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Monroe County/Rochester Workforce Development Area

LOCAL PLAN

JULY 1, 2017 - JUNE 30, 2021

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Strategic Planning Elements

LWDB and Regional Demand Lists are now maintained online at: <https://labor.ny.gov/workforcenypartners/lwda/lwda-occs.shtm>. Changes to Demand Lists can be made by following the directions on the webpage.

I attest that the priority ranked list of the local area’s demand occupations was last updated on 8/29/2017.

How is this information shared with the Board? What was the last date on which it was shared?

Additions to Local Demand List approved at Board meeting on 9/19/2017.

a. Provide an analysis of regional economic conditions, including:

i. Existing and emerging in-demand sectors and occupations; and

The Finger Lakes Regional Economic Development Council (FLREDC) has identified three Advanced Manufacturing-related industry pillars: Optics, Photonics, and Imaging; Agriculture and Food Production; and Next Generation Manufacturing. The FLREDC has also identified healthcare as a key enabler under its Pathways to Prosperity strategy.

ii. The employment needs of businesses in those sectors and occupations.

Within the advanced manufacturing industry sector, the occupations with the highest demand include machinists (90 annual openings), industrial machinery mechanics (80 annual openings), computer-controlled machine tool operators, metal and plastic (50 annual openings), and welders, cutters, solderers, and brazers (50 annual openings). There are 15 different occupations with representation in the health care industry (see Table 1) that have 40 or more annual openings.

Table 1: Occupations in the health care industry with 40 or more annual openings in the Finger Lakes

Level	SOC	Occupation	Annual Openings
1	37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	350
1	37-2012	Maids and Housekeeping Cleaners	130
1	43-4171	Receptionists and Information Clerks	180
1	39-9021	Personal Care Aides	230
1	43-9061	Office Clerks, General	350
2	31-1011	Home Health Aides	240
2	31-1014	Nursing Assistants	270
2	31-9092	Medical Assistants	40
2	15-1151	Computer User Support Specialists	120
2	43-6013	Medical Secretaries	40
2	29-2041	Emergency Medical Technicians and Paramedics	70
2	29-2012	Medical and Clinical Laboratory Technicians	50
2	29-2061	Licensed Practical and Licensed Vocational Nurses	160
3	29-1141	Registered Nurses	440
4	11-9111	Medical and Health Services Managers	60

b. Describe the knowledge, skills, and abilities needed to meet the employment needs of businesses, including those in in-demand sectors and employing individuals in demand occupations.

Of the 50 occupations on the local Demand Occupations List, nine of them (including four computer occupations, two healthcare occupations, and one engineering occupation) require at least a bachelor's degree. Six of them require an associate's degree; five require a postsecondary non-degree award; two require some college; 26 require a high school diploma or equivalent; and two require less than a high school diploma. The most common entry-level education for advanced manufacturing occupations on the Demand List is a high school diploma or equivalent. The most common entry-level education for healthcare occupations on the Demand List is a postsecondary non-degree award. Occupations in key industry sectors tend to require use of various software programs and tools. Knowledge, Skills, and Abilities that are most important in advanced manufacturing occupations include production and processing, critical thinking, and near vision. Knowledge, Skills, and Abilities that are most important in healthcare occupations center around customer and personal services and verbal and written communication skills.

c. Provide an analysis of the regional workforce, including:

i. Current labor force employment and unemployment numbers;

ACS 5-Year Estimates 2011-2015, Table S2301:

County Population 16 years and over: 606,638

County Labor Force Participation Rate: 64.7%

Compared to Rochester City: 61.7%

County Employment/Population Ratio: 59.7%

Compared to Rochester City: 53.2%

County Unemployment Rate: 7.7%

Compared to Rochester City: 13.8%

ii. Information on any trends in the labor market; and

According to Monroe Community College's Rochester Area Skill Needs Assessment and Business Climate Survey, 2014, there are an estimated 23,000 persistently unfilled jobs in the nine-county Finger Lakes Region. The Monroe County Labor Force has been declining in recent years. Furthermore, jobs have been moving out of the City of Rochester and into the suburbs, away from the neighborhoods with the highest concentration of unemployed workers.

iii. Educational and skill levels of the workforce in the region, including individuals with barriers to employment.

ACS 5-Year Estimates 2011-2015, Table S1501:

County Population 18 to 24 years: 82,330

High School Graduate and Above, County: 72,646 (88%)

Less Than High School Graduate, County: 9,684 (12%)

Compared to Rochester City: 5,887 (20%)

Compared to Brockport Village: 65 (2%)

Compared to East Rochester Village: 79 (12%)

Compared to Webster Village: 69 (12%)

Compared to Greece Town: 715 (10%)

County Population 25 years and over: 504,452

High School Graduate and Above, County: 454,779 (90%)

Less Than High School Graduate, County: 49,673 (10%)

Compared to Rochester City: 25,632 (20%)

Compared to Brockport Village: 243 (7%)

Compared to East Rochester Village: 383 (9%)

Compared to Webster Village: 324 (9%)

Compared to Greece Town: 5,708 (8%)

ACS 5-Year Estimates 2011-2015, Table DP02:

5 years and over, language other than English spoken at home, and speak English less than “very well”

County: 34,661 (5%)

Rochester City: 17,027 (9%)

Brockport Village: 165 (2%)

East Rochester Village: 201 (3%)

Webster Village: 596 (12%)

Greece Town: 3,060 (3%)

d. Provide an analysis of workforce development activities, including education and training, in the region.

i. Identify strengths and weaknesses of these workforce development activities.

Monroe County has a wealth of education and training providers, as well as CBOs that have workforce development programs. They have seen increased coordination in recent years. Many of these activities are concentrated in or near the City of Rochester. These are all strengths.

Weaknesses of these activities include 1) activity schedules that do not accommodate working adults, 2) a balance of programs weighted too heavily toward unpaid and classroom-based education training, rather than work-based learning, 3) a lack of integrated education and training programs, and 4) a lack of supportive services, including child care and transportation.

ii. Does the local area have the capacity to address the education and skill needs of the local workforce, including individuals with barriers to employment, and businesses? Please explain.

Yes, we are optimistic that Monroe County has both the resources and the will to make marked improvements in the delivery of local workforce development activities. The community has seen increased collaboration on efforts such as the Rochester Monroe Anti-Poverty Initiative and various federal grant partnerships. Additionally, under the leadership of our new one-stop operator, we have already taken steps to improve alignment of the one-stop system partner programs.

e. Describe the local board's strategic vision and goals for preparing an educated and skilled workforce, including youth and individuals with barriers to employment.

Strategic Vision: Through alignment of education, training, employment, and supportive services, meet the needs of both job seekers and businesses in Monroe County.

Goals:

1. Career Pathways: Under the leadership of the three regional Workforce Development Boards, support the development and design of clearly defined Career Pathways in advanced manufacturing and healthcare, as well as other industry sectors, such as hospitality and tourism, that allow for entry by workers with lower literacy levels. Ensure that education, training, employment, and supportive services have been designed around these Career Pathways. These services should integrate education, training, and work-based learning, and should result in a high school diploma or equivalency and portable, stackable, industry-recognized credentials in demand occupations. Career Pathways should also include the necessary supports to move adults and youth with barriers from their entry point to a reasonable exit point along the pathway. These supports may include career guidance; work experiences; financial literacy education; assistance with transportation, child care, or other related costs; mentoring; and activities related to leadership development, decision-making, citizenship, and community service. It may be necessary to provide incentives for special populations, including youth, who achieve milestones along the pathway.

