



Saratoga-Warren-Washington LWDA
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 [specify date in the below text box].

11/21/17

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

Priority sectors/occupations are shared with board at exec. comm. & board meetings. A summary of occupations being funded was last shared at 11/1/ Board meeting.

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

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

Priority sectors in the region include Manufacturing, Health Care and Social Assistance, Finance and Insurance, and Professional, Scientific and Technical Services. The Capital Region's private sector economy has never been larger. Whether measured in jobs or real GDP, the region is currently at a record high level. The job count, which fell by over 15,515 after peaking at 428,619 in 2008, recovered all losses by 2014 and expanded to 443,623 in 2016 (based on data from Economic Modeling Specialists Intl.). Real gross domestic product peaked earlier (2006) but fully recovered by 2010 and continued to expand through 2016.

Industries

Job gains over the 2008 – 2016 period were led by two sectors – health care and social assistance (+6,088), and accommodation and food services (+5,607). The jump in health care and social assistance was broadly-based though most significant at individual and family services, outpatient care centers, general medical and surgical hospitals, offices of other health care practitioners, and offices of physicians. The most significant losses occurred at vocational rehabilitation services and child day care services. Growth in the accommodation and food services sector was concentrated in restaurants and other eating places.

Educational services (+3,311), manufacturing (+2,391), arts, entertainment, and recreation (+1,354), and transportation and warehousing (+958) round out the list of significant job generators though minor gains were experienced in the utilities (+306), and wholesale trade (+195) sectors. Growth in manufacturing is particularly important as it is the largest source of private sector exports in the region, meaning it is a vital source of wealth generation. Within the manufacturing sector, semiconductor and other electronic component manufacturing, along with pharmaceutical and medicine manufacturing have

experienced explosive growth. Much, though not all, of this surge was at Global Foundries and Regeneron.

An aging population makes it important to identify sectors which may be more prone to worker retirements in the coming years. The share of private sector workers aged 55 and over is 23 percent. Industry sectors with the highest shares include: agriculture, real estate, mining, health care and social assistance, manufacturing, wholesale trade, transportation and warehousing, and professional, scientific and technical services.

Average private sector earnings in the Capital Region were just under \$48,000 in 2016. There was, however, large variation among industry sectors. Six sectors paid more than \$70,000. Two of these were growth sectors in the region – utilities and manufacturing. Information; finance and insurance; professional, scientific and technical services; and management of companies rounded out the group of sectors to pay more than \$70,000. The three lowest earning sector all employ many part-time workers – accommodations and food services; arts, entertainment and recreation; and retail trade.

Occupations

Job growth from 2008 to 2016 was greatest in food service and serving related occupations, healthcare practitioners from entry level to highly skilled and technical occupations. This is not surprising as health care and social assistance, and accommodation and food services were the two most significant growth industries. Food service related jobs are also found in big numbers at health care institutions.

Of note is the decline of production jobs in the region despite growth in the manufacturing sector. Although production jobs are by far the largest occupational group at the region's factories (43.7 percent) it is one of only two groups to see an actual decline within the industry – the other being transportation and material moving. Engineering (including technicians) and computer related occupations were among the groups that added the most jobs. This is indicative of a more automated more productive factory sector. Despite any decline, the demand for production workers and technicians continues due to specific skills and qualifications sought and replacement workers for an aging workforce. Further, a recent manufacturing study noted the following occupations desired by employers: Assembler, Production Technician, Production Operator, Welder, Technician, Engineer, Machine Operator, Machinists, Instrumentation Specialist, Machine Maintenance, Production Support, Electronics Technician, Tool and Die Maker, Electronics Technician, Maintenance Technician, Facilities Technician

The region's jobs are more concentrated in occupational groups with higher average hourly earnings. A location quotient (LQ) compares the share of jobs locally with its share of jobs nationally. An occupational group with a local concentration equal to the national concentration has an LQ equal to one. An LQ above one indicates a concentration higher than the nation. Nine of the eleven occupational groups with above-average hourly

earnings have LQ's of one or more. The exceptions were management occupations (0.97) and installation, maintenance, and repair occupations (0.98). Of the eleven groups with below-average earnings, eight had LQ's of less than one.

As with industry sector it is useful to identify occupational groups with high concentrations of workers ages 55 and above. The groups most in danger of replacement needs due to retirements include: legal; management; community and social services; building and grounds cleaning and maintenance; office and administrative support; and education, training and library. The groups least in need include food preparation and serving related; computer and mathematical; and construction and extraction.

The Capital Region's economy and labor market suffered through the nation's worst economic contraction since the Great Depression, only to bounce back to record highs and beyond in the years that followed. A robust technology group, particularly manufacturing joined with the historical supports of education, health care and State government to provide the region with a strong foundation on which to build.

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

The need for a larger pool of qualified job applicants is the most common issue identified over the past year or more. The need for a talent pool and for entry level workers crosses all sectors. In addition, individuals who can pass a background check and drug test are also desired needs. All sectors also identify enhanced soft skills as a need for applicants and their current workforce.

The health care sector offers continued opportunities for employment across a variety of levels from entry level positions in nursing care to a variety of therapy positions and support positions. Nursing care in particular offer opportunities for career pathway development to move from nursing aides positions up through various credentialed nursing levels.

In addition to the above, the manufacturing sector has identified craftsmanship skills, mechanical aptitude, and computer and measurement skills as needs as well as the need for individuals skilled in instrumentation and programmable logic controllers. Some manufacturers have also commented on the need for a common manufacturing assessment approach for applicants.

Retraining and skill upgrading of current workers are also an ongoing need for businesses as well as computer literacy and basic literacy skills.

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.

