NYC WDB
Workforce Development Board

WIOA Local/Regional Plan for New York City 2017 to 2020

Preface to the New York City WIOA Local/Regional Plan

This Local Plan is a compliance requirement stipulated by the federal Workforce Innovation and Opportunity Act (WIOA). WIOA requires the local Workforce Development Board in areas like New York City to respond to a lengthy set of questions as part of its Local Plan. Furthermore, the New York State Department of Labor – as the state entity responsible for administering WIOA in the state – has provided its own Local Plan template for addressing the questions posed by WIOA.

But a full response to all of the questions is lengthy: the complete document with attachments spans nearly 100 pages, and the questions span high-level strategy to minute operational details. Consequently, the New York City Workforce Development Board has opted to provide a more concise version intended to communicate its vision and strategic priorities more succinctly and at a high level to a broad audience. The Board welcomes feedback on any and all components of this Local Plan document. But it has chosen to provide an approximately 20-page statement of key information about the local area, including its workforce assets and challenges, and the Board's top strategic priorities.

Under WIOA, the New York City Workforce Development Board has oversight over adult and youth employment programs managed by the NYC Department of Small Business Services and the NYC Department of Youth and Community Development. The Board does not have oversight over the other public entities that are important partners in this work. As a result, this Local Plan primarily focuses on strategic priorities relevant to overseeing these employment programs.

In addition to the Local Plan, a WIOA Regional Plan is required of all regions within New York State. New York City is considered a distinct region of the state and consequently fulfilled all but one of the Regional Plan requirements through the responses provided in its Local Plan. To address that one component, the Board has included **Appendix IV: Inventory of Sector-Based Workforce Strategies**.

This document contains two sections:

1. **The WIOA Local Plan for New York City** - p. 4

2. **Appendices**

    a. **Appendix I: Local Plan for WIOA Title II Adult Education Request for Proposals**: A narrowly targeted and early version of the Local Plan released on August 31, 2017 to assist organizations applying for Title II adult education funding. – p.26

    b. **Appendix II: Complete Set of Responses to New York State Local Plan Template:** A complete set of responses to the New York State Department of Labor's required format for the Local Plan, including several attachments. – p.34

    c. **Appendix III: Attachments to the Local Plan Template and Public Information Session Feedback Summary** – p.105

    d. **Appendix IV: Inventory of Sector-Based Workforce Strategies:** A supplement provided to address WIOA Regional Plan requirements. – p.134

Collecting Feedback on the Plan

The Board invited feedback from the public on this Local Plan. There were two avenues for providing feedback:

1. **Provide written feedback no later than January 12, 2018**: The Board staff set up a form for collecting feedback on the Local Plan.
2. **Attend a public information session on January 5, 2018:** The Board staff convened a public information session to solicit feedback on the plan. This session was held:

   2:30pm to 4pm, Friday, January 5
   110 William Street, 4th Floor
   New York, NY 10038

WIOA Local Plan for New York City

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A. Strategic Priorities

In *Career Pathways: One City Working Together*, the City of New York announced a new guiding strategy and framework describing how elements of the City's workforce system should align and connect to one another – supporting individuals along an established route to stable, living wage jobs with benefits and opportunities to advance. Members of the New York City Workforce Development Board contributed to this framework, and the full board has adopted it. Consistent with the Career Pathways approach, the Board has identified the following four strategic priorities for the WIOA investments in New York City over the next four years:

1. **Increase the number of adults and youth who develop skills and experience in line with employers' needs and then find relevant jobs**. Better align education and training investments with employer needs.

2. **Increase the number of New Yorkers who earn basic educational credentials or develop English proficiency.** Increase funding, particularly investments in bridge programs. Additionally, build strong connections between adult education and employment programs.

3. **Increase the number of individuals from target populations connected to jobs.** Tailor services to meet the needs of target populations and ensure they find jobs with the potential for advancement.

4. **Improve coordination across programs to build a stronger career pathway system.** Improve coordination in both the adult workforce system and the "mainstream" in-school educational system.

The Board staff and other staff of the NYC Mayor's Office of Workforce Development will work with key partners to design and implement initiatives, establish goals, monitor progress, and report results to the Board.

B. Introduction to the New York City Workforce Development Board

The New York City Workforce Development Board, a board mandated by federal law and appointed by the Mayor, is responsible for ensuring that investments of federal Workforce Innovation and Opportunity Act (WIOA) dollars in adult and youth workforce development services are strategic, fiscally sound, and effective. WIOA designates funding and responsibilities to both states and local areas. New York City, the largest U.S. city with a population of more than 8.5 million people, is also the largest local area recognized by WIOA and has the largest budget, $57 million in Program Year 2017. The New York City Workforce Development Board is comprised of 30 members who represent private sector employers, labor unions, nonprofit organizations, and government agencies.

C. The Board's Vision, Mission, Considerations, and Guiding Principles

Vision: The New York City Workforce Development Board has the following vision of workforce development in New York City:

> **All New Yorkers develop the right skills, experience, and credentials to find stable, living wage jobs with benefits and opportunities to advance. The public workforce development system aligns its services with the needs of employers, particularly when offering education and training services, and ensures that all jobseekers are able to benefit from those services. As a result, New York City employers are easily able to find the qualified talent they need.**

Mission: The Board leverages the knowledge, skills, and networks of its members to ensure that the City's investment of federal WIOA funding successfully prepares and connects adult and youth New Yorkers to employment and meets the talent needs of employers.

Key Considerations: The New York City Workforce Development Board recognizes the importance of monitoring forces that affect the nature and structure of work[1], with specific emphasis on:

- Technology or other disruptive forces
- The rise of hiring independent contractors

Guiding Principles: The Board further states a set of broad guiding principles in three primary areas of focus:

1. **Jobseekers and Workers:** All jobseekers and workers – and particularly individuals with barriers to employment and other target populations – can easily access the full array of WIOA services to access employment and progress along a career pathway. Services for individuals with barriers to employment and other target populations are tailored to their needs.

2. **Skill Building:** WIOA programs invest in quality education and training programs that support participants during training, are aligned to employer needs, and help individuals connect to the jobs they prepare customers for.

3. **Employers:** WIOA programs coordinate their outreach efforts, ensure that their services are business-friendly, target their engagements to employers that provide stable, living wage jobs with benefits and opportunities to advance, and deliver what they promise.

D. Partnership Among "Core" WIOA Programs

Under WIOA, there is a strong emphasis on coordination and alignment among the "core" programs of WIOA. These include:

Table 1: WIOA Core Programs by Title

WIOA Section	Program(s)	Description	Agencies Responsible
Title I	Adults and Youth	• SBS serves adults through Workforce1 Career Centers and training programs • DYCD serves in school and out of school youth	• NYC Dept. of Small Business Services (SBS) • NYC Dept. of Youth and Community Development (DYCD)
Title II	Adult Education and Literacy	• Help participants earn a High School Equivalency • Help immigrants learn English and become citizens	New York State Education Dept.
Title III	Wagner-Peyser	• Employment services (provided by NYS Department of Labor)	New York State Dept. of Labor
Title IV	Vocational Rehabilitation	• Education, training, and employment services for individuals with disabilities	• New York State Education Dept. • New York State Office of Children and Family Services

The New York City Workforce Development Board is responsible for developing and implementing a plan that brings these partners together in ways that benefit both jobseekers and employers. However, the Board has direct oversight only over the adult and youth programs, circled in red above. Consequently, this local plan will place a strong emphasis on these programs. Nonetheless, this plan will also articulate goals for increasing the level of coordination and alignment among these core WIOA partners and other partners with the purpose of improving services and outcomes for jobseekers and employers and evolving towards a true workforce development *system*.

Over a period of several months in 2016, the Workforce Development Board staff convened representatives from the WIOA core programs to engage in preliminary local planning efforts. The participants provided basic information about their programs and discussed potential areas of agreement in serving jobseekers, serving businesses, and providing training. The Guiding Principles established by the Board reflect these conversations.

E. The New York City Economy and Labor Market

Broader Economic Trends

In June 2017, the City of New York released New York Works, a plan to create 100,000 good-paying jobs over ten years. This report included an insightful summary of the current state of New York City's economy:

> New York City is witnessing a time of historic growth.
>
> Today, New York City has a population of just over 8.5 million residents—and that number is expected to reach 9 million by 2040. Since 2014, the city has added over 300,000 jobs. And over the last three years, employment growth in the city has outperformed the nation in almost every sector, and unemployment has fallen to as low as 4 percent.
>
> New York continues to be the place where companies and people choose to locate. Our city remains the global financial capital of the world and is home to more Fortune 500 companies than any other U.S. city. The city continues to grow through economic diversification. From 2007-2015, nearly 50 percent of employment growth came from the education, health, and technology industries. The city's diverse talent pool attracts companies looking for employees with global understanding, and demographics reflective of their customers. Foreign born workers in New York make up 45 percent of the workforce and over 200 languages are spoken across the five boroughs…
>
> Although the city's resurgence has been dramatic, these gains have not been distributed evenly across the five boroughs. The unemployment rate for New Yorkers without a college degree is almost double that of the working age population as a whole. Nearly 95 percent of the country's income gains are claimed by the top 1 percent of households. Over the past 10 years, the percentage of New Yorkers earning middle income wages dropped from 46 percent to 43 percent, impacting a quarter million people. This crisis of affordability has put tremendous strain on families whose wages have barely recovered from the recession.

Concentrations of Jobs in the New York City Economy

The New York City economy includes more than 4.4 million jobs in the following super sectors:

Table 2: New York City Employment by Economic Supersector[2] (as of July 2017)

Supersectors	Number of Jobs	% of NYC Employment
Education and Health Services (includes the Health Care and Social Assistance sector)	955,600	21%
Professional and Business Services	758,700	17%
Trade, Transportation, and Utilities (includes the Retail Trade sector)	619,600	14%
Government	564,600	13%
Financial Activities	481,500	11%
Leisure and Hospitality (includes the Accommodation and Food Services sector)	459,300	10%
Other Services	193,100	4%
Information	189,500	4%
Construction	154,900	3%
Manufacturing	74,100	2%
Total Employment (Nonfarm)	**4,450,900**	**100%**

Data Sources:

- U.S. Department of Labor Bureau of Labor Statistics. (2017, July). New York Area Employment – July 2017: New York–New Jersey Information Office. Retrieved from https://www.bls.gov/regions/new-york-new-jersey/news-release/areaemployment_newyorkarea.htm
- New York State Department of Labor. (2017, October). Labor Statistics for the New York City Region. Retrieved from https://labor.ny.gov/stats/nyc/index.shtm
- U.S. Department of Labor Bureau of Labor Statistics. (2017, October). About the Service-Providing Industries Supersector Group. Retrieved from https://www.bls.gov/iag/tgs/iag07.htm

Six Target Sectors

The Career Pathways report identified six sectors to target:

- **Healthcare**
- **Technology**
- **Industrial/Manufacturing**
- **Food service**
- **Construction**
- **Retail**

Together these six sectors account for approximately half of all jobs in New York City. The sectors were selected as the result of an analysis of scale, opportunity, and impact. The City selected the sectors using data pertaining to tax revenue, recent job growth, forecasted job growth, total employment, job multipliers, wages, and wage distribution indicators. These sectors currently offer the strongest prospects for economic mobility and mutual "employer-worker" benefits through job quality improvements.

- The City's analysis revealed that **healthcare and technology** are both characterized by high growth, higher-wage, middle-skill occupations and solid job multipliers, with every direct job

created in healthcare generating an additional 0.4 jobs, and each new job in technology adding 1.4 additional jobs. In addition, a systematic skills gap in hiring impedes growth in both of these sectors.

- The **industrial/manufacturing and construction** sectors have lower growth projections, but these jobs tend to offer relatively high income while not requiring a high level of formal education. In addition, the City makes or influences a large investment in these sectors, and thus they represent a unique way to leverage the purchasing power of the City for the good of policy and the City's workers.
- Finally, the **retail and food service** sectors are among the largest in New York City. They represent the entry-way to a lifetime of work for many of the City's residents, including young adults and foreign-born New Yorkers. Because service plays such a key role in business profit and competitive advantage in both sectors, human capital is critical.

There are certain dynamics and market forces shaping each of these six sectors.