2. Sector-Based Strategies: We recognize the need to engage businesses in designing sector-based solutions to their hiring, training, and retention needs, with a focus on advanced manufacturing, healthcare, and other industry sectors with significant numbers of persistently unfilled jobs. Support business-led solutions that result in good jobs, encouraging businesses to incorporate appropriate work-based learning opportunities into education, training, and employment programs. Encourage businesses to meet their staffing needs by recruiting from populations that are underrepresented in the workforce, including youth, reducing barriers to their participation in work-based training and employment.

3. Role of the One-Stop System: Strengthen the local one-stop system to drive alignment of education, training, employment, and supportive services, co-enrolling youth and adult job

seeker participants in multiple partner programs whenever possible. One-stop partners should ensure that participants with barriers to education and/or employment have access to one-stop system services.

i. How do the local area's workforce development programs, including programs provided by partner agencies, support this strategic vision?

1. We have made slow but steady progress in the development of Career Pathways, having completed three advanced manufacturing Career Pathway maps, one in each of the three industry pillars. We have also lent some of our limited ITA training resources to a pilot of a business-led CNA to LPN career pathway program. Partner programs that have assisted in these efforts include WIOA Title I, Trade Act, Title IV (Voc Rehab), Title II Adult Ed, TANF, CSBG programs, and CTE Perkins. One area of need is to increase the number of integrated education and training programs that provide training services to high school dropouts, English Language Learners, and participants with low literacy and/or numeracy skills. Additionally, work-based learning should be incorporated into career pathways.

2. The local board has incorporated the priorities of the FLREDC into our regional and local planning. Specifically, we have given special attention to the Upstate Revitalization Initiative (URI) Plan. Our sector-based strategies goal is centered around business engagement and support of business-led strategies. When businesses take the lead in workforce development efforts, the board will support them. Much work remains to be done in this regard. It has been easier to engage healthcare business partners because much of the employment in this sector is concentrated at a small number of large healthcare organizations. We have also benefited from the leadership of the FLREDC as a convener of healthcare organizations. It has been more challenging to incorporate sector strategies in advanced manufacturing due to the larger number of smaller businesses in the local area. Industry organizations, such as Rochester Technology and Manufacturing Association (RTMA), Finger Lakes Advanced Manufacturing Enterprise (FAME), and Rochester Regional Photonics Cluster (RRPC), have been helpful in this regard. In both sectors our industry sector work has initially focused on the development of Career Pathways. Additionally, ACCES-VR has been a key partner in encouraging businesses to recruit from among people with disabilities.

3. In our recently completed Service Delivery MOU we have focused on strengthening the one-stop system through alignment of services. Our newly contracted one-stop system operator has begun to convene partner program entities to work toward this goal. The one-stop system operator will coordinate cross-training efforts of front-line one-stop system partner staff. The goals of the training are to expand access to program services and to align program services in a way that is efficient and seamless.

ii. How will the local area, working with the entities that carry out the core programs, align available resources to achieve the strategic vision and goals?

The Board will be reviewing Title II proposal submissions for alignment with the strategic vision and goals of the Local Plan.

In July 2017, we revised the local policy to dedicate 25% of our WIOA ITA budget to support participants in two federal grant programs who will be enrolled in career pathways in our two priority industry sectors.

WIOA Title I business services staff have been coordinating their efforts with both regional Title III business services staff and ACCES-VR (Title IV) staff in an effort to be responsive to the needs of local businesses while promoting recruitment of special populations.

One-Stop Career Center staff have already been cross-trained in all four core programs.

Additionally, the one-stop system operator is leading all partner programs in an effort to promote improved referrals between and co-enrollment in programs. This effort includes an inventory of available supportive services.

f. Describe the local board's goals relating to performance accountability measures. How do these measures support regional economic growth and self-sufficiency?

The local board will be monitoring performance on the six primary indicators as follows:

1. Employment Rate 2nd Quarter After Exit (Education and Employment for Title I Youth)
2. Employment Rate 4th Quarter After Exit (Education and Employment for Title I Youth)
3. Median Earnings 2nd Quarter After Exit
4. Credential Attainment
5. Measurable Skill Gains
6. Effectiveness in Serving Employers

Please see question c. in the Administration section for negotiated levels of local performance for each indicator.

The first five indicators support self-sufficiency of individuals. Indicator six supports regional economic growth, as does the size of the denominator of indicators one through four, provided that the percentage meets or exceeds the negotiated local level of performance.

Local Workforce Development System

a. Identify the programs, whether provided by the Career Center or any partners, that are a part of the local area's workforce development system, including:

i. Core programs;

WIOA Title I Adult and Dislocated Worker Program: RochesterWorks, Inc.

WIOA Title I Youth Program: RochesterWorks, Inc. and six contracted providers of the 14 WIOA Youth program elements, including Center for Youth, Community Place of Greater Rochester, East Rochester Youth Activity Center, Greece Central School District, Monroe 2-Orleans BOCES, Starbridge, and the Urban League of Rochester.

WIOA Title II Adult Ed: New York State Education Department

WIOA Title III Wagner-Peyser: New York State Department of Labor

WIOA Title IV Voc Rehab: ACCES-VR and New York State Commission for the Blind

ii. Programs that support alignment under the Carl D. Perkins Career and Technical Education Act of 2006; and

New York State Education Department with Perkins programs currently active at Monroe Community College and SUNY Rochester Educational Opportunity Center

iii. Other workforce development programs, if applicable.

Job Corps: Iroquois Job Corps Center

YouthBuild: Urban League of Rochester

Indian and Native American Programs (INAP): Native American Cultural Center

Migrant and Seasonal Farmworker Programs (MSFW): PathStone Corporation

Trade Adjustment Assistance (TAA), Jobs for Veterans State Grants (Vets) and Unemployment Insurance (UI) Programs: New York State Department of Labor

Senior Community Service Employment Programs (SCSEP) State Office for the Aging (SOFA): Monroe County with a program currently active at Lifespan

Senior Community Service Employment Programs (SCSEP) National Grantee: Associates for Training and Development

Community Service Block Grants (CSBG) Employment & Training: Action for a Better Community and PathStone Corporation

Housing and Urban Development (HUD) Employment & Training: Rochester Housing Authority

Re-entry Employment Opportunities (REO) Programs Under Second Chance Act: RochesterWorks, Inc. and PathStone Corporation

Temporary Assistance for Needy Families (TANF) Employment & Training: Monroe County Department of Human Services

b. Describe how the local area will ensure continuous improvement of services and service providers.

We will ensure continuous improvement of services and service providers by measuring improvements in the way that all one-stop partner programs work together to serve job seekers, workers, and businesses. Measures of continuous improvement will include the increase in the number of participants with barriers to employment, including people with disabilities and other special populations, receiving services at the one-stop career centers. Other measures of continuous improvement may include the increase in the number of co-enrollments among two or more one-stop partner programs and/or the increase in referrals between partner programs, especially referrals to supportive services. We will strive to keep participants engaged with career center services until they are successful in achieving their employment goals. Continuous engagement strategies include participation in career services, individual counseling, assessments, provision of labor market information, job referrals, job clubs, virtual services, and business recruitment events.

c. Describe how eligible providers will meet the employment needs of local businesses, workers, and jobseekers.