Many occupations such as those in health care require a variety of credentials. They also have a common need for soft skills and workplace readiness skills such as work ethic, communication, team work , problem solving, interpersonal skills and customer service as

well as reliability, timeliness, accuracy and an understanding of the employee's role in the success for the business. Basic literacy skills such as math, reading and measurement proficiencies are also referenced.

Manufacturing may require various skills based on the specific sector such as mechanical, electrical skills and familiarity with and use of tools as well as mechanical systems, basic hydraulics, and precision measuring. Also, assembly process, forklifts, and lean manufacturing knowledge. Required skills for positions in the hospitality and tourism sector need computer skills, communication and customer service skills.

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

i. Current labor force employment and unemployment numbers;

As of September 2017, the Capital Region labor force numbered 548,700. Of that total, 526,000 were employed and 22,700 were unemployed. The resultant unemployment rate was 4.1%.

Specific data for the most recent report month in the SWW local area were: Saratoga - 3.7%, Warren - 4.3% and Washington County - 4.0% with a total 178,000 in the labor force with 171,000 employed.

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

Though rebounding over the past few years, the region's labor force is still below its pre-recession levels. This is due primarily to many retirements among the baby-boom generation and a lack of younger entrants to replace them. The region's unemployment rate has fallen dramatically from a peak of 7.2% in 2011 and is now back to pre-recession levels. Downward pressure on the labor force will continue as more baby-boomers reach retirement age over the next decade. This will make it even more difficult for businesses to find required staff and thus stifle the economy's ability to grow.

Much like other areas, there are shortages of skilled workers in key sectors being reported by some employers across all skill levels. Variety of factors in play including affordable housing and aging out of highly skilled older workers. Health care demands are large and projected to grow. Many resorts and attraction are supplementing workforce needs with short term international employees.

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

Educational attainment in the Capital Region surpasses the statewide average. Over 62 percent of persons 25 years of age and older have more than a high school education, the Statewide average is only 58.9 percent. The regional breakout by educational attainment is:

Less than H.S. -- 8.5% (this is the lowest for any region in the State), H.S. -- 29.3%, Some college or A.S. -- 29.4%, Bachelor degree -- 18.1%, Graduate of Professional -- 14.8%.

Almost 133,000 people in the civilian population have a work disability. This is 12.5 percent of the population, which is slightly above the 11.1% Statewide average.

- 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.

The area has a vibrant array of educational facilities, workforce agencies, community organizations and economic development agencies all working to promote workforce development in varying ways. Examples include: The Health Profession Opportunity Grants (HPOG) where community college grant operators are working together in collaboration with community agencies and career centers to provide a health careers pathway training program. Other examples of collaboration include commercial craft brew training, machine tool technology training, early college high school and P-Tech programs, a recent manufacturing study conducted in collaboration between the regional workforce boards and a regional economic development agency and finally the Greater Capital Region (GCR) Coalition where the regional WDB boards collaborate to convene local agencies around workforce issues. The early college high school programs also help to address the gap in awareness of needs and opportunities that exist in local business sectors.

There are three regional BOCES providing vocational training for primarily high school youth but also can include adults, ESL classes for English language learners, basic skills and high school proficiency preparation, and adult vocational training for middle skills jobs including the trades occupations. There are a variety of first-class public and private colleges and universities as well as four community colleges offering a broad array of degrees, certificates and non-credit courses to help prepare enrollees for jobs in all levels of the local workforce. There are also private trade schools that feed the local workforce needs in areas such as commercial driving, welding and more. Local BOCES and community colleges are taking steps to add programming and facilities to address local workforce needs. Local career centers have experienced staff as well as job seeker services and training resources to support skill acquisition for

Our region is very diverse ranging from rural to urban to suburban. Therefore, availability of services such as transportation and other workforce support services can also be varied throughout the region. In the less populated areas, the ability to generate a critical mass for training purposes can sometimes be a barrier to assist job seekers and business.

There is a strong willingness to cooperate between workforce, post-secondary education, economic development and other community agencies to communicate and work on given projects. While examples of this cooperation is a strength, it is also a weakness in that much of this cooperation that occurs is on a random basis and would have a greater impact

if the collaboration occurred to align more joint activities working toward a common workforce vision. Development of that vision and common goals and opportunities for collaboration need to be more fully developed to create a system of collaboration.

Another weakness is the need to fully address the soft skills needs of employers system-wide on a regional commonly accepted basis. Although there are individual programs that incorporate soft skills training for enrolled students/customers, a common vision and approach to address this would serve both business and jobseekers well. This is an issue for all levels of the system. Developing an approach to more broadly address awareness by youth and jobseekers of local occupational opportunities is also needed.

Finally, the decreasing levels of funding for the WIOA funded programs is a concern to be able to support business and jobseeker needs. Funding for to support the various training and other business needs as well as the awareness, training and support needs including child care and transportation is a weakness that needs to be worked on.

- 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.

The capacity exists related to willingness and educational resources to address many needs of the workforce and business. Critical mass for launching training programs, enhanced collaboration, awareness activities, and funding for training and support services such as transportation, etc. are needed.

- 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.

The most recent strategic plan of the SWW WDB established an enhanced emphasis on taking a business first approach. The purpose of this was to develop stronger connections to the specific skill needs of employers and develop services and programming related to those employer's needs. If we connect better with employers – we can connect job seeking customers better to real job opportunities with engaged employers. Examples of this include joint ventures with business, education and economic development agencies related to sector based training initiatives in machine tool training, commercial craft brewing and currently computer coding. We are also currently establishing a formal workforce planning team as a board initiative. This will be a more formal collaboration of economic development, education and the workforce system to reach out on a sector basis to identify needs and develop collaborative strategies to address stated needs leading to jobs and public/private employment initiatives. These activities will and have allowed us to offer programming to simultaneously serve the needs of both employers and jobseekers including credential attainment and serving out of school youth or individuals with low literacy skills.