- The **healthcare** sector continues to transform as a result of healthcare reform, from an industry driven by volume to a system focused on increased quality of patient care, better population health, and lower costs. As a result, there is an increased focus on the role of technology and on primary care services and lower-cost strategies for the management of chronic illness. It is predicted that the continued growth in the sector will be focused on ambulatory care sector. There are opportunities to enhance the role of frontline workers in addressing the new priorities of the sector,[3] as well as to apply technology to support alignment across care providers, patients, and insurers.[4] The healthcare sector and social assistance will also be impacted by the changing needs of New Yorkers. For the first time in the City's history, there are now more people over the age of 65 than there are children ages 10 and younger. Furthermore, the share of this population is increasingly diverse, with nearly half of older New Yorkers born outside of the U.S.[5]
- The **technology** industry is among the fastest growing and highest paying sectors. Between 2010 and 2016, employment in the New York City tech sector increased by 57 percent, or a total of 46,900 jobs, growing more than three times faster than the rest of the private sector.[6] Yet many tech employers report a shortage in the number of qualified homegrown candidates for in-demand roles. Part of this gap can be attributed to the rapid rate of job growth in fields like software engineering, where employment is expected to expand by more than 30 percent in New York City between 2012 and 2022. However employer feedback from 150 tech sector employers convened by the NYC Tech Talent Pipeline suggests that degrees alone are not to blame for a dearth of employable talent. Companies reported that, to be competitive in the labor market, job seekers increasingly need to demonstrate their ability to apply these skills. Work experience—often gained on-the-job and through projects—is critical for workers pursuing and advancing in careers in the technology sector.[7]
- The **construction** sector has grown alongside New York City's population and business growth, accelerated by ambitious public investments to create and preserve 300,000 units of affordable housing across New York City by 2026.[8] To ensure the safety of workers, and to address preventable injuries and deaths on construction sites, the New York City Council and the Mayor passed legislation that requires workers to receive at least 40 hours of construction site safety training. As more than half the City's construction workers are over the age of 40, it is also increasingly important to cultivate a new pipeline of homegrown talent to meet burgeoning demand.[9]

- The **industrial and manufacturing** sector is undergoing a modern revival in New York City as firms leverage advanced technologies to create new products, improve their processes, and meet the demands of a growing consumer base. Investments in new industrial spaces, equipment, and business programming support 21st century manufacturing jobs.[10] According to a recent survey of local businesses by the New York City Economic Development Corporation (NYCEDC), 50 percent of industrial and manufacturing firms expect to increase employment in the near future. However nearly half the firms surveyed reported that their biggest challenge is finding skilled employees.
- New York City's **retail** sector has experienced growth, particularly in low-wage employment, concurrent with national projections of growth in the sector.[11] The retail sector is continuing to respond to the growth of online shopping and adopting in-store and operational technology.[12] Workers increasingly work unstable and unpredictable hours, as businesses seek to respond to changing consumer demand. Research in 2016 indicated that more than one out of three employed New Yorkers had been given their work schedules less than two weeks in advance.[13] In May 2017, the City of New York adopted "Fair Workweek" policies to ensure predictable hours and paychecks in the fast food and retail sectors.[14]
- The **accommodation and food services** sector have seen record growth in the aftermath of the Great Recession; however these jobs have generally been characterized by low wages, detrimental work conditions, and limited workplace benefits.[15] The industry is facing a skills gap and labor shortage, particularly in the hospitality sector.[16] Industry leaders are providing insights into the development of training opportunities that will meet this skills gap and also open the door to greater upward mobility for workers. In 2017, New York City launched Stage NYC, the first culinary-training and apprenticeship program for out-of-school and out-of-work young adults, to build career pathways into the culinary industry.[17]

F. The New York City Labor Force

Employment

The City's economy continues to grow: New York City is home to a record total of 4.4 million jobs. Moreover, the City's unemployment rate of 4.9 percent (as of August 2017) has stayed consistent or declined since December 2016. Wages rose by four percent in 2014, the first such improvement since 2010, and nearly all sectors of the economy contributed to that growth.

Table 3: New York City Employment as of July 2017

Number of Jobs	4,450,900
Job Growth July 2015 to July 2017	117,734
Unemployment Rate	4.9%

Data Sources:

- U.S. Department of Labor Bureau of Labor Statistics. (2017, August). Current Population Survey (CPS). Retrieved from https://www.bls.gov/cps/
- U.S. Department of Labor Bureau of Labor Statistics. (2015). 2015 Quarterly Census of Employment and Wages (QCEW). Retrieved from https://www.bls.gov/regions/new-york-new-jersey/data/xg-tables/ro2xglausnyc.htm

- U.S. Department of Labor Bureau of Labor Statistics. (2017). 2017 Quarterly Census of Employment and Wages (QCEW). Retrieved from https://www.bls.gov/regions/new-york-new-jersey/data/xg-tables/ro2xglausnyc.htm

However, not all New Yorkers benefit equally from the City's strong economy. Individuals with barriers to employment experience higher levels of unemployment. Each group of individuals represents an untapped pool of talent, and WIOA seeks to address these disparities. (See Target Populations section below.)

Education

New York City has a high number of workers with postsecondary and advanced degrees. The share of people ages 23 to 29 with at least some college education has increased from 61 percent in 2000 to 65 percent in 2014.

However, there are also a large number of adults without high school or postsecondary training or education. Twenty percent of New York City's population aged 18 to 64 – more than 1.1 million New Yorkers – lack a high school credential.[18] Adults who lack a high school diploma are not necessarily a short step away from earning that credential. Many struggle with less than functional literacy levels. As an example, the Office of Adult and Continuing Education at the Department of Education (OACE), the largest provider of adult literacy services in the City, offers classes to more than 25,000 people a year. Roughly 10,000 adults enroll in basic education classes with OACE each year. Sixty percent of those learners enter classes reading at or below the 6th grade level. Twenty-six percent enter reading between the 6th and 9th grade level. These adults—particularly those reading below the 6th-grade level—face extraordinary barriers to employment and advancement.[19]

Table 4: Educational Attainment of New York City Residents (ages 18 to 64)

Education Level	Number	Percent
Less than high school graduate	1,145,000	20%
High school graduate (includes equivalency)	1,395,000	24%
Some college or associate's degree	1,178,000	21%
Bachelor's degree, graduate or professional degree	1,989,000	35%
TOTAL	**5,706,000**	**100%**

Data Source:

- Data are from the Migration Policy Institute, pulled from the American Community Survey, 2010-2014

The results in Table 5 are consistent with the overwhelming research that earnings increase with education level.

Table 5: 2017 Median Earnings in the U.S. by Educational Attainment

Education Attainment	Average Annual Salary
Less than HS diploma	$25,636
With HS diploma	$35,256
Some college, no degree	$38,376
Associate's degree	$41,496
Bachelor's degree	$59,124
Master's degree	$69,732
Professional degree	$89,960
Doctorate	$84,396

Data Source:

- Josephson, A. (2017, March). The Average Salary by Education Level. Retrieved from https://www.aol.com/article/finance/2017/03/01/the-average-salary-by-education-level/21864723/

Target Populations:

The Local Board recognizes the importance of identifying New Yorkers in particular need of preparation for and connection to good jobs with the potential for advancement. The Board seeks to prioritize at a minimum the following target populations, which are not mutually exclusive:

- **Veterans:** Veterans and their families have served their country. Moreover, the U.S. Department of Labor identifies veterans as a priority population across all of their employment and training programs, including WIOA. There more than 179,000 veterans living in New York City as of 2015.[20] The labor force participation rate in October 2017 for veterans was 50 percent, compared to the City's overall employment rate of 60 percent.[21] Although veterans are under-employed, employers often rank veterans high in the areas of self-discipline, teamwork, attention to detail, respect, and leadership.[22] The employment rate in 2016 for veterans in New York was 42 percent compared to a 6 percent unemployment rate overall. [23]
- **Young Adults:** In 2015, among New Yorkers aged 18 to 24 years old, 17 percent of young adults, or nearly 140,000, were both out of school and out of work.[24] This level of "disconnectedness" among youth exceeds the national average of 13 percent.[25] Moreover, the race of a young person impacts their likelihood of being unemployed: black men and women ages 16 to 24 are unemployed at respective rates that are 1.6 and 2.3 times higher than their unemployed white peers.[26] WIOA prioritizes serving young adults, particularly those who are Out-of-School Youth.
- **Individuals with Disabilities**: More than one in ten New Yorkers has a disability.[27] Individuals with disabilities have much lower levels of labor force attachment than the general population. Although the labor force participation rate in New York City is 60 percent overall, for people with disabilities that figure is just 32 percent.[28] Moreover, WIOA explicitly emphasizes the need to increase the physical and programmatic accessibility of all programs for people with disabilities.
- **Foreign-born New Yorkers:** The levels of educational attainment described above also vary across the diverse New York City population. Approximately 44 percent of the City's working-age population is foreign-born. [29] Of those foreign-born New Yorkers, a full 50 percent have limited English proficiency, and nearly a third lack a high school credential. Lack of functional English closes the door on nearly all good jobs with growth potential. Coupling lack of English

proficiency with limited educational attainment makes the path into the middle class nearly impossible to navigate for some of these New Yorkers. In addition, 38 percent of foreign-born New Yorkers with limited English proficiency have earned college degrees in their home countries.[30] That level of education should enable these individuals to access high-quality jobs across a number of sectors. Without English language skills, however, these individuals are forced to take lower-wage, low-skilled employment. "Brain waste" is the term used to describe the situation that arises when people with a Bachelor's degree or higher work in low-skilled jobs or are under- or unemployed,[31] and these New Yorkers' lack of English proficiency puts them at the highest risk for brain waste.

- **Individuals with a Lack of Basic Educational Credentials and/or Lack of English Proficiency:** Employers increasingly use educational attainment as a proxy for skill level when making hiring decisions, and individuals without technical training or substantial work history often have a difficult time securing employment, and securing family sustaining wages. **Table 5** above lists the median earnings by educational attainment in the U.S. The results are consistent with the overwhelming research that earnings increase with education level. Economically, the difference in salary for someone without a high school credential compared to someone who has attained the credential is roughly $10,000[32], a significant difference for a low-income worker.
- **Individuals with Arrest or Conviction Records:** Nationally, an estimated 70 million people—nearly one in three adults—have a prior arrest or conviction record.[33] People with criminal records deserve an opportunity to pursue a career that can lead them on a pathway to success. In addition, studies indicate that high-quality jobs diminish the likelihood of recidivism for those released from state and federal prison.[34] However, those with criminal records often face significant barriers to obtain employment. One study showed that those with criminal records are at least 50% less likely to be called back after an interview than those without records.[35] According to a series of studies published in recent years, white men with criminal records are more likely to receive a call back for a job interview than black men with no criminal record.[36] In 2011 in New York City, nearly 250,000 people were convicted of crimes serious enough to warrant fingerprinting. In 2016, roughly 45,000 New Yorkers returned to their communities from jail and prison making the issue of how to successfully reintegrate those with arrest and conviction records an important issue for the local workforce system to consider.[37]

G. Local Assets

New York City boasts the largest population of any U.S. city: 8.5 million people, including roughly 6.5 million adults. The City is also notable for the sheer volume of individuals it serves with employment, education, and training programs.

Table 6: Employment Programs

Program[38]	Number Served / Enrolled Annually
Workforce1 Career Centers	100,000
WIOA Youth Programs	3,000
NYSDOL Career Centers	100,000
ACCES-VR	22,000
NYS Commission for the Blind	3,500
Subtotal (may include duplicates)	**228,500**
Other City Programs	**397,000**
Total (may include duplicates)	**625,500**

Table 7: Education and Training Programs

Program Type	Approximate Number Enrolled in City Public Institutions (NYCDOE or CUNY)	Approximate Total Number Enrolled
Adult Education Providers	20,000	70,000
College Degree Programs	275,000	600,000
Vocational Training	250,000	250,000[39]
Subtotal Post-Secondary Education and Training	**545,000**	**920,000**
K-12 Education System	1,100,000	1,400,000[40]

WIOA Programs with Direct Board Oversight:

<u>Title I Adult Programs / Workforce (SBS)</u>

The NYC Department of Small Business Services administers the Workforce1 Career Center system. There are 21 Workforce1 Career Centers, including a number of specialized Centers which service specific industries such as healthcare, industrial and transportation and special populations such as foreign-born New Yorkers, young adults who are out of work and out of school, New Yorkers impacted by Hurricane Sandy, and individuals with criminal backgrounds. The network of Centers fulfill new and expanding businesses' hiring and training needs by finding, preparing, and connecting the most qualified local residents to their available job opportunities. In calendar year 2016, the Workforce1 system leveraged its strong relationships with its business customers to successfully connect jobseekers to fill over 26,000 job opportunities.

Since 2007, Workforce1 has maintained a strong Community Partners program to better coordinate with the workforce community. This benefits the local Workforce1 system by drawing a larger group of job-ready candidates to meet business needs; improves the ability of the Workforce1 system to serve jobseekers and businesses; and improves coordination of public workforce services. Individual community organizations are able to access the public workforce system more efficiently, receive information on employer demands, and get feedback on candidates who they refer to the Workforce1 system.