When job seekers and workers have access to information, guidance, and resources to provide the right number of workers with the skills that businesses need, everyone benefits. The board will provide clear and understandable information and guidance on career pathways, sector strategies, and local demand occupations, industries, and skill sets to eligible providers of WIOA services. In turn, eligible providers of WIOA services will be encouraged to make use of this guidance when designing services that contribute to the achievement of systemwide goals.

d. Describe the roles and resource contributions of the Career Center partners.

255 N. Goodman Street Comprehensive Career Center:

Managed by RochesterWorks, Inc.

WIOA Title I Adult, DW, and Youth, and REO staff provided by RochesterWorks, Inc.

WIOA Title III Wagner-Peyser, TAA, Jobs for Veterans State Grants, and UI staff provided by New York State Department of Labor

WIOA Title IV Voc Rehab staff provided by ACCES-VR

276 Waring Rd. Comprehensive Career Center:

Managed by NYSDOL

WIOA Title I Adult, DW, and Youth, and REO staff provided by RochesterWorks, Inc.

WIOA Title III Wagner-Peyser, TAA, Jobs for Veterans State Grants, and UI staff provided by New York State Department of Labor

WIOA Title IV Voc Rehab staff provided by ACCES-VR

691 Saint Paul St. Affiliate Career Center:

Managed by RochesterWorks, Inc.

WIOA Title I Adult, DW, and Youth staff provided by RochesterWorks, Inc.

TANF staff provided by Monroe County Department of Human Services

The Infrastructure Funding Agreement (IFA), a separate document, describes how infrastructure costs are shared among co-located career center partners.

Workforce Development and Career Pathways

a. Describe how the board will facilitate the development of career pathways, including co-enrollment in core programs when appropriate.

The LWDB has taken a regional approach to the development of Career Pathways, basing its efforts on the work accomplished by the Finger Lakes Regional Economic Development Council (FLREDC).

In the Finger Lakes Region: Inventory of Sector-based Workforce Strategies, 2016, it was noted that the local workforce development boards have selected two priority industry sectors: advanced manufacturing and healthcare.

Advanced manufacturing is included in all three Key Growth Pillars of the strategic framework from the Finger Lakes REDC Upstate Revitalization Initiative (URI) Plan: Optics, Photonics, and Imaging (OPI); Agriculture and Food Production (Ag & Food); and Next Generation Manufacturing (Next Gen).

A Key Enabler to the URI plan has been titled “Pathways to Prosperity: Workforce Development.” Among the goals for the Pathways to Prosperity enabler are supporting the Rochester-Monroe Anti-Poverty Initiative, targeting hard-to-place workers, and reducing unemployment. We have chosen the healthcare industry sector as the most promising sector to achieve these goals. It is the sector in our region with the most combined growth and job openings, the most well-defined Career Pathways, and the greatest available resources for workforce development.

The need for business and job seeker services in both industry sectors is reflected throughout the priorities of integration of strategies with core partner programs and into the regional workforce development system under the WIOA law. An urgent regional priority under WIOA is the development of Career Pathways in both of our selected industry sectors.

In Program Year 2016, the Finger Lakes region made use of some Sector Partnership NEG funds to develop some initial advanced manufacturing Career Pathways maps. (The maps will be made available on our web site, www.rochesterworks.org.) This work included a set of recommendations to be presented to the Workforce Development Boards in the fall.

The Healthcare/Workforce Subcommittee of the Finger Lakes REDC worked during the summer and fall of 2016 to advance some recommended strategic objectives surrounding a healthcare Career Pathway. The work was suspended but has provided us with a foundation for continued development of this pathway. The occupations listed in Table 1, above, are a result of the Subcommittee's work.

The LWDB will make use of this initial pathways work when making recommendations for co-enrollment in core programs. The contracted "One-Stop Operator" will facilitate efforts to increase and measure co-enrollment and alignment of resources during quarterly one-stop system partner meetings.

Additionally, the board will work toward increasing the number of integrated education and training programs that provide training services to high school dropouts, English Language Learners, and participants with low literacy and/or numeracy skills and incorporating work-based learning into the Career Pathways.

b. Describe how the board will improve access to activities leading to recognized postsecondary credentials.

The board will focus on activities leading to postsecondary credentials that meet the needs of both workers and businesses, with an emphasis on advanced manufacturing, healthcare, and other persistently unfilled jobs.

Our Career Pathways and Industry Sector-Based Strategies are also strategies that improve access to activities leading to postsecondary credentials. Career Pathways include the necessary supports to move adults and youth with barriers from their entry point to the point of achieving a recognized postsecondary credential. We will encourage businesses to incorporate appropriate work-based learning opportunities into postsecondary education programs.

Our work on aligning one-stop partner programs will also improve access to activities leading to recognized postsecondary credentials through cross-referrals, co-enrollment, and sharing of supportive services necessary to help participants to gain enrollment into and complete postsecondary programs.

The board will coordinate efforts to increase the number of integrated education and training programs that provide training services to high school dropouts, English Language Learners, and participants with low literacy and/or numeracy skills.

i. Are these credentials transferable to other occupations or industries ("portable")? If yes, please explain.

Most recognized postsecondary credential are specific to an occupation or industry. Portability usually refers to a credential's acceptance outside the local area, or even nationally. We believe that to be the intended meaning of "portable" in the WIOA Final Rule. Some of our local credentials are portable, and some are not. Accredited post-secondary degree and certificate

credentials are portable. Certifications awarded by national associations are also portable. State licenses and certificates, though not directly portable, are often transferable through reciprocity agreements among states. Finally, there are some non-credit vocational certificates that are not at all portable. This is a particular challenge in advanced manufacturing. Local businesses have repeatedly stated that they do not need workers to be certified by national associations. Therefore, training programs have typically been tailored to local needs. In designing advanced manufacturing career pathways, it will be an objective of the local board to incorporate some level of portability of credentials into the pathway.

ii. Are these credentials part of a sequence of credentials that can be accumulated over time (“stackable”)? If yes, please explain.

There is an increasing awareness in our local area of the importance of stackable credentials. However, stackability is currently lacking in available local offerings. Some of this is due to state certification and licensing requirements. For example, although an LPN license should readily stack on top of a CNA certification, it does not because the credentials are each controlled by different units of state government. Some of the lack of stackability is due to a lack of intermediate occupations between the entry and professional level. For example, there is such a wide gap in the skills needed for a pharmacist, as compared to a pharmacy technician, that it has been impossible to stack one on top of the other. On the other hand, as manufacturing jobs become more technical, there is considerable opportunity to create stackable credentials in this industry. This will be an area of focus when designing advanced manufacturing career pathways.

Access to Employment and Services

a. Describe how the local board and its partners will expand access to employment, training, education, and supportive services for eligible individuals, particularly individuals with barriers to employment.

The LWDB will coordinate efforts of the one-stop partner programs, especially those programs with expertise in serving special populations, to help businesses identify, hire, and train qualified workers with disabilities, limited English, criminal backgrounds, and other populations that are underrepresented in the workforce.