Beyond this approach, the funding utilized by the LWDB and the local career centers (AJCs), has consistently been focused on the provision of post-secondary training and

credential attainment in demand occupational fields and supporting adults with low literacy skills and those lacking a high school diploma to access Title II services. Further, our area's youth programming has always been primarily focused on out of school youth including basic skills and high school equivalency attainment through financial contracts with educational providers. Finally, we have supported the use of on-line resources for over a dozen years for individuals to increase skills, promote credential attainment and provide options for all customers including adults and out of school youth with low literacy skills. This is a resource that we continue look to expand access to including offering collaboration with DSS and Title II providers.

We will utilize the WIOA MOU process and related procedural agreements to be developed to identify and develop specific areas of coordination with other partner programs including DSS and core partner programs.

It is the desire of the SWW Workforce Development Board (WDB) to engage in specific and meaningful workforce development activities that will enhance the economic vitality of the region. Further, it is our desire to assist both business and the labor force to "Survive and Thrive" in our SWW region by assisting workers access employment and assisting businesses to hire the best qualified and prepared workforce.

The SWW WDB will focus on activities that will accomplish the following themes. In addition to the statutory administrative expectations of the WDB, each of the four areas reflects the purpose of the WDB as defined by the local board. These are independent themes that are at the same time very much interrelated to each other. The first theme listed, connecting, could be considered our primary purpose with the other themes being ways in which we address that connecting function.

1. To connect the public, private and academic sectors to establish a quality system of workforce service delivery. This includes connecting the private sector, government, the general community and key workforce agencies including; economic development, education, and public and non-profit workforce agencies to address relevant workforce development issues, resources and needs both within our workforce area and in the surrounding region.

2. To provide workforce resources to business, workforce partners and the local labor force. Resource examples may include information about jobs, business services, training grants, available labor pool and more. Resources may also include funding or other appropriate services to assist jobseekers and businesses achieve their workforce goals.

3. To develop the SWW workforce through training services related to skills and occupational areas in demand. This is a specific but significant resource that is an integral element of the WDB's service delivery strategy to develop the talent pipeline. Training resources may be provided to job seekers and businesses as appropriate and available. Training for skill acquisition may include but is not limited to; tuition assistance, training at

one stop centers or other partner agencies, on-line, on-the-job training, etc.

4. To identify current and future workforce needs of local business. This is a specific and significant manner for the WDB to connect with business and identify valuable resources to communicate to job seekers, education and others. It is important to understand trends and the needs of the entire region including the SWW area, but also to identify specific needs of individual businesses and key business sectors in the SWW area.

The SWW WDB will organize it's initiatives under the above stated guiding themes. To assist our customers to survive and thrive, it is our desire, through our workforce activities, to take steps that assist business to profit and grow and assist workers with skill and workforce knowledge attainment to maximize their career and financial satisfaction. As an initial step, the board created committees to align with the above and now under WIOA, have created subcommittees to establish an interagency workforce planning team under the Business Needs Committee and a partner group under the Resource and Development Committee.

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

We will use our committee process to address these goals. Local agencies representing education, economic development and other partner programs participate on these committees. The local BOCES board representative is involved in the leadership of the connecting activities which also includes the core partner programs and economic development.

Our planned sector based approach to identifying business needs will include many of the same partner programs and will address key needs such as awareness, assessment, recruitment, retention and training,

We have experienced good collaboration working with partner programs to support each other's training initiatives and to jointly develop initiatives to address business needs. Examples include working with BOCES to develop a machine tool training program and working regionally with other workforce boards and a community college to develop a commercial craft brew training program. Similar activities are planned for website development training.

Each of the partner programs in the area provide valuable career services to jobseekers and several are actively working to engage businesses to address training needs. We will work to pull these efforts together for an organized joint effort to do more by working together and sharing resources as appropriate.

- 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?

Treating the local area MOU and related procedures developed by the participating partners as a real tool that guides our efforts on an ongoing basis will be critical for this alignment. Shared services and customers, cross training, access and referral arrangements

will all work towards this goal. The one stop operator will be crucial to guide this effort.

Partner participation on WDB committees and subcommittees will help ensure that we are on track for maximum collaboration. Examples of this will include the workforce planning team and making the on-line training and assessment resources available to partners. We have already introduced this to the TANF, Voc Rehab and Title II partners and hope to see greater sharing of this tool.

We also plan to ask center and partner staff for input as a bottom up approach. We intend to follow through with partner input via the MOU and Committee interactions and plan to coordinate a broader annual partner roundtable for broader local agency input and planning.

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

First, we want to ensure that we are striving to meet and exceed the federal performance standards for the local area. We have had a strong record in this regard and will continue to monitor activities under WIOA to continue this.

Next, collaborating with other partner agencies to work on common goals that will mutually benefit our shared customers will be important. Examples include offering partnering opportunities with Title II for access to on-line learning resources to enhance skills acquisition for area jobs and working to develop opportunities for joint projects with Voc Rehab to increase the pool of available workers that employers can draw on.

We can use the ongoing MOU process to best understand each partner's goals and find collaborative opportunities for delivery of services. Internally, ensure center operations are consistent and responsive to customer feedback and evaluate business satisfaction and partner satisfaction with system and center services. By implementing the envisioned workforce planning team, partners working together can better identify business needs and thereby develop services that can best benefit their customers. Such activities will begin to help address some of our business needs regarding a pool of workers and skills while improving the self-sufficiency of workers.

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;

Programs include the following:

WIOA Title I programs (Adult, Dislocated Worker, and Youth) and in one case local Title V senior employment services are provided by county based or local non-profit agencies, Title II Adult Ed. and Literacy programs are provided through the WSWHE BOCES under a NYS Education Department contract, NYS Department of Labor provides services including

Wagner-Peyser activities (Title III of WIOA), trade act programs, veterans employment services. ACCES-VR operated through the NYS Education Department offers Vocational Rehabilitation services as does the Office of Children and Family Services/NYS Commission for the Blind.