The mission of the Community Partners program is to increase the capacity of the New York City public workforce development system by connecting more New Yorkers to job opportunities. In addition, the goal is to ensure that there is a continuum of services for jobseekers and businesses. Finally, the program aspires to facilitate community connections to the public workforce system.

The diverse partner network includes NYC job training organizations, educational institutions, and community-based local service providers. Workforce1 provides networking and outbound referral information to partner clients with barriers to employment. Workforce1 reaches out to partners through direct outreach, community events and member organizations.

Title I Youth Programs (DYCD): The NYC Department of Youth and Community Development (DYCD) manages the City's WIOA programs for In-School Youth (ISY) and Out-of-School Youth (OSY).

Out-of-School Youth Program:

Goals

Aligned with the Career Pathways framework, the goals of WIOA OSY program are to:

- Provide foundational work readiness, academic and occupational skills that will significantly improve a participant's ability to obtain and maintain employment;
- Expose participants to promising industries and careers and provide youth with work-based learning opportunities in these sectors;
- Connect youth to productive career pathways that bridge education, training and in-demand credentials; and
- Utilize principles of youth development to support the holistic needs of youth and address barriers to employment through case management, comprehensive guidance, and counseling.

Programs

DYCD has 20 contracts with 13 provider organizations to deliver Out-of-School Youth programs. In Program Year 2017, these providers will enroll 1,231 new OSY youth.

In-School Youth Programs:

Goals

The goals of the program are to:

- Facilitate participants' successful completion of high school and attainment of a high school Regents diploma through the provision of various academic supports such as tutoring, study skills and test preparation;
- Expose youth to a range of postsecondary options. Two and four year college degree programs are the primary emphasis. For those not interested in college, the program provides opportunities for participants to enroll in occupational training programs which lead to non-degree industry recognized certificates and help them identify and apply for financial assistance that fit their needs and goals, including but not limited to scholarships, other forms of financial aid, and learning how to manage post-secondary debt;
- Expose youth to promising industries and careers in priority and other sectors of the City's economy and provide youth with meaningful work-based learning opportunities including paid and unpaid internships, along with work readiness training;

- Utilize principles of youth development to support the holistic needs of youth and address barriers to completing high school and advancing to post-secondary study, occupational training, or securing employment through case management, comprehensive guidance, and counseling.

Programs
DYCD has 16 contracts with 15 provider organizations to deliver In-School Youth programs. In Program Year 2017, these providers will enroll 518 new ISY youth.

WIOA Programs without Direct Board Oversight:

Title II Adult Education (NYSED)
The New York State Education Department (NYSED), through its Adult Career and Continuing Education Services team, administers WIOA Title II adult education in New York City through contracted providers.

Title III Wagner-Peyser Program (NYSDOL)
The New York State Department of Labor (NYSDOL) administers the Wagner-Peyser program in New York City with dedicated staff in seven career centers. Wagner-Peyser's core functions within the Career Centers in the NYC region include:

Universal Access to Labor Exchange Services

- **Tier I - Self Service**: These services are typically provided by electronic means and are accessed by customers without staff assistance. In New York, these services are provided through the NYSDOL's Jobs Express site and the JobZone system's electronic self-service resources. Jobs Express allows customers to view current job openings. Customers can use this site in the Centers or from home to seek open jobs in their region, or view industries that are in-demand. The NY Talent website is for businesses to access and find qualified job seekers. Access to this site allows businesses to view resumes of qualified candidates for their job orders.
- **Tier 2 - Facilitated Self-Help**: Resources are available in the Career Centers and include access to self-service tools, including computers, resume writing software, fax machines, photocopiers, and internet based tools. The resource room staff interacts with the customers to facilitate the resources available.
- **Tier 3 - Staff Assisted Services**: Staff assisted services are provided to customers both one-on-one and in groups. Services can include assessment, assistance with filing claims for UI, career counseling, development of an Individual Service Plan, intensive job search assistance, workshops, and job clubs. Staff may also assess customers to determine their training needs and make appropriate referrals to other partners. Other services include: Assessments, Assistance with Filing UI Claims, Career Counseling, and Intensive Job Search Assistance.

Reemployment Services
NYSDOL provides reemployment services to Unemployment Insurance (UI) claimants and monitors the UI claimant's work search efforts.

Customers who are collecting UI benefits make up the largest percentage of customers utilizing the career centers in New York State. NYSDOL schedules UI customers for multiple, mandatory appointments to assist them in returning to work. Co-enrolled as participants in Wagner-Peyser and WIOA at the time of registration, UI customers must receive the full range of labor exchange services necessary and appropriate to facilitate their earliest return to work. These customers receive the

necessary guidance and counseling to ensure they engage in a meaningful and realistic job search. Staff must ensure the UI program staff receive information about UI customers' ability and availability for work, or the suitability of work offered them. UI customers must be ready, willing and able to work in order to continue receiving benefits. Staff play a crucial role in ensuring jobseekers maintain quality work searches in order to maintain their benefits.

Rapid Response

SBS and Workforce Development Board staff regularly review the list of WARNs (Worker Adjustment and Retraining Notification) on the NYSDOL website for potential opportunity, with WKDEV also forwarding WARNs to SBS to draw attention to large scale downsizings and closures with significant layoffs.

As SBS identifies opportunities matching larger employer needs within the Worforce1 system, SBS coordinates with the NYSDOL Rapid Response team to explore opportunities to collaborate, particularly as NYSDOL manages all the employer/employee information for each WARN.

In the past, the collaboration between SBS and NYSDOL on rapid response has been via coordination to attend outreach meetings with employees at an impacted employer site. These outreach meetings are to advise affected employees of the coordinated resources, mainly: Unemployment Insurance Benefits, job searches and recruitment events. And invited Workforce1 staff speak to specific opportunities currently available, particularly those that are similar, to provide a more concrete connection for the affected employees. Staff can also provide the affected worker with a referral ticket to a recruitment event. And if the pool of affected worker is significant SBS and NYSDOL have coordinated targeted recruitment events for the affected employees.

After the company closes, SBS can coordinate with the Rapid Response team to gain access to information directly from the Unemployment Insurance system, such as: names, addresses, and telephone numbers for affected workers to be used to continue connecting affected employees to training and employment services.

Title IV Vocational Rehabilitation (ACCES-VR, NYSCB)

The New York State Education Department, through its **Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR)** team, administers WIOA Title IV in New York City through dedicated staff and through contracted providers.

The Office for Children and Family Services (OCFS)/New York State Commission for the Blind (NYSCB) administers WIOA Title IV in New York City for legally blind New Yorkers through dedicated Vocational Rehabilitation Counselors at two district offices and contracted providers.

Education and Training Programs

Colleges and Universities: There are approximately 600,000 college students in New York City attending roughly 110 universities and colleges. The City University of New York (CUNY) enrolls nearly half (275,000) of these students, making it the nation's largest public university. CUNY's 24 institutions span the five boroughs. The system is striking for its diversity: 45 percent of students are first generation college attendees, 76 percent are from minority or underrepresented groups, 39 percent speak a native

language other than English, and 42 percent come from households with an income less than $20,000 per year.

Vocational Training Programs: CUNY serves 250,000 students annually through its Adult and Continuing Education programs. Community-based organizations and for-profit companies also offer training to thousands of New Yorkers every year.

Adult Education: The adult literacy landscape in New York City includes programs and services offered through the NYC Department of Education, the City University of New York, the three public library systems, and the many community-based organizations that contract with the NYC Department of Youth and Community Development. Funding to support these programs comes from city, state, and federal funding streams as well as private foundations. In total, these programs enable approximately 70,000 New Yorkers to receive adult education services annually.

Adult literacy services offered include:

- **English for Speakers of Other Languages (ESOL)**.
- **Young Adult Literacy and Adult Basic Education (ABE)** – classes providing basic skills instruction for youth and adults with reading and math levels below 9th grade.
- **High School Equivalency (HSE)** – classes for youth and adults with 10th to 12th grade reading and math levels prepares students to earn their HSE diploma.

H. Performance Management and Continuous Improvement

The New York City Workforce Development Board is committed to the rigorous collection, tracking, and analysis of data and performance. Both the NYC Department of Small Business Services and the NYC Department of Youth and Community Development utilize data to track and manage the performance of their contracted service providers. Both agencies also regularly review best practices among their providers to help all providers improve the quality of their approach and elevate their performance as a result.

I. Local Gaps

<u>Key Challenges Facing the Local System</u>

1. **Many jobseekers lack the skills and experience sought by employers. At the same time, many employers cannot find the skilled talent they need for certain positions.**

   a. **Adult Workforce System**
      - Training and education investments are not sufficiently aligned with employers' needs and thus do not adequately prepare participants for labor market success.
      - The City's workforce development system does not invest sufficiently in helping New Yorkers develop the skills and experience sought by employers. The amount invested is too little and the number trained is too small.

   b. **Mainstream Educational System**

Both the NYC Department of Education (NYCDOE) and CUNY have identified students' career success as a major goal and are making substantial investments in improving student outcomes related to college and career preparation. However, there are still gaps in ensuring that all students transition successfully from NYCDOE and CUNY into the workforce.

2. **The local system lacks the resources to address the large number of New Yorkers who lack the basic skills or education required for a good job.**

The vast majority of jobs require at least a High School Diploma or Equivalency,[41] yet more than 1.1 million New Yorkers aged 25 or older lack this basic credential. Moreover, recent research suggests that two-thirds of jobs will require at least some postsecondary education or training.[42] However, more than 2.5 million New Yorkers aged 25 or older lack this level of education. Adult education programs, which provide literacy, ESOL, and High School Equivalency programs, are severely limited in number relative to the need: the City makes roughly 70,000 seats available each year for the more than 2.2 million adults who lack a High School Diploma or full English proficiency or both.

3. **The large number of individuals in target populations who need assistance developing their skills and connecting to good jobs.**

The "Target Populations" section above describes some of the unique barriers to employment faced by individuals who are part of a target population, such as veterans, individuals with disabilities, and individuals with arrest or conviction records.

4. **The local system lacks strong levels of coordination among partners.**

This issue is one that pertains to each of the three major weaknesses described above. The WIOA programs still operate largely in silos. The one notable exception is New York State Department of Labor and Workforce1, which are co-located in four major borough centers and share job opportunities to maximize the options for their customers. Additionally, ACCES-VR, which serves people with disabilities, and Workforce1 have initiated a number of pilot opportunities to recruit more ACCES-VR customers for job opportunities developed by Workforce1. Moreover, there is insufficient coordination around employer engagement that can result in multiple, redundant requests being made of employers, and confusion about what services are available to employers and about whom within the workforce system to contact for which service.

J. Description of Strategic Priorities

1. **Increase the number of adults and youth who develop skills and experience in line with employers' needs and then find relevant jobs**. Better align education and training investments with employer needs.
   - **Scale industry-informed trainings in six target sectors:** Increase the number of adults and youth who develop skills and experience in line with employers' needs by scaling industry-informed trainings through the work of the Industry Partnerships for adults. Measure success by the number and percentage of training graduates who find jobs and earn a good wage.

The City of New York developed **Industry Partnerships** with the goal of supporting the economic vitality of New York City through quality job opportunities for New Yorkers and quality talent for local businesses. Each industry partnership focuses on one of the six[43] sectors listed above and is designed to work collaboratively with a diverse set of stakeholders – including employers, community-based organizations, organized labor, philanthropy, government, training providers and educational institutions – to support systems change. The Industry Partnerships identify the most pressing needs

that employers have for qualified talent, then revise or design training curricula with employer input or develop other solutions to address those needs.

2. **Increase the number of New Yorkers who earn basic educational credentials or English proficiency.** Increase funding, particularly investments in bridge programs. Additionally, build strong connections between adult education and employment programs.

   - **Encourage Partnership between Adult Education and Public Assistance Programs:** The NYC Workforce Development Board strongly encourages adult education providers – and particularly those that apply for and receive WIOA Title II adult education funding – to partner with the NYC Human Resources Administration (HRA) and consider allocating seats or even classes for public assistance recipients. The need is great: according to HRA, 60% of Cash Assistance recipients in New York City lack a High School Diploma or Equivalency, a bare minimum required for labor market success. At the same time, individuals have access to tailored supports: Cash Assistance recipients have access to cash grants, childcare, and transportation; ongoing staff support; and vendors responsible for connecting them to jobs and providing retention services for one year, which aligns perfectly with the WIOA employment performance measures.