One-stop partner programs with expertise in serving individuals with barriers to employment will cross-train and serve as a resource to all partner programs to expand access to program services for such individuals. The LWDB has contracted with a one-stop system operator to coordinate cross-training efforts and identification of program liaisons.

For the purpose of expanding access for out-of-school youth, the LWDB has contracted with six Community-Based Organizations throughout Monroe County to fund 14 Navigator positions to address the needs of out-of-school youth. The focus of the Navigators is on education, training and

the connection of youth to employment and or educational opportunities. Two of the Navigators will work out of the two comprehensive one-stop career centers.

Service locations should be accessible to participants in all four quadrants of the City of Rochester, as well as those living in suburban areas of need. They should be accessible by public transportation and have ample parking spaces.

One of the objectives of the LWDB's Career Pathways goal is to provide integrated education and training to youth and adults. Under the current model, most local training programs are available only to participants with a high-school diploma and basic English literacy skills. The LWDB will coordinate efforts to increase the number of integrated education and training programs that provide training services to high school dropouts, English Language Learners, and participants with low literacy and/or numeracy skills. Such efforts should make use of braided funding from multiple funding sources.

The LWDB will work to reduce duplicative administrative reporting requirements for programs that use braided funding from multiple sources.

b. Describe how the local area will facilitate access to services through the One-Stop delivery system, including remote areas, through the use of technology.

We will facilitate access to services through the one-stop delivery system, including remote areas, through the use of technology, by developing a local IT solution to coordinate cross-partner referrals. We will also use SMS messaging (texting), social media, and e-mail newsletters. Additionally, one-stop partner staff will be encouraged to use the JobZone and CareerZone systems, developed by NYS, to assist in job search and career planning, as well as mybenefits.ny.gov for access to public benefit programs.

c. Describe how Career Centers are implementing and transitioning to an integrated technology-enabled intake case management information system.

The Career Centers are making use of OSOS as their intake case management information system. WIOA Title I Adult, DW, Youth, REO, Wagner-Peyser, TAA, Jobs for Veteran State Grants, and UI staff are all using OSOS for their career center case management. ACCES-VR staff will be able to view OSOS entries but will not be using OSOS for their own case management. It has not yet been determined whether TANF staff at the affiliate career center will make use of OSOS.

The local board will support the use of OSOS/NYESS by local partners and may recommend the development of a local IT solution to coordinate cross-partner referrals. We have been monitoring the NY Serves Upstate effort for serving veterans as a potential model for a larger-scale referral system.

d. Provide a description and assessment of the type and availability of programs and services provided to adults and dislocated workers in the local area.

All of the required employment and training activities described at WIOA Sec. 134(c) are provided in the local area. Such activities include the following career services: Eligibility for Title I services; outreach, intake, and system orientation; initial assessment; labor exchange services; referrals to programs; labor market information; information on local workforce system performance; information on performance and program cost of eligible providers; referrals to supportive services; UI information and assistance; financial aid information; comprehensive assessment (which may include WorkKeys Testing); individual employment plan; career planning and counseling; short-term pre-vocational services; internships and work experiences; out of area job search and relocation assistance; financial literacy services; English language acquisition and integrated education; workforce preparation; and follow-up services. All staff-assisted participants are offered an initial assessment. Other career services are provided based on the assessment of the individual service needs of each participant, which often includes a comprehensive assessment of barriers to employment, occupation and employment goals, and education and skill levels.

The following training activities are also provided: occupational skills training (including the classroom portion of Registered Apprenticeships); on-the-job training (including the on-the-job portion of Registered Apprenticeships); transitional jobs; adult education and literacy activities, including English language acquisition; and customized training. Incumbent worker training is also provided if sufficient WIOA Title I Adult funds are available. Due to reductions in WIOA Title I Adult and DW funds allocated to our local area in recent years, we have had to reduce the amount of funding available for training. We have made use of other resources, such as TAA, federal discretionary grants, Pell, TAP, and the Excelsior Scholarship to supplement our training resources.

Additionally, supportive services are provided, to include limited-use bus passes for participants in career services; fingerprinting and the application fee for a security guard license for veterans in the Experience Counts Initiative; transportation, uniforms, and required safety equipment for eligible participants receiving transitional jobs services; and bus passes and gas cards for eligible participants receiving training services. Referrals are made to other one-stop system partners and community service providers to meet other needs. One-stop system partners are encouraged to make use of 2-1-1 Life Line and mybenefits.ny.gov.

e. Describe how workforce activities will be coordinated with the provision of transportation, including public transportation, and appropriate supportive services in the local area.

Monroe County's Regional Transit Service (RTS) provides affordable bus service to and from the location of most workforce activities in Monroe County. The bus system was designed as a "hub and spoke" system when employment was more heavily concentrated in or near downtown Rochester. We will be looking forward to the results of the newly announce Reimagine RTS study, a planning process that will study and explore changes to the RTS fixed-route transit system to better meet the

changing needs of the region. This study focuses on transit service within Monroe County, NY, including Downtown Rochester and the surrounding suburbs.

Supportive services are provided, to include limited-use bus passes for participants in career services; fingerprinting and the application fee for a security guard license for veterans in the Experience Counts Initiative; transportation, uniforms, and required safety equipment for eligible participants receiving transitional jobs services; and bus passes and gas cards for eligible participants receiving training services. Referrals are made to other one-stop system partners and community service providers to meet other needs. One-stop system partners are encouraged to make use of 2-1-1 Life Line and mybenefits.ny.gov.

f. Describe the replicated cooperative agreements in place to enhance the quality and availability of services to people with disabilities, such as cross training of staff, technical assistance, or methods of sharing information.

We have completed a Service Delivery MOU in 2017 that includes ACCES-VR and NYS Commission for the Blind as parties. The MOU describes applicable career services coordination and delivery, referral of system customers, and system access. The plan for system access includes the identification of program liaisons and cross-training of staff. In the MOU all partners commit to providing individuals with disabilities with physical and programmatic accessibility to facilities, programs, services, technology and materials, including appropriate staff training and support. We will develop additional replicated cooperative agreements as soon as New York State shares the details of any new cooperative agreements between ACCES-VR and/or NYS Commission for the Blind and other components of the statewide workforce development system.

g. Describe the direction given to the One-Stop System Operator to ensure priority for adult career and training services is given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient.

The local board has issued a priority of service policy that details how priority for adult career and training services is extended to veterans, recipients of public assistance, other low-income individuals, individuals who are basic skills deficient, and other local priority groups. The policy covers basic and individualized career services, follow-up services, ITA training services, on-the-job training services, customized training services, transitional jobs, and supportive services. It also covers veterans' priority of service for DW career and training services. Other local priority groups include individuals categorized as in need of Career Development Services (CDS) per NYSDOL TA 8-4.2 (for individualized career services, on-the-job training services, customized training services, and transitional jobs); employed workers earning \$15 per hour or less (for ITA training services); and individuals who would meet the definition of low income after exclusion of payments for unemployment compensation and/or child support payments (for ITA training services). The specific order of priority for each service type is detailed in the local policy.

h. Describe how One-Stop System Operators and One-Stop partners will comply with the nondiscrimination requirements of WIOA (section 188), and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding:

i. The physical and programmatic accessibility of facilities, programs, and services;

In compliance with the Americans with Disabilities Act and section 188 of WIOA, partners will provide individuals with disabilities with physical and programmatic accessibility to facilities, programs, services, technology and materials, including appropriate staff training and support.