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

SUNY Adirondack provides Career & Technical Education (CTE) - postsecondary level under Perkins Career and Technical Education Act. Center staff are all members of the local Perkins Committee at SUNY Adirondack. Recent programs that align with the local workforce system include: marketing and awareness videos of women in non-traditional careers, expansion of the culinary program and the culinary arts lab, and expansion of the nursing program including the clinical lab. In the past, Perkins funds were used to support career advisors, a career coach for CTE students, and a retention and assessment specialist.

- iii. Other workforce development programs, if applicable.

The Senior Community Service Employment Program (SCSEP)— Title V of Older Americans Act is provided to Saratoga County residents by a county department and a national contractor, Associates for Training and Development, Inc. (A4TD) covers all three counties. Local DSS offices provide TANF employment and training services. Glenmont Job Corps offers Job Corps employment and training programs to our area.

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

The one stop operator is charged with addressing continuous improvement by working with partners under the MOU process. We have also created a partners sub-committee of our board committee where both of those bodies will address continuous improvement as part of their oversight charge. Part of that process will be to implement consistent customer satisfaction feedback systems. Additional steps include surveys, staff training as identified and partner feedback. We are also considering an annual partner roundtable to receive input from a broader range of local agencies. We will continue to review performance reports to monitor federal and state goals through the executive committee. Finally, our board's Connections Committee is charged with coordinating the reports and metrics used for oversight and will also be asking each committee to actively develop additional metrics as they are engaged in their activities.

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

Providers are proactive with business to identify opportunities. Local collaborative efforts have led to successful new training initiatives that we plan to build upon. We try to provide presentations at board meetings to generate ideas to address specific needs. We have monthly management meetings to review new provider offerings and our sector based

efforts through our workforce planning team will identify an array of business needs that will lead to employment opportunities for jobseekers.

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

The NYS DOL is the lease holder of the Warren County Center and has a significant staff presence at the Saratoga Career Center and a part-time staff assigned to the Washington County Center. Title I WIOA funded staff represent the other primary center partner operating both the Washington County and Saratoga Centers. Other partners may participate on a periodic basis for interviews or presentations. Center infrastructure costs are funded on a fair share basis by the two primary partners. Partner staff share the responsibility of providing services to center customers while also addressing individual program responsibilities. Staff of both partners will provide services to business but the lead staff for business services is the NYS DOL Business Services Representative.

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.

Currently, our local career centers have been collaborating with two community colleges that had received a federal Health Profession Opportunity Grant (HPOG) to assist with referrals and training. This approach provides opportunities for co-enrollment in a variety of training programs. Our board was recently involved in a regional grant that included the development of a career ladder tool for the manufacturing sector. This pathway product outlined manufacturing jobs from the entry-level to technical and supervisory levels. Each job listed on the pathway provides a detailed job description; the education, workforce preparation and work experience required, the schools in the Capital District area that offer related training programs; the work values satisfied by the position; the regional pay range; the regional employment outlook and examples of local companies that have workers in that position and a link to the NYS Job Bank so viewers can find current job openings. The project highlighted the lack of appropriate training programs for entry level manufacturing opportunities. This same grant developed a manufacturing study that concluded that a basic manufacturing skills training program is needed. It is envisioned that this may be a two or three step process that could lend itself to a career pathway model and potentially tie into some post-employment apprenticeship through the local BOCES or other training providers. The initial steps are about to begin but additional steps are conceptual at this point.

The LWDB would support co-enrollment in academic or training for career pathway models. As the workforce planning team, referenced earlier, works with various business sector groups, we anticipate additional career pathway model opportunities will present themselves. As also referenced earlier, providing access to our on-line training and assessment resources is also a valuable asset to offer for career pathway development partnerships in a variety of occupational areas and promoting career pathway

opportunities through our centers and workshops is also a service we can offer.

Through our MOU process, the dialogue between partners will help facilitate co-enrollment opportunities as well as partnering on identified career pathway projects.

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

As referenced above, as more career ladder models are created, a greater awareness of the job opportunities and related credentials needed will be available to jobseekers. Further, we will share information related to credential needs drawn from the sector based activities undertaken by our workforce planning team. Our on-line learning resources will be shared more broadly with other partners to provide skills that can support future credential attainment or in some cases offer access to credentials directly.

Some specific examples of steps taken include the Adult Machine Tool Technology program developed in partnership with WSWHE BOCES and local employers. We are working on including NIMS credentials for trainees. Also, the commercial craft brewing program developed in conjunction with employers and a regional community college has led to access to an international credential and, through the efforts of the college, potential access to a certificate or associates degree for students who desire to pursue further training. Our local career centers provide guidance and financial aid information for occupational training opportunities that lead to credentials as well in areas such as health care, commercial driving, trades and more. One center collaborates with a local economic development agency operating a federal EPA grant that offers training and credentials in a variety of environmental related areas.

Enhanced coordination with other partners through the MOU process should also lead to enhanced access to such activities

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

Yes - all credentials currently earned are through state education approved programs or represent industry recognized credentials that are accepted nationally.

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

There are some examples of credentials that can be considered stackable. Health care training leading to a credential is one such example. This is true for individual training supported as well as with partner programs we coordinate with such as the HPOG grant operated by the local community college. The training supported through the local community college or BOCES leading to a certificate may in some cases be able to contribute to a future college degree.

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.