3. **Increase the number of individuals from target populations connected to good jobs.**

The Board recognizes the need to ensure that jobseekers from target populations are better served and are connected to good jobs with the potential for advancement. These target populations include, but are not limited to, the following:

- **Veterans**
- **Young adults**
- **Individuals with disabilities**
- **Immigrants / Foreign-born New Yorkers**
- **Individuals with a lack of basic educational credentials and/or limited English proficiency**
- **Individuals with arrest or conviction records**

The Workforce1 Career Centers have begun to build their capacity to serve more target populations. But this work needs to go further. More specifically, the centers need to ensure that they are equipped to provide services to meet their needs, and to connect a higher number to good jobs. Moreover, the connections with other key WIOA program partners – adult education, vocational rehabilitation, and Wagner-Peyser – must be strengthened to help realize this goal.

4. **Improve coordination across programs to build a stronger career pathway system:**

   a. **Adult Workforce System:** Support the creation of a true adult education *system* that has strong connections across organizations both among adult education providers serving different proficiency levels as well as with employment and training programs.

      Vision of Adult Education

      The City views "skill building" in very broad terms as the development of English speaking skills, academic skills (literacy level, progress towards a High School Equivalency), or occupational skills. Ultimately, programs should help ensure that their customers have the right skills and experience sought by employers.

The following five elements summarize the elements that all adult education programs should include:

- Help students identify a **long-term career goal,** the key **steps** required to achieve that goal, and the immediate **next step** on their career pathway, which could include a higher level adult education program; a training program; college enrollment; or a job.
- Be **contextualized** to maximize student engagement: contextualization can be to a theme, project, or economic sector and should be related to the primary next step of a given class. "Primary" next step means the next step that the largest number of individuals in a class are pursuing.
- Ensure students **understand, are prepared for, and are connected to their immediate next step**. Programs should be designed around the primary next step of a given class, incorporating links to that next step throughout the program.
- Demonstrate **good performance** or a **demonstrated ability** to design and implement successful programs.
- Focus as a system on getting *more* students to **completion.**

One of the major challenges in adult education is the prevalence of such a large number of individuals with very low literacy or English proficiency. The Board seeks a balanced approach to adult education in which services are provided to customers with a range of skill levels, with **completion** and **successful transition to a next step** being the overarching goals. The Board will ensure that its staff support the creation of a true adult education *system*. Such a system would have the following characteristics:

- Customers develop literacy and/or language skills and progress to either a job or a next step in building their skills through training or education
    - All programs would lead to clear **next steps** for customers
    - There would be strong connections among adult education programs and appropriate next step partners, including connections to jobs, training, and college
    - Strong need to strengthen two-way referrals relationships between the **Workforce1 Career Centers** (connections to both jobs and training opportunities) and **adult education providers**
- Customers are able to seamlessly progress from a low level to a high level
    - There would be strong connections among programs with expertise in serving individuals at low levels of literacy or English and programs with expertise in serving individuals with higher skill levels
- Central body to build and maintain an adult education *system*
    - Composition
        - **Literacy Advisor**
        - **Adult Education Board**
        - **NYS Education Department**: WIOA Title II adult education funding is administered by the New York State Education Department. Other programs – including the RAEN (Regional Adult Education Network), capacity-building services (Literacy Assistance Center), and others – must be aligned and part of the broader conversation.
    - Key Roles
        - Design and implement connections across programs
        - Identify gaps, develop possible solutions

- Monitor system performance

b. "Mainstream" In-School System: The Mayor's Office is working with NYCDOE, CUNY, community-based organizations, private funders, and employers to increase the coordination among these stakeholders in preparing young people for careers. New York City is participating in **Pathways to Prosperity**, a program model developed by the Harvard Graduation School of Education and Jobs for the Future, a national nonprofit organization. The model seeks to infuse secondary and postsecondary curricula with career exploration, exposure to work, and work-based learning experiences, with the ultimate goal of ensuring young people are well prepared for future *careers*. The New York City vision is as follows:

- **Young Adults** in New York City who attend public high school and CUNY complete their education with the skills, experience, and credentials to find a good job, advance in their careers, and earn a family-supporting income.
- **Employers** help guide, inform and shape how public educational institutions and youth employment programs equip young people with the skills and experiences that will make them strong candidates for job openings.
- **New York City** supports a seamless, integrated, and highly effective system of academic preparation, sequential and progressive work experiences, and customized support services that that help every young New Yorker achieve career success.

The **Summer Youth Employment Program** is a key strategy for realizing this vision. NYCDOE and the NYC Department of Youth and Community Development are partnering more closely than ever on a program design that would connect directly with public high schools.

c. Employer Engagement: Make it easier for employers to understand and access the full array of opportunities to engage, such as sourcing interns or full-time hires, accessing training resources, or providing input into training or education curriculum.

K. Next Steps

The Board expects that the Board staff will work with the partner agencies to translate its Strategic Priorities listed in Section A above into a plan of action. The Board staff and other staff of the NYC Mayor's Office of Workforce Development will work with key partners to design and implement initiatives, establish goals, monitor progress, and report results to the Board.

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APPENDIX I:

Local Plan for WIOA Title II Adult Education Request for Proposals

Workforce Innovation and Opportunity Act New York City Local Plan: Elements Relevant to Title II Programs

August 2017

The following is a portion of the New York City Workforce Development Board (WDB) Local Plan related to the provision of adult education services.

VISION AND GOALS

Provide a description of the LWDB's strategic vision and goals for preparing an educated and skilled workforce, specifically addressing how to improve access to activities leading to a recognized post-secondary credential, as well as other strategies for serving out-of-school youth and adults who have low literacy skills, are English Language Learners, or lack a high school diploma or the equivalent.

System Vision

In 2014 the City of New York announced a career pathways vision for workforce development in the report: "Career Pathways: One City Working Together."

Career Pathways is a guiding strategy and framework describing how elements of the City's workforce system should align and connect to one another – supporting individuals along progressive levels of education and training that lead to stable employment offering family-supporting wages. The city's vision of career pathways contains three central pillars:

- **Building Skills Employers Seek:** Shifting away from the former priority of placing as many people into jobs as quickly as possible, workforce programs now focus on connecting New Yorkers to quality jobs with family-supporting wages and career advancement potential. To ensure that its training investments are closely aligned with employer needs, the City is creating strong industry partnerships that provide robust feedback loops with companies in priority sectors of New York's economy.
- **Improving Job Quality:** The City is acting to support New Yorkers in lower-wage jobs through initiatives that reward worker-friendly business practices such as consistent scheduling, access to commuter benefits and financial empowerment services. In addition to providing stability for workers, these common-sense practices support the bottom line for employers by lowering turnover costs and helping to ensure better-trained workers.
- **Increasing System and Policy Coordination:** The City is committed to better aligning its workforce and economic development initiatives, utilizing local legislation and administrative policies as key levers to promote career pathway development and implementation. Workforce programs should also function as a coherent system by using system-wide common metrics, shared definitions and data tracking tools, and applying a unified approach to employer and jobseeker customers.

Alignment with the City's Vision of Adult Education

The City views "skill building" in very broad terms as the development of English speaking skills, academic skills (literacy level, progress towards a High School Equivalency), or occupational

skills. Ultimately, programs should help ensure that their customers have the right skills and experience sought by employers.

A. The City expects that all adult education programs would do the following:

1. Help students identify a **long-term career goal,** the key **steps** required to achieve that goal, and the immediate **next step** on their career pathway, which could include:
   - a higher level adult education program;
   - a training program;
   - college enrollment; or
   - a job

   Programs should strongly emphasize participants' advancement along a career pathway, both in messaging and in coaching for participants.

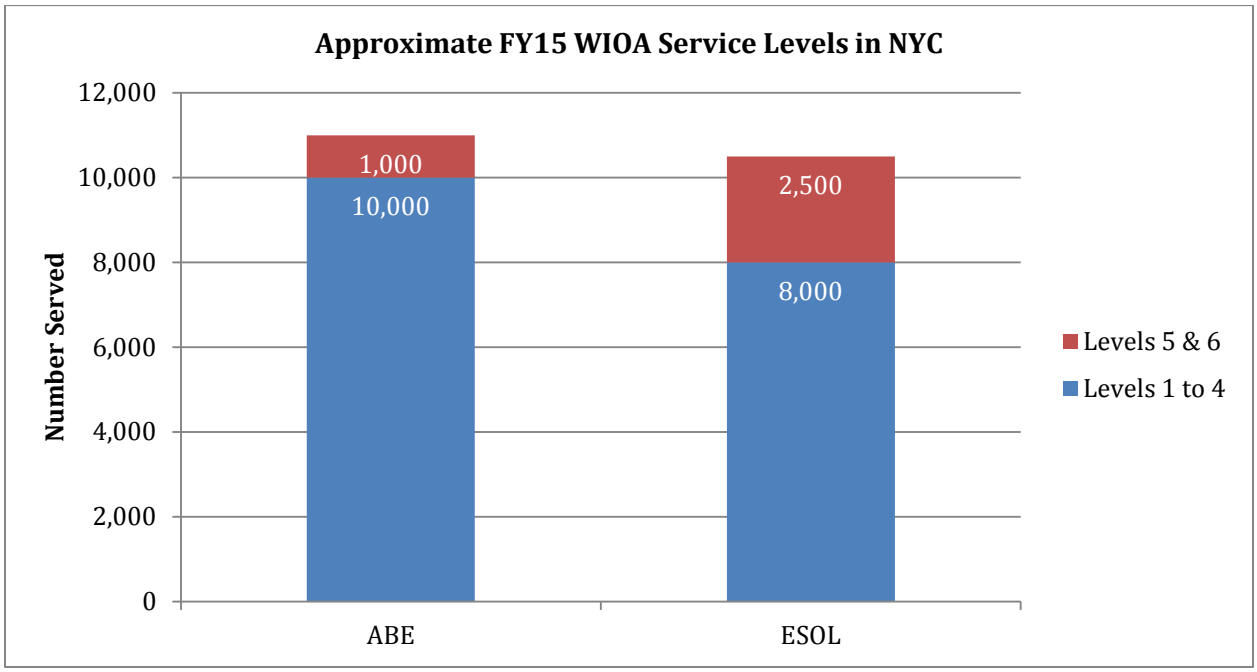
2. Be **contextualized** to maximize student engagement: contextualization can be to a theme, project, or economic sector and should be related to the primary next step of a given class. "Primary" next step means the next step that the largest number of individuals in a class are pursuing.

3. Ensure students **understand, are prepared for, and are connected to their immediate next step**. Programs should be designed around the primary next step of a given class, incorporating links to that next step throughout the program. Examples include: incorporate relevant content and exercises into the curriculum, hold site visits (to high level adult education programs, to colleges, to employers, etc.), or invite guest speakers into the class. Finally, programs should ensure they have strong connections to the primary next step: either within their own organization to a higher level adult education class or training program if one exists, or relationships with outside organizations, including higher level adult education programs, training programs, colleges, or employers. Programs should identify any external partners before a program begins.

4. Demonstrate **good performance** or a **demonstrated ability** to design and implement successful programs. Key performance measures would include skill gains, individuals successfully progressing to their immediate next step, and employment.

5. Focus as a system on getting *more* students to **completion.** As the chart below illustrates, the vast majority of individuals served annually in New York City through Adult Basic Education (ABE) and English for Speakers of Other Language (ESOL) were in low levels. Although there is clearly an enormous need to serve individuals with low

literacy and English proficiency levels, the City would like to increase the proportion of individuals served at levels 5 and 6. Individuals close to attaining a High School Equivalency or ESOL level 6 will likely be able to apply their new skill level immediately to their next step. Some adult education providers will need to offer more advanced classes through their programs. Other providers may continue to target lower level students, but will need to strengthen their connections with other programs offering advanced classes and ensure more students make that next step transition successfully.



B. The City expects that **integrated education and training programs** would be aligned with the City's definition of **bridge programs**.