Accessibility to the services provided by the American Job Centers and all Partner agencies is essential to meeting the requirements and goals of the Monroe County/Rochester Workforce Development Board. Job seekers and businesses must be able to access all information relevant to them via visits to physical locations as well as in virtual spaces, regardless of gender, age, race, religion, national origin, disability, veteran's status, or on the basis of any other classification protected under state or federal law.

Physical Accessibility

One-stop centers will maintain a culture of inclusiveness, and the physical characteristics of the facility, both indoor and outdoor, will meet the latest standards of accessible design. Services will be available in a convenient, high traffic, and accessible location, taking into account reasonable distance from public transportation and adequate parking (including parking clearly marked for individuals with disabilities).

Programmatic Accessibility

One-stop system partners will not discriminate in their employment practices or services on the basis of gender, gender identity and/or expression, age, race, religion, national origin, disability, veteran's status, or on the basis of any other classification protected under state or federal law. Partners must have policies and procedures in place to address these issues, and such policies and procedures must be disseminated to their employees and otherwise posted as required by law. Partners must comply with all applicable state and federal laws and regulations regarding these issues.

In partnership with the local WIOA Equal Opportunity Officer, the one-stop system operator will develop a process to review access to facilities and program services for all system participants, especially individuals with disabilities, youth, and individuals with barriers to employment. The one-stop system operator and partners will periodically reassess program accessibility and adjust strategies to improve access as needed.

ii. Technology and materials for individuals with disabilities; and

As part of the review of access to facilities and program services for all system participants, especially individuals with disabilities, youth, and individuals with barriers to employment, the

one-stop system operator, in partnership with the local WIOA Equal Opportunity Officer, will identify needed purchases of assessment products for individuals with disabilities and assistive technology, including technology to make electronic communications accessible to individuals with disabilities.

iii. Providing staff training and support for addressing the needs of individuals with disabilities.

During quarterly meetings of one-stop system partners, the one-stop system operator will facilitate the planning of cross-training of partner program staff. Such ongoing cross-training will especially include the training of system partner staff in addressing the needs of individuals with disabilities. The operator will also evaluate the effectiveness of cross-training annually and make recommendations for continuous improvement to the Monroe County/Rochester Workforce Development Board. One-stop career center staff received initial disability awareness training, delivered by ACCESS-VR and NYS Commission for the Blind, in 2016.

iv. Describe the roles and resource contributions of the One-Stop partners related to the nondiscrimination requirements of WIOA (section 188), and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.).

As part of the review of access to facilities and program services for all system participants, especially individuals with disabilities, youth, and individuals with barriers to employment, the one-stop system operator, in partnership with the local WIOA Equal Opportunity Officer, will identify needed purchases of assessment products for individuals with disabilities and assistive technology. The cost of such purchases will be allocated among all parties to the Infrastructure Funding Agreement (IFA) according to the methodology identified in the IFA.

Business Engagement

a. What strategies and programs, including training programs, will be used to facilitate engagement of businesses, including small businesses and businesses in in-demand sectors and occupations?

Our LWDB Sector-Based Strategies goal has a regional focus and is centered around business engagement and support of business-led strategies. When businesses take the lead in workforce development efforts, the LWDB will support them. Our business engagement goal is to increase the number of advanced manufacturing and healthcare businesses that we engage in developing sector-based solutions to their hiring, training, and retention needs. Additionally, work-based learning should be incorporated into our career pathways strategies.

In working with businesses, the board engages in three primary activities: Recruit, train, and connect. Each of these activities presents opportunities to promote business leadership in the development of our sector-based strategies.

1. Recruit. We offer no-cost job posting, recruitment assistance, and targeted promotion with priority to in-demand sectors and occupations. Data collected through a new, combined Applicant Tracking System and Customer Relationship Management database, along with targeted conversations with businesses that use our recruiting services, will inform the development of career pathways in key industry sectors.

2. Train. Under WIOA and other grants, we offer various hiring incentives to local businesses. Incentives include a predetermined partial to full wage reimbursement for work-based training such as Work Experience Tryout (transitional jobs), On-the-Job Training, and Customized Training. Priority is given to small- to medium-sized businesses, and in-demand sectors and occupations. Through an H-1B Ready to Work grant (branded locally as Finger Lakes Hired), we are able to offer business training services regionally. In developing a pipeline of skilled workers, we have opportunities to work with both businesses and training providers to develop career pathways that meet the needs of both industry and the workforce. We will look to increase local and regional resources that may be dedicated to incumbent worker training within defined career pathways.

3. Connect. Through the career centers, we have begun piloting industry/occupation dedicated months to bridge awareness between business and job seeker. Throughout the month, workshops, newsletter articles, and social media posts are focused on a given industry/occupation. Business is engaged to speak at a career panel and participate in a culminating job fair at the end of the month. These career panels promote an exchange between businesses and job seekers in a neutral environment, helping board staff to develop workforce strategies that meet the needs of both groups. We include business intermediaries and training providers as key participants in these forums and events. We will make a special effort to participate in regional and local meetings that convene businesses, business intermediaries, and training providers to discuss sector strategies for the advanced manufacturing and healthcare industries, as well as other in-demand industries. When such meetings are not facilitated by other organizations, the board will convene them.

i. If applicable, describe the local area's use of business intermediaries.

We have representation from the Rochester Technology and Manufacturing Association (RTMA), Rochester Regional Photonics Cluster (RRPC), Greater Rochester Chamber of Commerce, and Workforce Development Institute (WDI), as well as other representatives of organized labor, on our board. We support the work of local and regional associations like RTMA and Finger Lakes Advanced Manufacturing Enterprise (FAME), the Job Service Employer Committee (JSEC), and Society for Human Resource Management (SHRM). We also host a Human Resources Advisory Committee to seek input and guidance from HR professionals on our services and approach.

b. What strategies or services are used to support a local workforce development system that meets the needs of businesses in the local area?

The board engages in three primary activities to meet the needs of local businesses: Recruit, train, and connect.

1. Recruit. We offer a wide range of free services that include job posting, customized recruitment, and job fairs. We post jobs both to our website and the NYS Job Bank. We host two major events each year, an annual career conference and job fair and a summer job fair, both involving 65-80 employers. Weekly, we host smaller recruiting events on site at our career centers, involving 2-4 employers.

2. Train. We offer various hiring incentives to local businesses. Incentives include a predetermined partial to full wage reimbursement for work-based training such as Work Experience Tryout (transitional jobs), On-the-Job Training, and Customized Training. It is our goal to incorporate work-based learning into our career pathways strategies. We will look to increase local resources that may be dedicated to work-based learning, including apprenticeships and incumbent worker training within defined career pathways. We also seek to strengthen our coordination and collaboration with training partners that integrate work-based learning into their training programs. Such training partners include WIOA Title II, CTE Perkins, and other providers on the state Eligible Training Provider List.