First, we will continue to support information sharing, referral and support of related fees to access Title II services through our career centers. We anticipate more enhanced and coordinated messaging for career center and partner program customers for all of our program services including those services through Title II via our new WIOA MOU efforts. This may include more formal presentation materials at orientations and more detailed steps and agency collaboration to provide access to system partner services. We will continue to support sharing of services through presentations and meetings with program staff that have taken place over the past year including; efforts to share our online resources, our MOU and system operator meetings and facilitating presentations related to business needs and available services. In addition, we can collaborate with Title II providers and other partner agencies to provide additional information and/or staff presentations directly to partner customers about services available to them through the workforce system such as online services, additional skill training through tuition assistance, on the job training, and gas cards for transportation assistance. We can also offer access to career center workshops and resources or coordinate specific workshops in collaboration with Title II and other partner agency programming. We currently share center calendars of workshops with partner staff. We will offer the option to partner and jointly plan with staff of partner agencies specific services we can provide to assist customers move on to employment or further training and that will assist providers to achieve program performance goals. We will offer to coordinate the above with partner programs and discuss any other initiatives proposed that will help promote our joint program goals.

We have asked our Voc Rehab partner to coordinate annual program and physical accessibility reviews for our centers. Our partner sub-committee will provide an opportunity for accessibility planning between partners and we have proposed an annual partner roundtable to provide broader input for a variety of community agencies.

Our MOU partner meetings will specifically address access to services by system customers with written plans and procedures. This will include staff cross training, shared materials and information for use during orientations.

The on-line assessment and training tools available through the centers have been presented to various partner agencies with the goal of expanding access to all of their customers. We are especially interested in developing this with all core partners and TANF.

Our new website in development will enhance access and we may eventually include a community resource manual with direct editing access available by partner agency staff.

- 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 continue to offer our on-line assessment and training tools and seek ways to expand their utilization including pursuing the potential of access to these services through rural libraries. Our new website will provide enhanced access to our services, monthly workshop calendar and links to other partner services and, as referenced above, we may eventually include a community resource manual with direct editing access available by partner agency staff. The website will also utilize YouTube and social media to facilitate access.

Will explore a joint promotion of partner programs as part of the ongoing MOU discussions

Finally, customers can access a variety of on-line services. Links to Career Zone and Job Zone are provided for career planning and job search. For our Youth Programs we are utilizing cell phones to text and Facebook and Instagram to communicate program and job opportunities.

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

Centers currently use the One Stop Operating System (OSOS) for intake, job referrals and recording services and participation outcomes.

In addition, Career Center counselors continuously seek technology to facilitate case management. Recent examples include: use of Facebook Messenger to communicate with youth participants, use of social media to promote events such as job fairs and recruitment events, and use of social media to facilitate business services.

We will be exploring a technology based referral tracking system possibly utilizing a CMS system commonly used by business or economic development.

- 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.

Customers are provided a variety of career services (both basic and individualized), support, training and follow-up services through local career centers. The centers also provide resource rooms with access to computers, internet, workshops and job search resources.

Career services include Eligibility for Title I Services, Outreach, Intake, and System Orientation, Initial Assessment, Labor Exchange Services providing job search and placement services, referrals to programs, Labor Market Information, Performance on the Local Workforce System, performance and Program Cost of Eligible Providers, Referrals to Supportive Services, Unemployment Insurance (UI) Information and Assistance, Financial Aid Assistance, Comprehensive Assessment, Develop Individual Employment Plan, Career Planning and Counseling, Short-term Pre-Vocational Services including our on-line assessment and training tools, Internships and Work Experience, Out

of Area Job Search and Relocation Assistance, Financial Literacy Services, Workforce Preparation Activities and English language acquisition and integrated education and training programs.

WIOA training services are primarily offered through Individual Training Accounts (ITAs) for occupations that are in-demand occupations and approved on the state eligible training providers list and On the Job Training (OJT) with local employers but other authorized training will also be considered.

Follow-up services, such as career and job success counseling, are available to customers for 12 months after their first day of new employment.

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

All three Career Centers are located on public transportation routes. Customers are provided with bus tokens and gas cards to attend career development and training activities. Centers provide a variety of information and links to customers related to local area support services. In addition to partner information on our website, we will be exploring the inclusion of a digital community referral manual as well.

- 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.

Our local area MOU will be the guiding agreement to address referral and access to services, partner coordination and cross training of staff. In addition, the SWW Workforce Board was a recent recipient of funding through the Disability Employment Initiative. The goal of the Disability Employment Initiative was to: improve coordination and collaboration among employment and training and asset development programs implemented at state and local levels, including the Ticket to Work Program, and build effective community partnerships that leverage public and private resources to better serve individuals with disabilities and improve employment outcomes. During the course of this three year program, dedicated staff available in each of the three centers to assist people with disabilities. As part of the grant, existing staff were trained and provided technical assistance to facilitate the continuation of services once the grant ended.

Under the Disability Employment Initiative we had two Disability Resource Coordinators (DRC's) in the Career Centers that have provided training on assisting individuals with disabilities with employment and educational opportunities. The DRC's also provided staff with copies of the Red Book for Social Security Work Incentives.

- 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.

WIOA and local priority of service for the above populations and veterans has been identified in our materials to be used for implementing the one stop operator function.

- 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;

We have requested that ACCES-VR coordinate a local accessibility review. We had previously completed this in one center several years ago and plan to address on a regular schedule. In addition, a major component of the recent Disability Employment Initiative was increase access of programs and services. A physical assessment of each center was conducted and suggestions for improvement provided. Each of the three centers is fully handicapped compatible in accordance with Section 188.

- ii. Technology and materials for individuals with disabilities; and

Our recent DEI grant allowed for the upgrading of such equipment and we purchased accessible desks, chairs, magnification software and dragon naturally speaking software.

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

Disability Resource Coordinators (DRC's) have provided training to staff in the Career Centers on Interviewing, Resume Writing, negotiating reasonable accommodations, and more. Through our MOU process, we will create further opportunities for in-service training to support these needs.

- 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.).