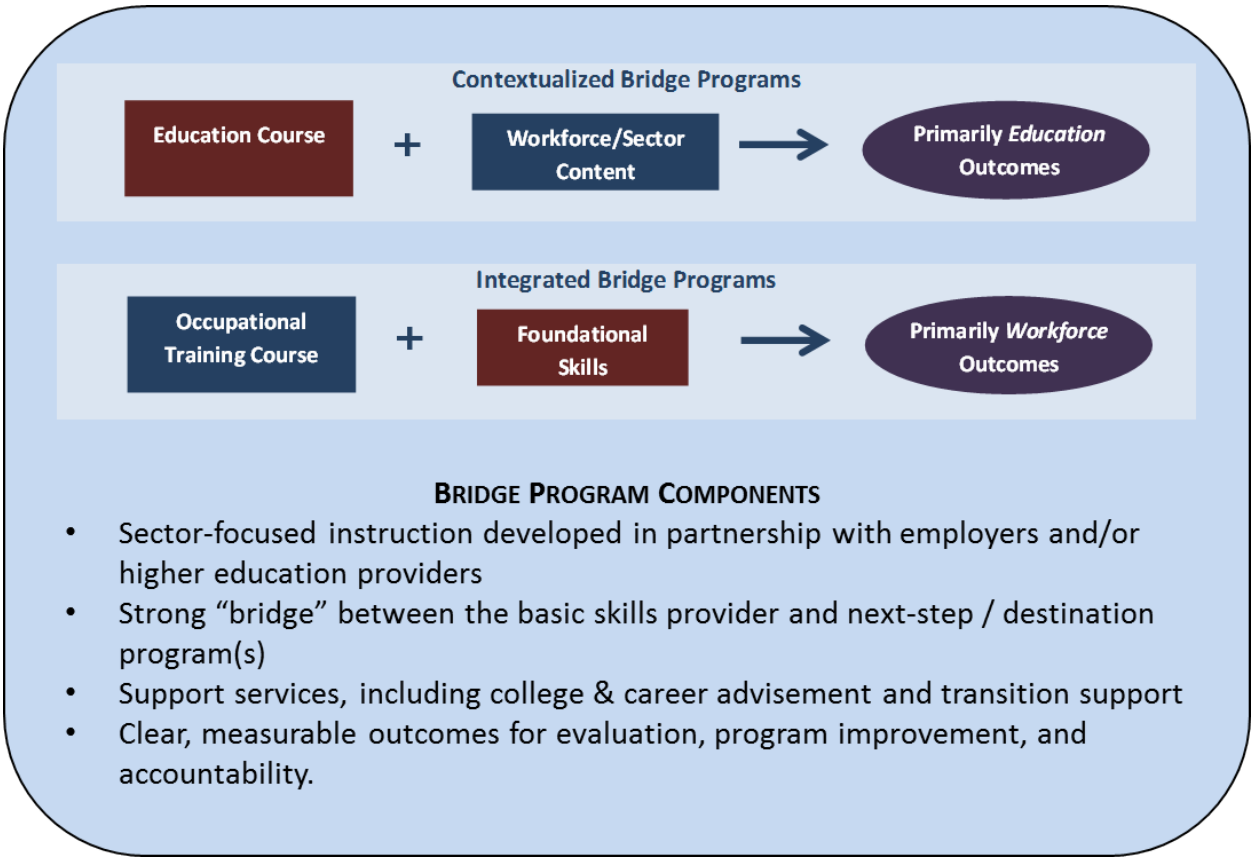
Bridge programs prepare individuals with low educational attainment and limited skills for entry into a higher education level, occupational skills training, or career-track jobs – building the competencies necessary for work and education alongside career and supportive services. Bridge programs contextualize programming to specific industry sectors and have established relationships with partners (occupational skills training, education, and/or specific sector employment) who inform program design and serve as the primary "next step" destination for program participants.

Bridge programs pair educational instruction and workforce development services using one of two approaches:

- **Contextualized Bridge Programs** teach foundational skills (ESOL, literacy and numeracy instruction) against the backdrop of a sector-specific context. This sector focus and content serve as an engagement technique that grounds coursework in workforce applications, and

importantly complements career counseling services to support participants in exploring occupations in the given sector throughout the duration of the program.

- **Integrated Bridge Programs** incorporate foundational skills (ESOL, literacy and numeracy instruction) into an occupation-specific training or certification course. This integration supports individuals learning basic education skills that complement other occupation-specific hard skills, supporting individuals to succeed in the training program and subsequent employment.



COORDINATION BETWEEN TITLE I AND TITLE II

Provide a description of how the LWDB will expand access to employment, training, education, and supportive services provided through the NYS One-Stop Career Center system for Title II participants with barriers to employment.

Workforce1 is the local New York City brand for one-stop career centers, also known as American Job Centers. Workforce1 Career Centers provide employers with a strong resource to

connect to local talent. They also prepare and connect qualified candidates to job opportunities in New York City through:

- Resume and interviewing workshops that support the development of job search skills;
- Training to acquire skills in growing fields; and
- Opportunities to connect to employers with open positions.

The Workforce1 system maintains an extensive network of Community Partners – organizations throughout the City that refer individuals to Workforce1 for employment services or to which Workforce1 refers customers for other services. To expand access to Title II participants with barriers to employment, Workforce1 staff will ensure that targeted Title II adult education programs become Community Partners or remind existing partners of the opportunities for cross-referral.

CAREER PATHWAYS AND CO-ENROLLMENT

Identify how the LWDB will facilitate the development of career pathways and co-enrollment in academic and training programs.

As previously stated, the City of New York has adopted career pathways as a guiding strategy and framework for all workforce development programs and policies.

Co-enrollment means helping individuals receive services from both Title II adult education programs and – simultaneously or sequentially – from Title I employment programs. Referrals and co-enrollments should help customers seamlessly access the services and resources they need from the right partners in the workforce system. Ultimately, the goal is to help customers prepare for and connect to a good job.

As stated in the previous section, the Community Partners program is an appropriate vehicle for co-enrolling individuals in adult education and employment services. Workforce1 staff will work with adult education providers to determine the best timing for providing information about available services and for making referrals to one another.

LOCAL WORKFORCE DEVELOPMENT SYSTEM

Provide a description of how the LWDB will "support the strategy identified in the State Plan and work with the entities carrying out core programs and other workforce development programs, including those authorized under the Carl D. Perkins Career and Technical Education Act to support service alignment."

The City's Career Pathways vision complements priorities articulated in the Workforce Innovation and Opportunity Act and the New York State Plan[1] to:

- Help jobseekers and workers access the education, training, and support services they need to enter or advance in the labor market;
- Improve the relevance of workforce investment and education;
- Improve the structure and delivery of services in the system;
- Increase the prosperity of jobseekers, workers, and employers and the global competitiveness of the U.S.

In 2016, the NYC LWDB convened representatives of the core WIOA programs[2] to develop a joint strategic vision for providing New Yorkers with opportunities to access career pathways.

This vision shifts away from a "work first" approach and instead towards one that invests substantially in helping New Yorkers develop their skills and obtain jobs aligned with their career goals and interests. Partners agreed to work collaboratively to ensure programs:

a. **Align to employers' needs**, including conferrals of credentials where applicable;
b. **Align to participants' needs** (foundational skills, supportive services, etc.);
c. Ensure that the right number of candidates are prepared at the right times for the right positions – in other words, **prepare the right quantity of supply in line with anticipated labor market demand**;
d. Invest in **services targeting a wide variety of skill levels** -- including individuals with varying degrees of English, reading, and math proficiency; and
e. **Continuously improve** their approaches to skill building, in part by learning from one another, from applying evidenced-based practices, and through strategic advice from industry experts.

[1] Reference the New York State Workforce Investment Board 2016 Strategic Plan at: https://labor.ny.gov/workforce/swib/swibplan.shtm

[2] Title I (Department of Small Business Services; Department. of Youth and Community Development), Title II (NY State Education Department), Title III (New York State Department of Labor), Title IV (ACCES-VR)

APPENDIX II:

Complete Set of Responses to New York State Local Plan Template

I. Strategic Planning Elements

The New York City Workforce Development Board has its In Demand Occupation List posted on the following web site: https://labor.ny.gov/workforcenypartners/lwda/lwda-occs.shtm.

I attest that the priority ranked list of the local area's demand occupations was last updated on:
August 30, 2017

How is this information shared with the Board? What was the last date on which it was shared?
The Board receives a list of the In-Demand Occupations.

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

1. Existing and emerging in-demand sectors and occupations

Introduction

In June 2017, the City of New York released New York Works, a plan to create 100,000 good-paying jobs over ten years. This report included an insightful summary of the current state of New York City's economy:

> New York City is witnessing a time of historic growth.
>
> Today, New York City has a population of just over 8.5 million residents—and that number is expected to reach 9 million by 2040. Since 2014, the city has added over 300,000 jobs. And over the last three years, employment growth in the city has outperformed the nation in almost every sector, and unemployment has fallen to as low as 4 percent.
>
> New York continues to be the place where companies and people choose to locate. Our city remains the global financial capital of the world and is home to more Fortune 500 companies than any other US city. The city continues to grow through economic diversification. From 2007-2015, nearly 50 percent of employment growth came from the education, health, and technology industries. The city's diverse talent pool attracts companies looking for employees with global understanding, and demographics reflective of their customers. Foreign-born workers in New York make up 45 percent of the workforce and over 200 languages are spoken across the five boroughs.
>
> Although the city's resurgence has been dramatic, these gains have not been distributed evenly across the working-age residents. The unemployment rate for New Yorkers without a college degree is almost double that of the working-age population as a whole. Nearly 95 percent of the country's income gains are claimed by the top 1 percent of households. Over the past 10 years, the percentage of New Yorkers earning middle income wages dropped from 46 percent to 43 percent, impacting a quarter million people. This crisis of affordability has put tremendous strain on families whose wages have barely recovered from the recession.[1]

In-Demand Sectors and Occupations
New York City's economy has experienced overall growth over the past few years. According to the U.S. Census Bureau, New York City's population increased by 4.4 percent, from 8,175,133 residents in 2010

to 8,537,673 residents in 2016.[2] As of August 2017, organizations in NYC employed 4.4 million people.[3] The City has seen continued employment growth in emerging sectors like technology, as well as the sectors of construction, healthcare, and retail and food service.

The growth of technology and innovation has been felt across the economy, as sectors adopt new tools and require new skills to remain competitive in a global economy. The New York State Office of the Comptroller estimates that "all nontech sectors are responsible for 111,500 tech jobs. Thus, in total, the larger tech community accounted for a total of 240,100 jobs in 2016, an increase of 44 percent since 2010. The number of tech jobs in nontech sectors increased by 31 percent between 2010 and 2016, nearly twice as fast as other jobs (18 percent). In some sectors the growth in tech jobs was even faster, such as in retail (78 percent)."[4]

In the preparation of this plan, the City of New York has analyzed labor market data to identify areas of growth and specific industry trends:

- **Technology** is among the fastest growing and highest paying sectors in New York City. Employment in New York City's information sector increased by 57 percent, or 46,900 jobs, between 2010 and 2016, growing more than three times faster than the rest of the private sector.[5] When factoring in tech jobs in nontech sectors, that figure rises to an estimated 291,000.[6]
- Accelerated by the City's investments in housing and infrastructure development, construction activity in New York City is approaching the pre-recession levels of 2007 and 2008. The **construction** sector employs 154,900 workers.[7]
- **Industrial/manufacturing** employs more than 517,000 workers.[8] The sector has stabilized alongside investments in advanced manufacturing practices and equipment. Sub-sectors such as food manufacturing and wholesale trade have shown significant growth.[9]
- **Health care and social assistance** sector employs 704,600 workers – more New Yorkers than any other sector — and is projected to continue growing.[10]
- The **retail** sector employs 339,800 workers. While there are many jobs in this sector, the majority of those jobs are low-wage.[11]
- The **accommodation and food services** sector has seen record growth in the aftermath of the Great Recession, with nearly 29 percent growth between 2010 and 2014.[7] The sector currently employs 366,200 workers.[12]

Table 1: New York City Employment by Economic Supersector[13] (as of July 2017)

Supersectors	Number of Jobs	% of NYC Employment
Education and Health Services (includes the Health Care and Social Assistance sector)	955,600	21%
Professional and Business Services	758,700	17%
Trade, Transportation, and Utilities (includes the Retail Trade sector)	619,600	14%
Government	564,600	13%
Financial Activities	481,500	11%
Leisure and Hospitality (includes the Accommodation and Food Services sector)	459,300	10%
Other Services	193,100	4%
Information	189,500	4%

Construction	154,900	3%
Manufacturing	74,100	2%
Total Employment (Nonfarm)	**4,450,900**	**100%**

Data Sources:

- U.S. Department of Labor Bureau of Labor Statistics. (2017, July). New York Area Employment – July 2017: New York–New Jersey Information Office. Retrieved from https://www.bls.gov/regions/new-york-new-jersey/news-release/areaemployment_newyorkarea.htm
- New York State Department of Labor. (2017, October). Labor Statistics for the New York City Region. Retrieved from https://labor.ny.gov/stats/nyc/index.shtm
- U.S. Department of Labor Bureau of Labor Statistics. (2017, October). About the Service-Providing Industries Supersector Group. Retrieved from https://www.bls.gov/iag/tgs/iag07.htm

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

The New York City Workforce Development Board maintains a list of in-demand occupations based on a combination of labor market data and information from employers on their hiring needs.