3. Connect. We seek to develop partnerships among businesses, intermediaries, training providers, organized labor, and workforce organizations, to help businesses recruit, train, and retain a skilled workforce. Such connections will center around industry sector strategies, with a focus on developing and strengthening career pathways in the advanced manufacturing, healthcare, and other in-demand industry sectors. Through our website and the monthly RochesterWorks! business services newsletter, we offer valuable information for business, including workshops and events, and resources to help grow and improve the skills of their workforce and meet workforce-related challenges.

It is essential to have frequent coordination and communication of business services activities among the one-stop partner programs. In our local area, there are also a number of other workforce organizations that are not one-stop partners. The one-stop system operator will facilitate the coordination of business services among one-stop and other community partners at quarterly partner meetings. One goal of these meetings will be to promote greater communication and coordination among partners throughout the year.

The board will also work closely with NYSDOL's Regional Business Services Team, taking into account the continuum of business services offered through NYSDOL's Business Engagement Framework.

c. Describe how the local area's workforce development programs and strategies will be coordinated with economic development activities.

The LWDB has incorporated the priorities of the FLREDC into our regional and local planning. Specifically, we have given special attention to the Upstate Revitalization Initiative (URI) Plan. Business services staff from the three regional LWDBs, NYSDOL, and NYS Empire State Development meet up to four times a year as a Regional Business Services Team. This relationship provides the opportunity of cross-awareness and alignment of programs, services, and activities. Additionally, we

have solid working relationships with both City (Rochester) and County (Monroe) economic development teams

i. Describe how these programs will promote entrepreneurial skills training and microenterprise services.

Our workforce programs will promote entrepreneurial skills training and microenterprise services through workshops and referrals to partner resources. We currently have two workshop offerings, Intro to Entrepreneurship and Making a Living Without a Job, which focus on non-traditional and entrepreneurial opportunities to generate income. Information and referral to various partners resources are facilitated through a dedicated page on our web site http://www.rochesterworks.org/employers_entrepreneurs.aspx.

d. Describe how the local board will coordinate its workforce investment activities with statewide rapid response activities.

One-stop career center staff participate in Rapid Response sessions for impacted workers. The local Trade Act coordinator works with the regional Rapid Response coordinator to ensure that Trade Act petitions are filed whenever appropriate and services are provided to all Trade-affected workers. The board would be interested in planning layoff aversion strategies using state Rapid Response funds.

Program Coordination

a. How do the local area's programs and strategies strengthen the linkages between the One-Stop delivery system and unemployment insurance programs?

Unless work search exempt, all UI recipients are scheduled for a series of either RESEA or C3E appointments at the one-stop career centers. RESEA appointments are handled by NYSDOL staff assigned to the RESEA program and co-located within the two comprehensive career centers. C3E appointments are handled by functionally aligned Wagner-Peyser or WIOA Title I Adult and DW staff at the two comprehensive career centers. All RESEA and C3E participants are scheduled for, referred to, or encouraged to participate in other appropriate applicable career services provided by the one-stop system partners.

Co-located Wagner-Peyser, RESEA, and WIOA Title I staff have also been trained to provide UI information and assistance, including assistance applying for work search exemption for approved training programs under Section 599 of NYS Unemployment Law.

The board will work to ensure that a balance is achieved between serving the needs of the UI program and serving the needs of non-UI recipient job seekers making use of the career centers.

b. Describe how education and workforce investment activities will be coordinated in the local area. This must include:

i. Coordination of relevant secondary and postsecondary education programs;

The local board will focus on its goals for preparing an educated and skilled workforce when coordinating and aligning workforce investment activities with relevant secondary and postsecondary education programs.

1. Career Pathways: Under the leadership of the three regional Workforce Development Boards, we support the development and design of clearly defined Career Pathways in advanced manufacturing and healthcare, as well as other industry sectors, such as hospitality and tourism, that allow for entry by workers with lower literacy levels. It is our goal that education, training, employment, and supportive services will be designed around these Career Pathways. These services should integrate education, training, and work-based learning, and should result in a high school diploma or equivalency and portable, stackable, industry-recognized credentials in demand occupations. Career Pathways should also include the necessary supports to move adults and youth with barriers from their entry point to a reasonable exit point along the pathway.

2. Sector-Based Strategies: We recognize the need to engage businesses in designing sector-based solutions to their hiring, training, and retention needs, with a focus on advanced manufacturing, healthcare, and other industry sectors with significant numbers of persistently unfilled jobs. We support business-led solutions that result in good jobs, encouraging businesses to incorporate appropriate work-based learning opportunities into education, training, and employment programs. We encourage businesses to meet their staffing needs by recruiting from populations that are underrepresented in the workforce, including youth, reducing barriers to their participation in work-based training and employment.

3. Role of the One-Stop System: We will strengthen the local one-stop system to drive alignment of education, training, employment, and supportive services, co-enrolling youth and adult job seeker participants in multiple partner programs whenever possible. One-stop partners should ensure that participants with barriers to education and/or employment have access to one-stop system services. In our recently completed Service Delivery MOU we have focused on strengthening the one-stop system through alignment of services. Our newly contracted one-stop system operator has begun to convene partner program entities to work toward this goal. The one-stop system operator will coordinate cross-training efforts of front-line one-stop system partner staff. The goals of the training are to expand access to program services and to align program services in a way that is efficient and seamless.

Key partners in our efforts to coordinate and align workforce investment activities with relevant secondary and postsecondary education programs include WIOA Title I, WIOA Title II, CTE Perkins, local businesses and business intermediaries, and high school programs with a focus on

career pathways in key industry sectors, such as the local BOCES, Edison Tech, and the P-Tech program.

ii. Activities with education and workforce investment activities to coordinate strategies and enhance services; and

One of the objectives of the LWDB's Career Pathways goal is to provide integrated education and training to youth and adults. Under the current model, most local training programs are available only to participants with a high-school diploma and basic English literacy skills. The LWDB will coordinate efforts to increase the number of integrated education and training programs that provide training services to high school dropouts, English Language Learners, and participants with low literacy and/or numeracy skills. Additionally, work-based learning should be incorporated into these Career Pathways.

For the purpose of expanding access for out-of-school youth, the LWDB has contracted with six Community-Based Organizations throughout Monroe County to fund 14 Navigator positions to address the needs of out-of-school youth. The focus of the Navigators is on education, training and the connection of youth to employment and or educational opportunities. Two of the Navigators will work out of the two comprehensive one-stop career centers.

In Program Year 2016, the Finger Lakes region made use of some Sector Partnership NEG funds to develop some initial advanced manufacturing Career Pathways maps. (The maps will be made available on our web site, www.rochesterworks.org.) This work included a set of recommendations to be presented to the Workforce Development Boards in the fall.

The Healthcare/Workforce Subcommittee of the Finger Lakes REDC worked during the summer and fall of 2016 to advance some recommended strategic objectives surrounding a healthcare Career Pathway. The work was suspended but has provided us with a foundation for continued development of this pathway.

These dual efforts will help inform education and workforce investment activities. The LWDB will work with our local community college to ensure that labor market data, including career pathways maps for key industry sectors, a list of local demand occupations, numbers of job openings, growth in job openings, labor supply, occupational wage progressions, and skills, education, and training needed for demand occupations are published and available to all local workforce and educational partners.

iii. A description of how the local board will avoid duplication of services.