One-stop partner s are responsible for ensuring that their program operations are in compliance with WIOA section 188 and with the Americans with Disabilities Act. We intend to pursue annual reviews of center accessibility with assistance from ACCES-VR , Current center facilities are all located in municipal owned or state leased facilities.

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?

We have previously collaborated with business, economic development and education agencies to identify and establish training programs in need by business. Examples include

machine tool technology and commercial craft brewing. We expect to accelerate those efforts through our launch of a workforce planning team consisting of workforce and economic development representatives as well as education representatives from BOCES and community colleges. This team functioning as a board committee will engage business sectors to address key areas such as assessment, awareness, recruitment, retention and training needs. We anticipate a broad range of potential activities that may result from this engagement that will be addressed as a team or by other means as appropriate. Using the approach for the two examples cited, a business led approach to address business needs entails listening to and clarifying the needs of a business sector and developing a plan for those needs that can be addressed. In the case of training programs, the scope of training, an outreach and marketing plan, assessment and selection criteria all need to be developed involving business and should be business led to the extent possible. The business involvement should also include an ongoing presence with the training program.

Our main objective is to create a systemized approach to identifying and addressing business needs instead of random activities that may or may not be done in a collaborative manner. Beyond this, we will continue to reach out to identify job openings and assist with referral of qualified candidates, provide on the job training funding as available, assist with specialized recruitments and conduct general job fairs on behalf of businesses, expand the utilization of our on-line assessment and training tools, involve businesses in center based networking and informational workshops and finally make use of our new website currently in development as more of a tool for business including the creation of a system newsletter .

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

Our local area has previously participated in regional initiatives that utilized the Center for Economic Growth (CEG), a regional economic development agency, to engage businesses, conduct a manufacturing study, initiate a STEM video and more. We intend to partner with local economic development agencies more closely through our workforce planning team.

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

In addition to the strategies and services referenced in the above sections, we will continue to pursue regional efforts such as addressing the soft skills needs of business and further develop the career ladder tool created as part of a manufacturing study conducted this year. We will also suggest a plan whereby all partners engaged in business services can note and share trends or needs identified while engaging business so others in the system to benefit from this information as appropriate. We will also ensure that our new website has a comprehensive description of business services available from all partners and agencies involved with engaging business.

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

Economic development agencies will be involved in the efforts described above including the workforce planning team, sharing of information regarding business trends, and

coordinating and identifying appropriate projects needed by business related to assessment, awareness, recruitment, retention and training needs. Economic development agencies are also part of our board's Business Needs Committee and our executive committee and connections committee which oversees our partnering and engagement activities as well as the metrics used to evaluate the system. The board recently collaborated with one of the local economic development agencies to create a new career awareness event in the region for youth called Career Jam.

Local Career Centers routinely and consistently coordinate with economic development activities. In Saratoga County, the Title I service provider and local economic development agency report to the same committee of the county Board of Supervisors. Warren County Career Center partners with EDC Warren County on implementation of an EPA funded training program that trains workers for careers in hazardous waste handling and mitigation. Career Center staff assist with recruitment and screening of candidates and also provides soft skill training to students as part of the overall training curriculum. Our Career Centers also work with the regional and local chambers of commerce on job fairs, recruiting events and distribution of information.

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

Local economic development agencies are actively engaged in promoting entrepreneurial skills training and microenterprise services. As part of their approach to serving those involved businesses, we will ensure that information regarding center and system services that can assist those businesses are made available. We can also provide training assistance or access to our on-line training tools where appropriate. Finally, we will promote access to these entrepreneurial training programs and services through our centers to appropriate customers.

EDC Warren County and the Washington County LDC co-sponsor a microenterprise training program at SUNY Adirondack. Career Center staff refer candidates to the program where appropriate. The regional chamber of commerce provides local access to the Small Business Development Corporation, Service Corps of Retired Executives and access to SBA funding. Career Center staff act as referrals for these programs.

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

Center and board staff have always supported the rapid response process. For larger projects, staff are willing to engage with state representatives to plan activities with the affected employers and unions as needed. Center staff assist with on-site orientation sessions for affected workers, center based information sharing and follow up to on-site orientations, provide the full array of career and center services to interested workers including resume and interviewing assistance, training assistance, job referrals and coordinating with employers interested in hiring affected workers, a variety of job search related workshops and assistance with Trade Act services for those certified as eligible.

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?

Our career centers provide customers with general Unemployment insurance information related to filing a claim and addressing problems or issues encountered. This takes the form of staff assistance, printed information, on-line resources and access to a phone with support for issues encountered. The Re-Employment Services and Eligibility Assessment (RESEA) services provided through DOL staff offer another connection for customers with other career center resources and services for those likely to exhaust benefits.

- 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;

Secondary coordination has involved recruitment for our summer youth employment program, presentations to area school administrators related to the National Work Readiness Credential (NWRC) and development of an local area wide career awareness event called Career Jam planned in collaboration with economic development and secondary school staff. Our new youth committee has a school principal who is also a Workforce Development Board member. Further, we assist with referral and assistance for individuals interested in high school equivalency instruction.

We have long made use of a variety of post-secondary options at community colleges and other training venues for training in demand occupations. We have collaborated with community colleges and BOCES on the development of new employer driven training opportunities as well as assisting business with grant opportunities. Career center staff are involved with the Perkins post-secondary advisory committee for our community college and meet with college staff to identify areas of collaboration as needed.

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

Our workforce planning team will include representatives of post-secondary education to help initiate sector based business outreach and program planning. Representatives of both local community colleges sit on the SWW Workforce Development Board and are assigned to the board committee responsible for center oversight and coordination of services. How to best enhance services will be a priority of that committee.