Table 2 lists occupation groups with information on average annual openings, total employment, and wages in NYC.

Table 2: New York City Occupational Groups by Average Annual Openings, as of 2016

SOC[14] Code	Occupational Group	Average Annual Openings	Employment	Entry-level wage	Median Wage
35-0000	Food Preparation and Serving Related Occupations	19,840	316,160	$21,840	$24,490
43-0000	Office and Administrative Support Occupations	19,560	662,800	$25,860	$41,560
41-0000	Sales and Related Occupations	17,940	415,590	$21,840	$34,770
31-0000	Healthcare Support Occupations	14,430	205,880	$22,290	$25,770
13-0000	Business and Financial Operations Occupations	12,480	318,250	$54,680	$87,390
25-0000	Education, Training, and Library Occupations	11,470	268,280	$31,270	$62,110
11-0000	Management Occupations	10,070	248,410	$84,440	$152,580
39-0000	Personal Care and Service Occupations	9,300	170,370	$21,840	$24,990
29-0000	Healthcare Practitioners and Technical Occupations	8,330	214,120	$53,290	$85,420
53-0000	Transportation and Material Moving Occupations	7,440	196,120	$21,990	$36,810
27-0000	Arts, Design, Entertainment, Sports, and Media Occupations	6,070	145,330	$38,220	$68,850

SOC[14] Code	Occupational Group	Average Annual Openings	Employment	Entry-level wage	Median Wage
37-0000	Building and Grounds Cleaning and Maintenance Occupations	5,570	135,370	$23,140	$36,770
47-0000	Construction and Extraction Occupations	5,290	123,490	$35,380	$67,700
15-0000	Computer and Mathematical Occupations	5,260	137,460	$58,120	$98,410
33-0000	Protective Service Occupations	5,250	157,110	$23,770	$43,630
49-0000	Installation, Maintenance, and Repair Occupations	4,020	112,130	$29,530	$53,200
21-0000	Community and Social Services Occupations	3,290	82,890	$32,380	$49,360
51-0000	Production Occupations	2,490	83,500	$21,840	$30,110
23-0000	Legal Occupations	1,820	66,410	$61,550	$131,860
17-0000	Architecture and Engineering Occupations	1,410	37,400	$54,310	$81,890
19-0000	Life, Physical, and Social Science Occupations	n/a	27,440	$43,650	$67,940
45-0000	Farming, Fishing, and Forestry Occupations	n/a	n/a	$30,530	$48,970
	Total, All Occupations	**172,930**	**4,124,740**	**$24,600**	**$49,810**

Data Sources:

- New York State Department of Labor. (2017). NYC Workforce Development Board's 2016 In-Demand Occupation List. Retrieved from https://labor.ny.gov/workforcenypartners/lwda/lwda-occs.shtm
- New York State Department of Labor. (2016). Employment Projections, Long-Term Occupational Employment Projections. Retrieved from https://www.labor.ny.gov/stats/lsproj.shtm
- U.S. Department of Labor Bureau of Labor Statistics. (2017, May). New York - May 2016 OES State Occupational Employment and Wage Estimates. Retrieved from https://www.bls.gov/oes/current/oes_ny.htm
- Note: Employment is defined by the Occupational Employment Survey as the number of workers who can be classified as full-time or part-time employees, including workers on paid vacations or other types of leave; workers on unpaid short-term absences; salaried officers, executives, and staff members of incorporated firms; employees temporarily assigned to other units; and employees for whom the reporting unit is their permanent duty station, regardless of whether that unit prepares their paycheck. The survey excludes the self-employed, owners/partners of unincorporated firms, and unpaid family workers. Employees are reported in their present occupation which might be different from the occupation for which they were trained.

Table 3 reflects in-demand occupations in the context of New York City sector priorities. In-demand occupations are derived from the Labor Market Information Service (LMIS) of the City University of New

York (CUNY), as well as real-time feedback from employers engaged in New York City's Industry Partnerships.

Table 3: New York City In-Demand Occupations as of 2016: In-Demand Occupations Related to Career Pathways Sectors[15]

Technology-related Occupations

SOC Code	SOC Title	Entry-level Wage	Median Wage
13-1161	Market Research Analysts	$48,800	$76,660
15-1121	Computer Systems Analysts	$65,990	$103,230
15-1131	Computer Programmers	$60,060	$93,610
15-1132	Computer Software Engineers, Applications	$78,510	$119,370
15-1133	Computer Software Engineers, Systems Software	$73,640	$120,710
15-1134	Web Developers	$53,040	$80,440
15-1142	Network and Computer Systems Administrators	$62,940	$95,830
15-1150	Computer Support Specialists	$38,580	$57,750
15-1152	Computer Network Support Specialists	$53,830	$80,990
15-1179	Information Security Analysts, Web Developers, and Computer Network Architects	$78,940	$126,160

Construction-related Occupations

SOC Code	SOC Title	Entry-level Wage	Median Wage
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	$61,980	$95,580
47-2021	Brickmasons and Blockmasons	$43,730	$74,580
47-2031	Carpenters	$40,540	$68,260
47-2061	Construction Laborers	$27,890	$44,370
47-2073	Operating Engineers and Other Construction Equipment Operators	$71,300	$112,570
47-2111	Electricians	$43,210	$87,880
47-2141	Painters, Construction and Maintenance	$26,240	$48,940
47-2152	Plumbers, Pipefitters, and Steamfitters	$41,060	$63,940
47-2211	Sheet Metal Workers	$36,970	$63,140
47-3013	Helpers--Electricians	$22,040	$34,250
47-4021	Elevator Installers and Repairers	$59,740	$92,080
47-4041	Hazardous Materials Removal Workers	$50,110	$72,951

Industrial and Manufacturing Occupations

SOC Code	SOC Title	Entry-level Wage	Median Wage
17-3013	Mechanical Drafters	$34,490	$50,400
17-3026	Industrial Engineering Technicians	n/a	n/a
17-3027	Mechanical Engineering Technicians	n/a	n/a
17-3029	Manufacturing Production Technicians	$44,250	$57,180
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	$30,640	$61,170

43-5011	Cargo and Freight Agents	$22,040	$38,120
43-5032	Dispatchers, Except Police, Fire, and Ambulance	$28,640	$48,690
43-5061	Production, Planning, and Expediting Clerks	$35,690	$54,440
43-5071	Shipping, Receiving, and Traffic Clerks	$22,900	$34,590
51-2041	Structural Metal Fabricators and Fitters	$31,530	$44,930
51-2099	Assemblers and Fabricators, All Other	$24,130	$29,470
51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	n/a	n/a
51-4012	Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	n/a	n/a
51-4032	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	n/a	n/a
51-4035	Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic	n/a	n/a
51-4041	Machinists	$36,240	$50,920
51-4121	Welders, Cutters, and Welder Fitters	$29,670	$47,470
51-4122	Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	n/a	n/a
53-1021	First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	$34,280	$52,050
53-1031	First-Line Supervisors/Managers of Transportation and Material-Moving Machine and Vehicle Operators	$45,600	$79,750
53-3021	Bus Drivers, Transit and Intercity	$41,100	$61,030
53-3022	Bus Drivers, School or Special Client	$28,110	$37,970
53-3031	Driver/Sales Workers	$21,840	$21,840
53-3032	Heavy and Tractor-Trailer Truck Drivers	$28,550	$47,480
53-3033	Light Truck or Delivery Services Drivers	$22,890	$35,510
53-3041	Taxi Drivers and Chauffeurs	$23,010	$31,500
53-7061	Cleaners of Vehicles and Equipment	$21,840	$55,820
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	$21,840	$25,950

Health Care and Social Assistance Occupations

SOC Code	SOC Title	Entry-level Wage	Median Wage
21-1011	Substance Abuse and Behavioral Disorder Counselors	$34,920	$52,710
21-1093	Social and Human Service Assistants	$26,240	$36,110
21-1094	Community Health Workers	$29,610	$40,530
21-1099	Community and Social Service Specialists, All Other	$40,980	$48,930
29-1141	Registered Nurses	$70,340	$92,570
29-2012	Medical and Clinical Laboratory Technicians	$40,430	$52,840
29-2034	Radiologic Technologists	$54,750	$73,660
29-2041	Emergency Medical Technicians and Paramedics	$31,480	$45,730
29-2052	Pharmacy Technicians	$23,100	$32,290

29-2061	Licensed Practical and Licensed Vocational Nurses	$43,880	$55,330
29-2071	Medical Records and Health Information Technicians	$33,140	$46,300
31-1011	Home Health Aides	$22,030	$23,720
31-1012	Nursing Aides, Orderlies, and Attendants	n/a	n/a
31-1014	Nursing Assistants	$33,480	$38,600
31-9091	Dental Assistants	$21,880	$31,260
31-9092	Medical Assistants	$27,150	$36,800
31-9099	Healthcare Support Workers, All Other	$33,780	$39,720
43-4051*	Patient Representatives	$26,050	$39,760
43-6013	Medical Secretaries	$32,490	$45,380

Retail Occupations

SOC Code	SOC Title	Entry-level Wage	Median Wage
27-1026	Merchandise Displayers and Window Trimmers	$24,350	$38,230
41-1011	First-Line Supervisors of Retail Sales Workers	$32,270	$48,430
41-2031	Retail Salespersons	$21,840	$21,840
43-5081	Stock Clerks and Order Fillers	$21,840	$23,010

Accommodation and Food Services-related Occupations

SOC Code	SOC Title	Entry-level Wage	Median Wage
11-9051	Food Service Managers	$51,700	$85,480
35-1011	Chefs and Head Cooks	$21,840	$41,980
35-2012	Cooks, Institution and Cafeteria	$26,820	$35,290
35-2014	Cooks, Restaurant	$21,840	$27,960
35-2021	Food Preparation Workers	$21,840	$23,510
35-3011	Bartenders	$21,840	$28,780
35-3031	Waiters and Waitresses	$21,840	$21,840
35-3041	Food Servers, Nonrestaurant	$30,190	$36,790
35-9031	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	$21,840	$27,220
39-6011	Baggage Porters and Bellhops	$21,840	$27,450
43-4081	Hotel, Motel, and Resort Desk Clerks	$22,380	$37,410
51-3011	Bakers	$21,840	$25,710
51-3022	Meat, Poultry, and Fish Cutters and Trimmers	$21,840	$28,020

Data Sources:

- U.S. Department of Labor Bureau of Labor Statistics. (2010). 2010 SOC System. Retrieved from https://www.bls.gov/soc/classification.htm
- New York State Department of Labor. (2017). NYC Workforce Development Board's 2016 In-Demand Occupation List. Retrieved from https://labor.ny.gov/workforcenypartners/lwda/lwda-occs.shtm
- U.S. Department of Labor Bureau of Labor Statistics. (2017, May). New York - May 2016 OES State Occupational Employment and Wage Estimates. Retrieved from https://www.bls.gov/oes/current/oes_ny.htm

- New York State Department of Labor. (2017, August 31). 2017 NYC Region Occupations. Retrieved from https://www.labor.ny.gov/stats/nyc/

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.

Table 4 outlines the typical education level needed for entry into in-demand occupations in key sectors across New York City's economy. Overall, 41.3 percent of these occupations require at least a High School degree and 19.5 percent of these occupations require no formal educational credential. [16]
Industry Partnerships have also convened employers to solicit input on the skills and abilities needed for employment and advancement in key sectors.