Our efforts at coordinating education and workforce investment activities will make use of braided funding from multiple funding sources. Cross-training of front-line program staff, led by our one-stop system operator, will result in both expanded access to and alignment of program services in a way that is efficient and seamless. The LWDB will work to reduce duplicative administrative reporting requirements for programs that use braided funding from multiple

sources. Additionally, our regional approach includes coordination with the Regional Economic Development Council. As all major stakeholders are informed of the Career Pathways work that is being done, duplication of services becomes far less likely.

c. Describe plans, strategies, and assurances concerning the coordination of services provided by the State employment service under the Wagner-Peyser Act (29 U.S.C. 49 et seq.), to improve service delivery and avoid duplication of services.

Since 2006 WIOA Title I Adult and DW and Wagner-Peyser staff have been functionally aligned and integrated into service teams in the two comprehensive one-stop career centers. This functional alignment, along with common processes, functional supervision, and a common data entry system (OSOS), has improved service delivery and prevented duplication of services. Whenever possible and practical, functionally aligned staff should perform an initial assessment for each participant to determine whether they are in need of Job Search Ready Services (JSRS) or Career Development Services (CDS). Beginning in PY 2017, the one-stop system operator will lead efforts to convene all one-stop system partners to improve the cross-program referral process, increase co-enrollments, implement shared data systems, and measure progress toward greater program alignment.

The board will work to ensure that a balance is achieved between serving the needs of the UI program and serving the needs of non-UI recipient job seekers making use of the career centers.

d. Provide a list of executed cooperative agreements that define how all local service providers, including additional providers, will carry out the requirements for integration of and access to the entire set of services available in the local Career Center system. This includes agreements between the LWDB and entities that serve individuals eligible under the Rehabilitation Act. If no such agreements exist, provide an explanation why this is the case and/or progress towards executing such agreements.

We have completed a Service Delivery MOU in 2017 that includes all one-stop partner programs as parties. The MOU describes applicable career services coordination and delivery, referral of system customers, and system access. The plan for system access includes the identification of program liaisons and cross-training of staff.

Youth Activities

a. Provide contact details of Youth Point of Contact for your local area:

i. Name of Youth Point of Contact

Antwan Williams

ii. Email Address

awilliams@rochesterworks.org

iii. Name of Organization

RochesterWorks, Inc.

iv. Title

Director of Youth System Services

v. Phone

(585) 258-3540

vi. Address

255 N. Goodman St., Rochester, NY 14607

b. Provide the number of planned enrollments in PY 2017 for:

i. Out-of-School Youth

400

ii. New In-School Youth

0

iii. Carry-Over In-School Youth

31

iv. Work Experience

80

*Please note that PY 2017 enrollments will provide the baseline estimate for the remaining three years of the Plan.

c. Who provides the WIOA Youth Program Design Framework, which includes Intake and Eligibility, Objective Assessment, and the Individual Service Strategy (ISS)?

WIOA program services are offered through RochesterWorks! Career Centers and contracted community partners called Navigators. Navigator contracts have been executed with six organizations who employ 14 Navigators. Additionally, there are two Navigators staffed by RochesterWorks, Inc. located in two of the Career Centers. Navigator duties are, but not limited to:

- Perform outreach, recruitment, assessment, eligibility determination and enrollment of targeted youth

- Develop an Individual Service Strategy specific to each youth that is based on an objective assessment and identifies an employment goal, an educational goal, and any appropriate services supporting the achievement of identified goals
- Keep youth engaged by regularly spending time and building rapport with them
- Make available the 14 Integrated WIOA Youth Elements to each youth requiring them
- Prepare youth for post-secondary education, training and/or employment opportunities by providing and/or connecting each to basic and occupational skills development and work readiness
- Assist youth to identify appropriate post-secondary educational, training and employment opportunities that will help them to reach their goals
- Problem solve and follow up with youth and/or service provider to determine effectiveness of results
- Maintain accurate progress notes and supporting documentation for each youth
- Ensure successful attainment of WIOA performance goals, outcomes and measures

i. Describe how career pathways is included in the ISS.

The ISS will be used to connect youth with regionally-supported career pathways in advanced manufacturing, healthcare, hospitality and tourism, that allow for entry by workers with lower literacy levels. Utilizing our Youth Works Model, described below, necessary supports are in place to help move youth with barriers to a reasonable exit point along a pathway that leads to self-sufficiency. These supports may include, but are not limited to: career guidance; work experiences; financial literacy education; assistance with transportation; mentoring; and activities related to leadership development, decision-making, citizenship, and community service. It may be necessary to provide incentives for special populations, including youth, who achieve milestones along the pathway.

During PY2017, we are required to have at least 75% of new enrollees (new participants) complete a CareerZone Portfolio. We are encouraging our Navigators to make CZ Portfolio completion part of the intake/assessment process. We utilize CZ Portfolio completion to ascertain and to assist a youth to gain a better understanding, clarity, and focus on a youth's employment and/or educational goals in relation to their career interests and to determine appropriate career pathways. We encourage our Navigators to sit down with a youth and be available to answer any questions to make CZ Portfolio completion an interactive experience to begin building their relationship with a youth. We find that CZ Portfolio completion is a great tool for the Navigator in gauging youth career interest, skill levels, and their commitment. Once CZ Portfolio is complete, and pre-TABE testing is completed, then it is easier for the Navigator

and the youth to complete the ISS occupational goals/interests in a more focused and educated manner to address a youth's individual options for career pathways.

d. In Attachment F, Youth Services, located on the NYSDOL website at <https://labor.ny.gov/workforcenypartners/wioa/workforce-planning.shtm> under the Local Planning section, identify the organization providing the 14 Youth Program Elements and whether the provision of each element is contractual, with a Memorandum of Agreement (MOA), or provided by the LWDB.

e. Explain how providers and LWDB staff ensure the WIOA elements:

i. Connect back to the WIOA Youth Program Design Framework, particularly Individual Service Strategies; and

The Individual Service Strategy (ISS) form is used to bridge assessments with goals, planned activities and the 14 WIOA Youth Elements. Board staff provide ongoing training opportunities on the 14 WIOA Youth elements. In summer and fall 2016, four such training sessions were held including the following topics: Selection, correct usage, and funding of the 14 WIOA Youth elements in relation to meeting the primary indicators of performance; and best practices challenges, and ways to provide each of the 14 elements. In addition, the LWDB's youth program specialist serves as a resource to Navigators, sharing technical information from USDOL and NYSDOL, and monitoring Navigator performance.

ii. Are made available to youth with disabilities.

RochesterWorks, Inc. has contracts with organizations that specialize in serving youth with disabilities, such as Starbridge, Monroe 2-Orleans BOCES, and Greece Central School District, to provide the 14 WIOA Youth Elements. ACCES-VR has representation at the RochesterWorks' Youth Committee to provide assistance/guidance around youth related issues/disabilities and trainings. ACCES-VR also has a staff person on site two days a week at the Goodman Street Career Center for customer referrals/assistance.

f. Identify successful models for youth services.

Our local area has developed the Youth Works Model for delivering youth services. Essential to the model is the belief that every youth needs (at least) one supportive adult to help them connect to resources that will minimize barriers to employment and education.