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

Our board's Connections Committee will ensure that non-duplication is achieved through their oversight of other board functions involving education. This includes the new workforce planning team and the Resource committee that oversees center operations. The launch of the workforce planning team will be of great assistance to achieve greater

coordination and avoid duplication. We will also utilize our MOU process for program coordination as applicable. The board has worked with the post-secondary providers on a variety of projects over the years and on-going communication between our organizations will also help avoid duplication.

- 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.

All three Career Centers house both the WIOA funded Title I programs and staff services funded through NYS DOL under the Wagner-Peyser Act and or veterans services. Staff work side by side, sharing customer information, resources and program information. Monthly management meetings are conducted that are open to all center management staff and joint staff meetings are routinely conducted.

Our board committee responsible for center oversight will conduct process and procedure reviews of center operations and we will be developing anew procedural manual.

- 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.

Our local area MOU will serve as the primary agreement between system providers. This agreement calls for additional detailed procedures to be developed to maximize referral and access to program partner programs. We will also plan to initiate a formal or informal agreement for annual program and accessibility reviews for our centers with our Voc-Rehab partner and possibly other local agencies serving individuals with disabilities. Finally, the board is developing service agreements for other service providers of Title I services not already covered by an existing contract.

Youth Activities

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

- i. Name of Youth Point of Contact

Katie Foster

- ii. Email Address

KFoster@co.washington.ny.us

- iv. Title

Employment Counselor

- iii. Name of Organization

Washington County EOC

- v. Phone

518-746-2390

vi. Address

383 Broadway, Fort Edward, NY
12828

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

i. Out-of-School Youth

95

iii. Carry-Over In-School Youth

6

ii. New In-School Youth

3

iv. Work Experience

56

*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)?

Design Framework is provided by each of the three county career centers. Activities include outreach, intake and eligibility, objective assessment and development of the ISS for each youth. Each county career center is responsible for identifying partner agencies, developing memorandums of understanding for referrals, and collaborating on identifying that each of the 14 program elements are available. Regular meetings between the career centers ensure sharing of information, development of each local program and identification of best practices in the region.

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

Career pathways within the local area are included in the ISS by aligning the employment, training, education, and supportive services that are needed by youth, particularly individuals with barriers to employment. Youth funds are used to conduct objective assessments for the purpose of identifying appropriate services and career pathways for participants. Identification of barriers to employment, including educational barriers is the beginning of the development of career pathways. Basic educational needs are a priority in development of career readiness. The Workforce Development Board has identified sector strategies for addressing the needs of businesses and workers. The board has also identified in-demand industry sectors and developed industry and sector partnerships related to in-demand industry sectors and occupations and career pathways.

d. In Attachment G, 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 overarching goals of WIOA are to increase access to education, training and employment, and connect jobseekers to in demand occupations in the labor market. For the Youth Program the following are built into the Program Design Framework:

A. Provide an objective assessment of the academic levels, skill levels, and service needs of each participant, which includes a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of such participants, for the purpose of identifying appropriate services and career pathways for participants.;

B. Develop service strategies for each participant that are directly linked to 1 or more of the indicators of performance described in WIOA, and that identify career pathways that include education and employment goals, appropriate achievement objectives, and appropriate services for the participant taking into account the assessment;

C. Provide activities that lead to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential; (ii) preparation for postsecondary educational and training opportunities; (iii) strong linkages between academic instruction and occupational education that lead to the attainment of recognized postsecondary credentials; (iv) preparation for unsubsidized employment opportunities, in appropriate cases; and (v) effective connections to employers, including small employers, in in-demand industry sectors & occupations of the local & regional labor markets.

ii. Are made available to youth with disabilities.

The provision of services to youth with disabilities is a recognized priority of the SWW Workforce Area. All service providers are required to comply with Section 188 in the provision of services to persons with disabilities. In no event are services denied to anyone, including youth because of a disability.

f. Identify successful models for youth services.

Operation Food Chain – Warren County coordinates with the Warren Hamilton Counties Community Action Agency (CAA) to offer a free lunch program at summer playgrounds in Glens Falls. This project utilizes a work based learning approach where students learn how to order, prepare and serve lunches. Work activities are led by an instructor/crew chief hired by the Washington-Saratoga-Warren-Hamilton-Essex BOCES to supervise a group of summer employment program youth. The crew chief directs the activities and supervises the youth in the performance of their assigned duties. An academic component that is both work-based and contextualized is incorporated to address Basic

Skills and SCANS skills as well as occupational related skills. The goal is to provide a well supervised work environment that teaches proper employment attitudes, develop self-worth through work and develop additional job specific and basic skills that will enhance the future of the youth. The connection between school and work is also be emphasized.

Work Crew – Warren County hires a Work Site Supervisor to act as a supervisor and mentor to youth. The Work Site Supervisor directly supervises and instructs youth at assigned work sites. Under the supervision of crew chief, youth travel throughout Warren County working on a variety of projects for towns, schools, agencies and not-for-profits. While supervising the participants, the Supervisor also evaluates them in accordance with their employability plan, informs them of vocational strengths and weaknesses, and where necessary, refers them to an Employment and Training Counselor or other appropriate staff member. The Supervisor acts as an adult mentor while engaging them in work-based and contextualized education and training. Soft skills are emphasized including attendance, preparation and development of good work habits. Skills are taught and new skills learned including basic landscaping and general construction.

TASC Class - Warren County and Washington Counties contract with WSWHE BOCES to provide instruction to prepare eligible youth with the academic skills needed to pass the TASC (GED®) exam and /or improve their basic skills. Youth are also instructed in soft skills desired by businesses and receive a small stipend to attend classes twice a week. They are able to work independently, and in groups, to achieve their goals under the instruction of the BOCES instructor. With limited alternative high school programs in the area, this is a chance for Warren County youth to strive for their high school equivalency diploma, which in turn, will open more doors to employment opportunities.