- Employer feedback from 150 **technology**-sector employers convened by the Tech Talent Pipeline (TTP) have indicated that, to be competitive in the labor market, job seekers increasingly need to demonstrate their ability to apply these skills. Work experience—often gained on the job and through projects—is critical for workers pursuing and advancing in careers in the technology sector.[17] From the feedback TTP has gathered from a diverse group of tech employers, TTP has distilled five core competencies for the tech sector[18]:
    - **Foundational skills and knowledge**, including critical thinking and problem-solving
    - **Role-specific technical skills**, including the specific data structures and technology "languages" used in specific occupations
    - **Applied technical skills**, including how to test and modify products and processes in business settings
    - **Experience and exposure in the sector**, including on-the-job settings and projects pursued in personal or applied academic contexts
    - **Professional skills and interests**, which include candidate's passion for the tech sector and how that can translate to effective problem-solving and engaging communication

- In the **healthcare** sector, new job titles have emerged in response to industry changes as a result of healthcare reform. These titles include care coordination titles, such as Care Coordinators, Community Health Workers, Patient Health Navigators, and Health Educators.[19] New York Alliance for Careers in Healthcare (NYACH) has supported research to understand how these roles support healthcare delivery, and the skills and abilities required of the labor force. NYACH has also found that, beyond levels of licensing that may be required, there are new skills and competencies needed across these new titles and positions across the sector and employment settings.[20] NYACH has worked with industry stakeholders to identify nine core competencies that are critical for success in healthcare[21]:
    - New Models of Care and Healthcare Trends
    - Interdisciplinary Teams
    - Person-Centeredness and Communication
    - Chronic Disease and Social Determinants of Health
    - Cultural Competence
    - Ethics and Professional Boundaries
    - Quality Improvement
    - Community Orientation
    - Health Information Technology, Documentation and Confidentiality

Table 4: Typical Education Needed for Entry Into In-Demand Occupations, Organized by Sector

Technology

Occupation		Typical Education Needed for Entry
SOC Code	SOC Title	
15-1134	Web Developers	Associate's Degree
15-1152	Computer Network Support Specialists	Associate's Degree
15-1132	Computer Software Engineers, Applications	Bachelor's Degree
13-1161	Market Research Analysts	Bachelor's Degree
15-1121	Computer Systems Analysts	Bachelor's Degree
15-1133	Computer Software Engineers, Systems Software	Bachelor's Degree
15-1142	Network and Computer Systems Administrators	Bachelor's Degree
15-1131	Computer Programmers	Bachelor's Degree
15-1150	Computer Support Specialists	n/a
15-1179	Information Security Analysts, Web Developers, and Computer Network Architects	n/a

Construction

Occupation		Typical Education Needed for Entry
SOC Code	SOC Title	
47-2061	Construction Laborers	No formal education credential
47-2141	Painters, Construction and Maintenance	No formal education credential
47-2111	Electricians	High school diploma or equivalent
47-2031	Carpenters	High school diploma or equivalent
47-2152	Plumbers, Pipefitters, and Steamfitters	High school diploma or equivalent
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	High school diploma or equivalent
47-3013	Helpers--Electricians	High school diploma or equivalent
47-2211	Sheet Metal Workers	High school diploma or equivalent
47-4021	Elevator Installers and Repairers	High school diploma or equivalent
47-2021	Brickmasons and Blockmasons	High school diploma or equivalent
47-2073	Operating Engineers and Other Construction Equipment Operators	High school diploma or equivalent
47-4041	Hazardous Materials Removal Workers	High school diploma or equivalent
51-2041	Structural Metal Fabricators and Fitters	High school diploma or equivalent

Industrial/Manufacturing

Occupation		Typical Education Needed for Entry
SOC Code	SOC Title	
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	No formal education credential
53-7061	Cleaners of Vehicles and Equipment	No formal education credential
53-3041	Taxi Drivers and Chauffeurs	No formal education credential
53-3033	Light Truck or Delivery Services Drivers	High school diploma or equivalent
53-3022	Bus Drivers, School or Special Client	High school diploma or equivalent

53-3031	Driver/Sales Workers	High school diploma or equivalent
53-3021	Bus Drivers, Transit and Intercity	High school diploma or equivalent
43-5011	Cargo and Freight Agents	High school diploma or equivalent
53-1021	First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	High school diploma or equivalent
43-5032	Dispatchers, Except Police, Fire, and Ambulance	High school diploma or equivalent
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	High school diploma or equivalent
43-5061	Production, Planning, and Expediting Clerks	High school diploma or equivalent
43-5071	Shipping, Receiving, and Traffic Clerks	High school diploma or equivalent
51-2099	Assemblers and Fabricators, All Other	High school diploma or equivalent
51-4121	Welders, Cutters, and Welder Fitters	High school diploma or equivalent
51-4041	Machinists	High school diploma or equivalent
53-3032	Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award
17-3029	Manufacturing Production Technicians	Associate's Degree
17-3013	Mechanical Drafters	Associate's Degree
53-1031	First-Line Supervisors/Managers of Transportation and Material-Moving Machine and Vehicle Operators	Bachelor's Degree
51-4035	Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic	Bachelor's Degree
17-3026	Industrial Engineering Technicians	n/a
17-3027	Mechanical Engineering Technicians	n/a
51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	n/a
51-4012	Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	n/a
51-4032	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	n/a
51-4122	Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	n/a

Healthcare and Social Assistance

Occupation		Typical Education Needed for Entry
SOC Code	**SOC Title**	
31-1011	Home Health Aides	No formal educational credential
43-4051	Patient Representatives	High school diploma or equivalent
21-1093	Social and Human Service Assistants	High school diploma or equivalent
29-2052	Pharmacy Technicians	High school diploma or equivalent
43-6013	Medical Secretaries	High school diploma or equivalent
31-9099	Healthcare Support Workers, All Other	High school diploma or equivalent
31-1014	Nursing Assistants	Postsecondary non-degree award
29-2061	Licensed Practical and Licensed Vocational Nurses	Postsecondary non-degree award

31-9092	Medical Assistants	Postsecondary non-degree award
31-9091	Dental Assistants	Postsecondary non-degree award
29-2071	Medical Records and Health Information Technicians	Postsecondary non-degree award
29-2041	Emergency Medical Technicians and Paramedics	Postsecondary non-degree award
25-2011	Preschool Teachers, Except Special Education , Except Special Education	Associate's Degree
29-2012	Medical and Clinical Laboratory Technicians	Associate's Degree
29-2034	Radiologic Technologists	Associate's Degree
29-1141	Registered Nurses	Bachelor's Degree
21-1011	Substance abuse and behavioral disorder counselors	Bachelor's Degree
21-1099	Community and Social Service Specialists, All Other	Master's degree
31-1012	Nursing Aides, Orderlies, and Attendants	n/a

Retail

Occupation		Typical Education Needed for Entry
SOC Code	**SOC Title**	
43-5081	Stock Clerks and Order Fillers	No formal educational credential
41-2031	Retail Salespersons	No formal educational credential
27-1026	Merchandise Displayers and Window Trimmers	High school diploma or equivalent
41-1011	First-Line Supervisors of Retail Sales Workers	High school diploma or equivalent

Food Service and Accommodation

Occupation		Typical Education Needed for Entry
SOC Code	**SOC Code**	
35-3031	Waiters and Waitresses	No formal educational credential
35-2014	Cooks, Restaurant	No formal educational credential
35-2021	Food Preparation Workers	No formal educational credential
35-3011	Bartenders	No formal educational credential
35-9031	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	No formal educational credential
51-3011	Bakers	No formal educational credential
35-2012	Cooks, Institution and Cafeteria	No formal educational credential
39-6011	Baggage Porters and Bellhops	High school diploma or equivalent
35-3041	Food Servers, Nonrestaurant	No formal educational credential
11-9051	Food Service Managers	High school diploma or equivalent
51-3022	Meat, Poultry, and Fish Cutters and Trimmers	No formal educational credential
35-1011	Chefs and Head Cooks	High school diploma or equivalent
43-4081	Hotel, Motel, and Resort Desk Clerks	High school diploma or equivalent
11-9051	Food Service Managers	High school diploma or equivalent

Data Source: New York State Department of Labor. (2016). Employment Projections, Short-Term Occupational Employment Projections. Retrieved from https://www.labor.ny.gov/stats/lsproj.shtm

C. Provide an analysis of the regional workforce:

1. Current labor force employment and unemployment numbers

The City's economy continues to grow: New York City is home to a record total of 4.5 million jobs. Moreover, the City's unemployment rate of 4.9 percent (as of August 2017) has stayed consistent or decreased since December 2016. Wages rose by four percent in 2014, the first such improvement since 2010, and nearly all sectors of the economy contributed to that growth.

Table 6: New York City Employment as of July 2017

Number of Jobs	4,450,900
Job Growth July 2015 to July 2017	117,734
Unemployment Rate	4.9%

Data Sources:

- U.S. Department of Labor Bureau of Labor Statistics. (2017, August). Current Population Survey (CPS). Retrieved from https://www.bls.gov/cps/
- U.S. Department of Labor Bureau of Labor Statistics. (2015). 2015 Quarterly Census of Employment and Wages (QCEW). Retrieved from https://www.bls.gov/regions/new-york-new-jersey/data/xg-tables/ro2xglausnyc.htm
- U.S. Department of Labor Bureau of Labor Statistics. (2017). 2017 Quarterly Census of Employment and Wages (QCEW). Retrieved from https://www.bls.gov/regions/new-york-new-jersey/data/xg-tables/ro2xglausnyc.htm

However, not all New Yorkers benefit equally from the City's strong economy. Indeed, individuals with barriers to employment experience higher levels of unemployment. Each group of individuals represents an untapped pool of talent, and WIOA explicitly seeks to address these disparities.

It is important to understand the specific needs of these populations, as well as the ways in which people may experience multiple barriers to employment, using data as it is available.

- **Individuals with Disabilities**: More than one in ten New Yorkers has a disability.[22] Individuals with disabilities have much lower levels of labor force attachment than the general population. Although the labor force participation rate in New York City is 60 percent overall, for people with disabilities that figure is just 32 percent.[23] Moreover, WIOA explicitly emphasizes the need to increase the physical and programmatic accessibility of all programs for people with disabilities.
- **Young Adults:** In 2015, among New Yorkers aged 18 to 24 years old, 17 percent of young adults, or nearly 140,000, were both out of school and out of work.[24] This level of "disconnectedness" among youth exceeds the national average of 13 percent.[25] Moreover, the race of a young person impacts their likelihood of being unemployed: black men and women ages 16 to 24 are unemployed at respective rates that are 1.6 and 2.3 times higher than their unemployed white peers.[26] WIOA prioritizes serving young adults, particularly those who are Out-of-School Youth.

- **Veterans:** Veterans and their families have served their country. Moreover, the U.S. Department of Labor identifies veterans as a priority population across all of their employment and training programs, including WIOA. There more than 179,000 veterans living in New York City as of 2015.[27] The labor force participation rate in October 2017 for veterans was 50 percent, compared to the City's overall employment rate of 60 percent.[28] Although veterans are under-employed, employers often rank veterans high in the areas of self-discipline, teamwork, attention to detail, respect, and leadership.[29] The employment rate in 2016 for veterans in New York was 42 percent compared to a 6 percent unemployment rate overall. [30]
- **Individuals with Arrest or Conviction Records:** Nationally, an estimated 70 million people—nearly one in three adults—have a prior arrest or conviction record.[31] People with criminal records deserve an opportunity to pursue a career that can lead them on a pathway to success. In addition, studies indicate that high-quality jobs diminish the likelihood of recidivism for those released from state and federal prison.[32] However, those with criminal records often face significant barriers to obtain employment. One study showed that those with criminal records are at least 50% less likely to be called back after an interview than those without records.[33] According to a series of studies published in recent years, white men with criminal records are more likely to receive a call back for a job interview than black men with no criminal record.[34] In 2011 in New York City, nearly 250,000 people were convicted of crimes serious enough to warrant fingerprinting. In 2016, roughly 45,000 New Yorkers returned to their communities from jail and prison making this an important issue for the local workforce system to consider.[35]

2. Information on any trends in the labor market

Across the New York City economy, technology is changing the way businesses operate, and the skills New Yorkers need to secure the jobs of the future. The way in which New Yorkers are working is also changing, with more and more people working part-time and gig economy jobs. In 2014, an estimated 400,000 New Yorkers were self-employed or worked as freelancers.[36]

The New York City workforce development ecosystem has identified emerging trends in our economy and corresponding changes in the labor market through New York City research institutions and insights from Industry Partnerships, convened to offer real-time feedback between industry leaders and workforce organizations.