The Model:

- Connects key stakeholders (businesses, schools, workforce development) to the emerging worker;
- Provides a framework for successful workforce development to the emerging worker;

- Increases the number of youth attaining a H.S. Diploma or equivalent (TASC);
- Enhances youth post-secondary readiness;
- Improves youth job readiness;
- Develops social and emotional skills of youth;
- Ensures the involvement of a caring adult with each youth;
- Leads to successful employment; and
- Supports the Monroe County/Rochester Youth Committee in funding effective programming.

g. If you plan to serve In-School Youth (ISY) and/or Out-of-School Youth (OSY), using the “Needs Additional Assistance” criteria, please attach a policy that defines reasonable, quantifiable, and evidence based specific characteristics of youth needing additional assistance.

A draft of our local policy on “Needs Additional Assistance” criteria for OSY has been included as Attachment H.

Administration

a. Identify the entity responsible for the disbursement of grant funds as determined by the Chief Elected Official or Governor.

RochesterWorks, Inc.

b. Describe the competitive process to be used to award sub grants and contracts for WIOA Title I activities in the local area.

The award of subgrants and contracts in the local area follows the RochesterWorks, Inc. procurement procedures, which require written price quotes for any subgrants or contracts valued between \$5,000 and \$50,000. Any procurements valued at more than \$50,000 require an RFP. All subgrants and contracts are made in accordance with the Uniform Administrative Requirements at 2 CFR Part 200.

c. Provide the local levels of performance negotiated with the Governor and Chief Elected Official to be used to measure the performance of the local area and to be used by the local board for measuring the performance of the local fiscal agent (when applicable), eligible providers, and the One-Stop delivery system, in the local area.

The following are the negotiated local levels of performance for the WIOA primary indicators of performance:

Performance Indicator	Adult	DW	Youth	AEFLA	W-P	VR
Employment Rate, 2nd Qtr After Exit	67.9%	58.1%	65.9%	Baseline	69.0%	Baseline
Employment Rate, 4th Qtr After Exit	66.1%	Still under negotiation	58.0%	Baseline	56.2%	Baseline
Median Earnings, 2nd Qtr After Exit	Still under negotiation	Still under negotiation	Baseline	Baseline	Negotiation requested	Baseline
Credential Attainment, 4th Qtr After Exit	Still under negotiation	Still under negotiation	55.6%	No data	N/A	Baseline
Measurable Skill Gains	Baseline	Baseline	Baseline	Baseline	N/A	Baseline
Repeat Business Customers	Baseline	Baseline	Baseline	Baseline	Baseline	Baseline
Business Penetration Rate	Baseline	Baseline	Baseline	Baseline	Baseline	Baseline

d. Describe the actions taken toward becoming or remaining a high-performing board, consistent with factors developed by the SWIB. A board will be defined as high performing if it meets the following criteria:

i. The board is certified and in membership compliance;

The Monroe County/Rochester Workforce Development Board was initially certified on December 7, 2015. We are working with our Chief Elected Officials to monitor and resolve any issues regarding membership compliance.

ii. All necessary governance actions and items have been accomplished, including executing a local MOU, selecting a One-Stop System Operator, and implementing all required local policies, etc.;

The Service Delivery MOU has been completed, and we have selected a one-stop system operator. The Infrastructure Funding Agreement (IFA) is on track to be executed by December 31, 2017. We have implemented all required local policies.

iii. All One-Stop Career Centers in the LWDA have achieved at least an 80% score in the Career Center Certification process; and

We are awaiting the Technical Advisory on the Career Center Certification process from NYSDOL.

iv. The LWDA meets or exceeds all performance goals.

We are also awaiting a response from NYSDOL on our request to negotiate some of the primary indicators of WIOA performance. We are awaiting performance data on all indicators. We have policies and procedures in place that should result in our meeting or exceeding all performance goals.

Training Services

a. Describe how training services will be provided in the local area.

The following training activities are provided in the local area: occupational skills training (including the classroom training portion of a Registered Apprenticeship); on-the-job training (including the on-the-job portion of a Registered Apprenticeship); transitional jobs; adult education and literacy activities, including English language acquisition; and customized training. Incumbent worker training is also provided if sufficient WIOA Title I Adult funds are available.

With the exception of on-the-job training, customized training, incumbent worker training, and transitional jobs, all training services are provided through the use of individual training accounts (ITAs) and are provided to eligible participants through the one-stop career centers.

b. Describe how contracts will be coordinated with the use of ITAs.

Contracts are used for on-the-job training, customized training, incumbent worker training, and transitional jobs. They are not used for occupational skills training. ITAs are used for occupational skills training.

c. Describe how the local board will ensure informed customer choice in the selection of training programs regardless of how training services are provided.

We ensure informed customer choice by allowing for ITAs in demand occupations through the New York State Eligible Training Provider List. We provide a print version of local offerings on the list,

crosswalked to demand occupations, to all applicants for ITA training. The full, electronic version of the list is also available online at <https://applications.labor.ny.gov/ETPL/>.

Public Comment

a. Describe the process used by the local board to provide a 30-day opportunity for public comment and input into development of the plan by representatives of business, labor organizations, and education prior to submission.

On October 20, 2017, we posted our final draft of the local plan on our website, www.rochesterworks.org, for public comment, with instructions to e-mail comments to Lkoslow@rochesterworks.org. The notice was also publicized through our electronic job seeker newsletter on October 27, 2017, with a distribution of nearly 4,000; through our business services newsletter on November 7, 2017, with a distribution of nearly 2,000; and through our youth services newsletter on November 6, 2017, with a distribution of approximately 8,000. The notice was also sent electronically to our Board members, including members that represent business, labor, and education, on October 23, 2017. The deadline for comments was November 19, 2017, at 11:59:59 p.m. We received three (3) separate comments from one (1) individual commenter, which were given consideration in the completion of the final copy of the local plan. Comments that represent disagreement with the plan have been submitted with the local plan, along with a response from the local board.

b. Did the NYSDOL State Representative review the plan before submission? If no, please submit to your State Representative for review prior to posting for public comment.

Yes.

List of Attachments

Please complete all attachments.

Attachment A – Units of Local Government

Attachment B – Fiscal Agent

Attachment C – Signature of Local Board Chair

Attachment D – Signature of Chief Elected Official(s)

Attachment E – Federal and State Certifications

Attachment F – Youth Services Chart

Attachment G – Local Plan Budget 2017

Attachment H – Out-of-School Youth “Needs Additional Assistance” Policy

Original signature pages (Attachments C, D, and E) must be delivered to NYSDOL in one of the following two ways:

- Electronic signature (if the board has the capability for it) – Note that electronic signature must follow the requirements and guidelines of the Electronic Signature and Records Act (ESRA). Further information on ESRA standards and requirements can be found at <https://its.ny.gov/nys-technology-law#art3>. Boards choosing to submit signature pages via electronic signature may submit these pages via email with the Local Plan.
- Mail original versions – Hard copies of traditional signature pages may be sent to:

Attn: Local Plan
New York State Department of Labor
Division of Employment and Workforce Solutions
Building 12 – Room 440
W. Averell Harriman Office Building Campus
Albany, New York 12240

All other attachments must be submitted along with the LWDB Local Plan Template via email.

In addition to these attachments, LWDBs must provide copies of the agreements listed in the Program Coordination section of this template under (d). If possible, it would be preferable to provide a list of hyperlinks to these agreements made available on your LWDB website.