Status▪ Participating in WIOA Program or activity

Sex Discrimination

- ❑ Sex discrimination is prohibited in federal and state law.
- ❑ The term sex includes, but is not limited to gender, gender identity, sexual orientation and transgender status.
 - We are required to avoid gender stereotypes about how persons of a particular sex are expected to look, speak, or act.
 - Customers do not need to comply with gender dress, appearance and/or behavior, including whether or not they wear jewelry, make-up, high-heeled shoes, suits, or neckties, or act other ways you consider to be “feminine” or “masculine”.

The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



 Gender Identity

-  Female/Woman/Girl
-  Male/Man/Boy
-  Other Gender(s)

 Gender Expression/Presentation

-  Feminine
-  Masculine
-  Other

 Sex Assigned at Birth

Female Male Other/Intersex

- 
- 
- 

 Sexually Attracted To

-  Women
-  Men
-  Other Gender(s)

 Romantically/Emotionally Attracted To

-  Women
-  Men
-  Other Gender(s)

To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan

Gender Identity

- ❑ One's internal sense of being male, female, neither of these, both, or another gender(s).
- ❑ Everyone has a gender identity, including you.
- ❑ For transgender people, their sex assigned at birth and their own internal sense of gender identity are not the same.
- ❑ Female, woman, and girl, and male, man, and boy are just six common gender identities.
- ❑ Pronouns are important, offer your preferred pronouns and ask what theirs are.

Gender Expression

Gender expression and presentation:

- ❑ The physical manifestation of one's gender identity through clothing, hairstyle, voice, body shape, etc.
- ❑ Most transgender people seek to make their gender expression (how they look) match their gender identity (who they are), rather than their sex assigned at birth.

Sex Assigned at Birth

- ❑ The assignment and classification of people as male, female, intersex, or another sex based on a combination of anatomy, hormones, chromosomes.
- ❑ It is important we don't simply use "sex" because of the vagueness of the definition of sex and its place in transphobia.



Gender Identity and Restrooms

- ❑ Individuals have a right to use the restroom that best aligns with their gender identity.
- ❑ This does not change restroom norms. The restrooms will still be gender specific.
- ❑ If another customer is uncomfortable with someone using the restroom, you can offer them a different restroom to use.
- ❑ We can't treat an individual adversely because they identify with a gender different from their sex assigned at birth, or they are transitioning or have transitioned to another gender.

Gender Small Group Exercise

Read the scenario and spend 10 minutes discussing. Have one person volunteer to share with larger group.

You have been working with a customer named Jim for a few months. One day Jim comes in wearing a dress, long wig, make-up and heels. Jim tells you that he is transitioning to female and has changed his name to Julie. Jim asks you to start calling him Julie and to use she/her/hers pronouns.

Julie said she would be right back and headed to the restroom. Right after she walks into the women's restroom, another customer walks up to you and says "Did you see that man walk into the women's restroom?! What are you going to do about it?"

- 1. How do you respond?**
- 2. What if the complaining customer isn't satisfied with your response?**

Discrimination Complaints – Customer Against WorkSource/Partner

- ❑ If a customer tells you they are feeling discriminated against at WorkSource or by a One Stop partner, you must first give them their rights to file a formal complaint.
- ❑ You can get a supervisor or your Local EO Officer, but can't make them wait for their rights if those people aren't available.
- ❑ You can get the information from the EO poster.
- ❑ A formal discrimination complaint under WIOA must be in writing and within 180 days from the last incident of alleged discrimination.
- ❑ You can offer a complaint form, or they can write it another way. Forward written complaints to local EO officer right away.
- ❑ After you notify them of their rights, you should continue to provide service.
- ❑ You might be able to provide the service they were upset about, but you cannot determine if it was discrimination or not, and cannot resolve discrimination.
- ❑ Keep the complaint confidential.

Discrimination Complaints – Customer Against Employers

If a customer tells you they are feeling discriminated against by their employer, give them their rights to file a complaint with:

- ❑ **Washington State Human Rights Commission**
(File within 6 months)

- ❑ **U.S. Equal Employment Opportunity Commission**
(File within 300 days)

You can also ask for assistance from your Local EO Officer, State EO Officer, Office Complaint Coordinator or the State Monitor Advocate.