We are considering the potential to offer career camps that allow youth to receive hands-on exposure to for 2-3 days for up to 2-3 different occupational areas. This was a successful experience in the past that we may revisit.

Finally, our local board recently collaborated with a local economic development agency and school representatives to create an event for youth called career Jam replicating a similar event in another workforce area. This event offered youth the opportunity to interact with dozens of employers in a hands-on fun manner to expose them to companies and jobs in the region. This was a big success and will be replicated in the future for larger numbers of youth and businesses.

- 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.

Administration

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

Saratoga County

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

The local workforce board is an unincorporated appointed entity and therefore the local grant recipient/sub-recipient identified in the local county multi-jurisdictional agreement will be responsible for contract procurement consistent with local government policies, state procedures and federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, whichever is most restrictive, on behalf of the SWW Workforce Development Board. Services for Title I activities delivered through the career centers will be procured by the grant recipient unless otherwise allowed through agreement or through a county agency. Area wide procurement services such as a website development contract or one stop operator services will be handled centrally by the grant recipient as well. Contract services will be approved by the SWW Workforce Development Board, or initially by the executive committee subject to future board ratification, as needed. SWW board staff may also participate in the development of such procurements.

Request for Proposals (RFPs) will be developed and shall contain a clear description of the goods and services to be procured, technical requirements, deliverables and time frames for service provision. Details regarding proposal development including available funds, cost, proposal timeframe and format will be included along with a description of the selection process. Request for Proposals (RFPs) will be sent to relevant service providers on any established bidders list and a notice of solicitation will be published in local newspapers and posted on our board website.

Proposals will be reviewed as described in the RFP package following the selection criteria by identified reviewers which, depending on the nature of the service, may include any one or a combination of grant recipient/sub-recipient staff, Board staff, board members or committees and others as identified. The review process may also require meetings with proposers to clarify proposals. Selections will be reviewed by the executive committee for Title I program services and forwarded to the board. Awards for other goods and services may be approved by the grant recipient/sub-recipient or program operators as applicable. Applicants for proposals not selected will be notified as soon as a final decision is completed.

- 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.

Initial PY '17 performance goals for our area are listed below. Per state guidance, we had

reserved the right to negotiate all standards when data is available. NYS DOL does not plan to renegotiate PY 2017 performance goals with the local areas and will not implement sanctions for performance in PY 2017 consistent with USDOL policy as baseline data is being developed.

Performance Indicators	Adult	Dislocated Worker	Youth
Employment Rate 2nd Quarter After Exit	61.7%	54.6%	67.2%
Employment Rate 4th Quarter After Exit	69.5%	59.2%	64.4%
Median Earnings 2nd Quarter After Exit	\$4,894	\$4,245	TBD
Credential Attainment 4th Quarter After Exit	50.3%	61.5%	63.9%
Measurable Skill Gains	TBD	TBD	TBD
Repeat Business Customers	TBD	TBD	TBD
Business Penetration Rate	TBD	TBD	TBD

- 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;
 - 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.;
 - iii. All One-Stop Career Centers in the LWDA have achieved at least an 80% score in the Career Center Certification process; and
 - iv. The LWDA meets or exceeds all performance goals.

The SWW Board was certified in 2016, is currently compliant but is waiting for a replacement to be named by the state for a representative of Voc-Rehab. We actively work to replace private sector openings as they occur keeping in mind the desired sector representation. Our local MOU was approved by the state and we have just received all state level signatures and will distribute signature pages in the near future to all parties. We did not receive a qualified response to our operator procurement but have identified an appropriate operator and are awaiting permission from the state to pursue a sole source contract approval. The local area has all known required policies in place and will be conducting a policy review during this year to update and add any desired new policies. We

are awaiting guidance to implement the center certification process and although current performance criteria is not available, the last year federal performance criteria was available indicated that our area had met or exceeded all goals.

Training Services

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

Training services will primarily involve either approval of Individual Training Accounts (ITAs) to authorize occupational skills training with an approved provider on the state Eligible Training Provider List (ETPL) in a demand occupation or through an On-the-Job Training contract with an employer. As additional training needs are identified through our workforce planning team, other options for adults such as training contracts or work-based options may be explored. Approval for a customer to receive training will be granted after an initial assessment identifies the need for additional career development services to obtain or retain employment leading to self-sufficiency. If training is warranted after further assessment and the completion of an individual employment plan, staff may proceed with an appropriate training option as funding permits. For youth, in addition to the options above, our area has always and will continue to utilize work-based training as a key component. Other short-term pre vocational training may be offered in our centers or through our on-line tools as a career service.

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

On the job training contracts may be used in conjunction with ITA's if deemed appropriate by the local Title I provider and funds are available. As training needs are identified through our workforce planning team, contract for training vs. use of ITA's will be given consideration. Our current employer driven machine tool training program is an example where we may consider this approach in the future.

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

The board expects centers to follow all WIOA requirements including those specifying customer choice. Career center staff responsible for authorizing training have access to labor market information including local demand occupations to share with customers. In addition, the state Eligible Training Provider's list (ETPL) is available to identify approved providers and training offerings. Center staff provide guidance to training customers as applicable regarding career decision making, cost, financial aid and other aspects related to training decisions. We also stay current on new opportunities to share with customers by working with providers represented on the workforce board. Customers approved for training services make the final choice of training subject to approved demand occupations authorized for training on the ETPL.

Public Comment

- a. Describe the process used by the local board to provide a period of no more than 30 days for public comment and input into development of the plan by representatives of business, labor organizations, and education prior to submission.

The plan was advertised and posted 3 days prior to submission. Various sections have been reviewed by representatives of education and an education representative and all local economic development organizations were asked for input over three weeks prior to submission. All representatives of business, labor organizations and education affiliated with the board will be asked for final comments prior to final submission

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

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.