Discrimination Complaint Small Group Exercise

Your group will be handed scenario 1 or 2. Read the scenario and spend 10 minutes discussing. Have one person volunteer to share with larger group.

- Scenario 1 – He makes me uncomfortable
- Scenario 2 – Learn to speak English

Discrimination Complaints – Scenario 1

When James goes to greet a customer Maggie for an appointment, she tells him she is relieved it is him and not Mark. She said Mark makes her uncomfortable with how he looks at her. She said lately Mark has been sending her emails and texts and she doesn't respond. She said he creeps her out. She said her mom told her it is harassment and she should file a discrimination complaint. She asked James how that would work and what he thinks she should do.

James tells Maggie that he is sure it is just a misunderstanding and it isn't discrimination. He said that filing a discrimination complaint is serious and could ruin Mark's life. He said he has worked with Mark for years and he is sure Mark didn't mean to offend her, he is just lonely. He told Maggie that she should just ignore Mark and work with him instead.

- 1. Are there things that James should have done differently?**
- 2. How would you have handled this?**

Discrimination Complaints – Scenario 2

Two customers, Maya and Don come in and ask to speak to a supervisor. The supervisor comes out, introduces herself and asks how she can help. Maya and Don share that they are fed up with the way they and other people who have accents or speak Spanish are treated in the office. They said there are three employees who have made comments to each other in front of them that people need to “learn to speak English or go home”. A few times when the customers were chatting in Spanish, one of the employees came by and said “English please, we are in the U.S.”. They also said that “no employers will hire them if they can’t understand them”.

1. **Should the supervisor try to resolve the complaint by telling the employees to stop making those comments?**
2. **What should the supervisor do?**
3. **Who else needs to be made aware of the complaint?**

Discrimination Complaints – Staff

- ❑ **Staff** have the right to bring discrimination complaints to their **supervisor or the EO Officer for his or her organization.**
- ❑ **Staff** are encouraged to resolve issues quickly, effectively, and informally at the lowest possible level.
- ❑ Complaint procedures are developed by each partner organization for its own staff.
- ❑ Discrimination complaints are confidential and it is **illegal to retaliate** against an employee that files or assists in an investigation for a discrimination complaint.

Discrimination Complaints – Staff Rights

- Staff may file a discrimination complaint using any or all of the following resources:
 - File a discrimination complaint using their employer’s internal discrimination complaint process.
 - File a grievance under a Collective Bargaining Agreement, if represented.
 - File a discrimination complaint with a civil rights enforcement agency such as:
 - Washington State Human Rights Commission (6 month statute of limitations)
 - U.S. Equal Employment Opportunity Commission (300 day statute of limitations)
 - U.S. Department of Labor Civil Rights Center (180 day statute of limitations)



Corrective Actions & Sanctions

□ **Voluntary Compliance:**

If violations of non-discrimination requirements are found, the responsible agency is asked to voluntarily adhere to correction actions.

□ **Sanctions:**

The Nondiscrimination Plan and section 188 WIOA provide procedures to implement corrective actions and apply sanctions if voluntary compliance is not achieved.



Review Pre-Training Quiz

Take a few minutes to update your answers if you'd like to and let's review together:

1. Who is your local EO Officer? Who is the State-Level EO Officer?
2. What does LEP stand for?
3. Does sex discrimination include gender identity?
4. What do you do if a customer comes in who doesn't speak English?
5. Are you required to offer a sign language interpreter to a customer who is deaf and uses sign language?
6. When are animals allowed in a WorkSource office?
7. What are examples of reasonable accommodations WorkSource might need to provide to customers?
8. What do you do if a customer tells you they feel discriminated against?

Questions?

Contact:

- Local EO Officer

Name, email address

Phone: , WA Relay 711

- State-Level EO Officer

Teresa Eckstein, teckstein@esd.wa.gov

Phone: 360-507-9890, WA Relay 711