- The **technology** industry, as noted above, is a fast-growing, high-paying sector. Yet many tech employers report a shortage in the number of qualified homegrown candidates for in-demand roles. Part of this gap can be attributed to the rapid rate of job growth in fields like software engineering, where employment is expected to expand by more than 30 percent in New York City between 2012 and 2022. However, employer feedback from 150 tech sector employers convened by the NYC Tech Talent Pipeline suggests that degrees alone are not to blame for a dearth of employable talent. Companies reported that, to be competitive in the labor market, jobseekers increasingly need to demonstrate their ability to apply these skills. Work experience—often gained on-the-job and through projects—is critical for workers pursuing and advancing in careers in the technology sector.[37]
- The **construction** sector has grown alongside New York City's population and business growth, accelerated by ambitious public investments to create and preserve 300,000 units of affordable housing across New York City by 2026.[38] To ensure the safety of workers, and to address preventable injuries and deaths on construction sites, the New York City Council and the Mayor passed legislation that requires workers to receive at least 40 hours of construction site safety training.[39] As more than half the City's construction workers are over the age of 40, it is also

increasingly important to cultivate a new pipeline of homegrown talent to meet burgeoning demand.[40]

- The **industrial and manufacturing** sector is undergoing a modern revival in New York City as firms leverage advanced technologies to create new products, improve their processes, and meet the demands of a growing consumer base. Investments in new industrial spaces, equipment, and business programming support 21st century manufacturing jobs.[41] According to a recent survey of local businesses by the New York City Economic Development Corporation (NYCEDC), 50 percent of industrial and manufacturing firms expect to increase employment in the near future. However nearly half the firms surveyed reported that their biggest challenge is finding skilled employees.
- The **healthcare** sector continues to transform as a result of healthcare reform, from an industry driven by volume to a system focused on increased quality of patient care, better population health, and lower costs. As a result, there is an increased focus on the role of technology and on primary care services and lower-cost strategies for the management of chronic illness. It is predicted that the continued growth in the sector will be focused on ambulatory care sector. There are opportunities to enhance the role of frontline workers in addressing the new priorities of the sector,[42] as well as to apply technology to support alignment across care providers, patients, and insurers.[43] The healthcare sector and social assistance will also be impacted by the changing needs of New Yorkers. For the first time in the City's history, there are now more people over the age of 65 than there are children ages 10 and younger. Furthermore, this population is increasingly diverse, with nearly half of older New Yorkers born outside of the U.S.[44]
- New York City's **retail** sector has experienced growth, particularly in low-wage employment, concurrent with national projections of growth in the sector.[45] The retail sector is continuing to respond to the growth of online shopping and adopting in-store and operational technology.[46] Workers increasingly work unstable and unpredictable hours. Research in 2016 indicated that more than one out of three employed New Yorkers had been given their work schedules less than two weeks in advance.[47] In May 2017, the City of New York adopted "Fair Workweek" policies to ensure predictable hours and paychecks in the fast food and retail sectors.[48]
- The **accommodation and food services** sector have seen record growth in the aftermath of the Great Recession; however these jobs have generally been characterized by low wages, detrimental work conditions, and limited workplace benefits.[49] The industry is facing a skills gap and labor shortage, particularly in the hospitality sector.[50] Industry leaders are providing insights into the development of training opportunities that will meet this skills gap and also open the door to greater upward mobility for workers. In 2017, New York City launched Stage NYC, the first culinary training and apprenticeship program for out-of-school and out-of-work young adults, to build career pathways into the culinary industry.[51]

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

Table 8 outlines the education levels of adults 25 years and older in New York City, as of 2014. New York City has a high number of workers with postsecondary and advanced degrees. The share of people ages 23 to 29 with at least some college education has increased from 61 percent in 2000 to 65 percent in 2014.

However, there are also a large number of adults without high school or postsecondary training or education. 19 percent of New York City's population aged 16 and over—more than 1.2 million New

Yorkers—lack a high school credential.[52] Adults who lack a high school diploma are not necessarily a short step away from earning that credential. Many struggle with less than functional literacy levels. As an example, the Office of Adult and Continuing Education at the Department of Education (OACE), the largest provider of adult literacy services in the City, offers classes to more than 25,000 people a year. Roughly 10,000 adults enroll in basic education classes with OACE each year. Sixty percent of those learners enter classes reading at or below the 6th grade level. Twenty-six percent enter reading between the 6th and 9th grade level. These adults—particularly those reading below the 6th-grade level—face extraordinary barriers to employment and advancement.[53]

Table 8: Educational Attainment of New York City Residents (ages 16 and older)

Education Attainment	Number of People (Rounded)	Percent of Adult Population
Population ages 16 to 18	299,000	4%
Not Enrolled and no high school diploma	13,000	
Population ages 19 to 24	744,000	11%
With at least a high school diploma or equivalent	643,000	
Without a high school diploma or equivalent	101,000	
Enrolled in school	24,000	
Not enrolled in school and not employed	46,000	
Not enrolled in school and employed	31,000	
Population ages 25 to 44	2,619,000	39%
Less than high school diploma or equivalent	380,000	
High school diploma or equivalent	536,000	
Some college or associate's degree	575,000	
Bachelor's, graduate, or professional degree	1,128,000	
Population ages 45 to 65	2,124,000	32%
Less than high school diploma or equivalent	443,000	
High school diploma or equivalent	578,000	
Some college or associate's degree	464,000	
Bachelor's, graduate, or professional degree	639,000	
Population ages 66 and over	964,000	14%
Less than high school diploma or equivalent	322,000	
High school diploma or equivalent	281,000	
Some college or associate's degree	139,000	
Bachelor's, graduate, or professional degree	222,000	
TOTAL	**6,749,000**	**100%**

Data Source: Migration Policy Institute. (2017, November 01). Tabulation of Pooled 2010-2014 American Community Survey, State Demographics Data - US. Retrieved from https://www.migrationpolicy.org/data/state-profiles/state/demographics/US

These levels of educational attainment also vary across the diverse New York City population. Approximately 44 percent of the City's working-age population is foreign-born. [54] Of those foreign-born New Yorkers, a full 50 percent have limited English proficiency, and nearly a third lack a high school credential. Lack of functional English closes the door on nearly all good jobs with growth potential. Coupling lack of English proficiency with limited educational attainment makes the path into the middle class nearly impossible to navigate for some of these New Yorkers. In addition, 38 percent of foreign-born New Yorkers with limited English proficiency have earned college degrees in their home countries.[55] That level of education should enable these individuals to access high-quality jobs across a number of sectors. Without English language skills, however, these individuals are forced to take lower-wage, low-skilled employment. "Brain waste" is the term used to describe the situation that arises when people with a Bachelor's degree or higher work in low-skilled jobs or are under- or unemployed,[56] and these New Yorkers' lack of English proficiency puts them at the highest risk for brain waste.

Employers increasingly use educational attainment as a proxy for skill level when making hiring decisions, and individuals without technical training or substantial work history often have a difficult time securing employment, and securing family sustaining wages. **Table 9** lists the median earnings by educational attainment in NYC. The results are consistent with the overwhelming research that earnings increase with education level. Economically, the difference in salary for someone without a high school credential compared to someone who has attained the credential is roughly $10,000[57], a significant difference for a low-income worker.

Table 9: Median Earnings by Educational Attainment

Education Attainment	Average Annual Salary
Less than HS diploma	$25,636
With HS diploma	$35,256
Some college, no degree	$38,376
Associate's degree	$41,496
Bachelor's degree	$59,124
Master's degree	$69,732
Professional degree	$89,960
Doctorate	$84,396

Data Source: Josephson, A. (2017, March). The Average Salary by Education Level. Retrieved from https://www.aol.com/article/finance/2017/03/01/the-average-salary-by-education-level/21864723/

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

1. Identify strengths and weaknesses of these workforce development activities

New Yorkers Served by Employment, Training, and Education Programs in New York City

New York City boasts the largest population of any U.S. city: 8.5 million people, including roughly 6.5 million adults. The City is also notable for the sheer volume of individuals it serves with employment, education, and training programs.

Employment Programs

Program[58]	Number Served / Enrolled Annually
Workforce1 Career Centers	100,000
WIOA Youth Programs	2,800
NYSDOL Career Centers	100,000
ACCES-VR	22,000
NYS Commission for the Blind	3,500
Subtotal (may include duplicates)	**228,500**
Other City Programs	**397,000**
Total (may include duplicates)	**625,500**

Education and Training Programs

Program Type	Approximate Number Enrolled in City Public Institutions (NYCDOE or CUNY)	Approximate Total Number Enrolled
Adult Education Providers	20,000	70,000
College Degree Programs	275,000	600,000
Vocational Training	250,000	250,000[59]
Subtotal Post-Secondary Education and Training	**545,000**	**920,000**
K-12 Education System	1,100,000	1,400,000[60]

Strengths of Local Employment, Education, and Training Programs

Employment Programs: The sheer volume of customers served by WIOA employment programs in New York City is notable. As the chart above illustrates, approximately 228,500 people receive employment services annually from either the Workforce1 Career Centers, New York State Department of Labor career centers, ACCES-VR vocational rehabilitation services, or New York State Commission for the Blind services. Moreover, Workforce1 and NYSDOL staff delivered services that helped more than 86,000 individuals find a job, either through direct connections from staff to job opportunities or on their own.[61]

Education and Training Programs

Colleges and Universities: There are approximately 600,000 college students in New York City attending roughly 110 universities and colleges. The City University of New York (CUNY) enrolls nearly half (275,000) of these students, making it the nation's largest public university. CUNY's 24 institutions span the five boroughs. The system is striking for its diversity: 45 percent of students are first generation college attendees, 76 percent are from minority or underrepresented groups, 39 percent speak a native language other than English, and 42 percent come from households with an income less than $20,000 per year.

Vocational Training Programs: CUNY serves 250,000 students annually through its Adult and Continuing Education programs. Community-based organizations and for-profit companies also offer training to thousands of New Yorkers every year.

Adult Education: The adult literacy landscape in New York City includes programs and services offered through the NYC Department of Education, the City University of New York, the three public library systems, and the many community-based organizations that contract with the NYC Department of Youth and Community Development. Funding to support these programs comes from city, state, and federal funding streams as well as private foundations. In total, these programs enable approximately 70,000 New Yorkers to receive adult education services annually.

Adult literacy services offered include:

- **English for Speakers of Other Languages (ESOL)**.
- **Young Adult Literacy and Adult Basic Education (ABE)** – classes providing basic skills instruction for youth and adults with reading and math levels below 9th grade.
- **High School Equivalency (HSE)** – classes for youth and adults with 10th to 12th grade reading and math levels prepares students to earn their HSE diploma.

Key Challenges Facing the Local System

1. **Many jobseekers lack the skills and experience sought by employers. At the same time, many employers cannot find the skilled talent they need for certain positions.**

   a. **Adult Workforce System**
      - Training and education investments are not sufficiently aligned with employers' needs and thus do not adequately prepare participants for labor market success.
      - The City's workforce development system does not invest sufficiently in helping New Yorkers develop the skills and experience sought by employers. The amount invested is too little and the number trained is too small.

   b. **Mainstream Educational System**
      Both the NYC Department of Education (NYCDOE) and CUNY have identified students' career success as a major goal and are making substantial investments in improving student outcomes related to college and career preparation. However, there are still gaps in ensuring that all students transition successfully from NYCDOE and CUNY into the workforce.

2. **The local system lacks the resources to address the large number of New Yorkers who lack the basic skills or education required for a good job.**

The vast majority of jobs require at least a High School Diploma or Equivalency,[62] yet more than 1.1 million New Yorkers aged 25 or older lack this basic credential. Moreover, recent research suggests that two-thirds of jobs will require at least some postsecondary education or training.[63] However, more than 2.5 million New Yorkers aged 25 or older lack this level of education. Adult education programs, which provide literacy, ESOL, and High School Equivalency programs, are severely limited in number relative to the need: the City makes roughly 70,000 seats available each year for the more than 2.2 million adults who lack a High School Diploma or full English proficiency or both.

3. **The large number of individuals with barriers to employment who need assistance developing their skills and connecting to good jobs.**

Responses to questions 1 and 3 in section C, "Analysis of the regional workforce," describe some of the unique barriers to employment faced by individuals who are part of a target population, such as veterans, individuals with disabilities, and individuals with arrest or conviction records.

4. The local system lacks strong levels of coordination among partners.
This issue is one that pertains to each of the three major weaknesses described above. The WIOA programs still operate largely in silos. The one notable exception is New York State Department of Labor and Workforce1, which are co-located in four major borough centers and share job opportunities to maximize the options for their customers. Additionally, ACCES-VR and Workforce1 have initiated a number of pilot opportunities to recruit more ACCES-VR customers for job opportunities developed by Workforce1. Moreover, there is insufficient coordination around employer engagement that can result in multiple, redundant requests being made of employers, and confusion about what services are available to employers and about whom within the workforce system to contact for what service.

2. 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 size of New York City's population – and the sheer number of individuals with barriers to employment – means that invariably the local area has the capacity to address the education and skill needs only of a *portion* of the local workforce and of businesses. But the local area has demonstrated its ability to serve both well.

Serving the Workforce

Employment and Training: As described above, the local area has the capacity to serve New Yorkers at scale. The Workforce1 Career Centers and the New York State Department of Labor Career Centers together serve about 200,000 people annually and connected about 86,000 of them to employment in PY2016.

Adult Education: There are approximately 2.2 million adult New Yorkers who lack a HS Diploma or Equivalency and/or who are not fully proficient in English. The City of New York – through WIOA Title II and other funding –offers services to 70,000 individuals annually. As a result, there is a huge gap between the need for services and their availability.

Serving Businesses

The NYC Department of Small Business Services (SBS) administers the Adult WIOA programs in New York City. But they also manage a network of NYC Business Solutions Centers that serve small businesses in communities throughout New York City. Workforce1 leverages this engagement. Small businesses owners utilize the Business Solutions Centers' services to get assistance with a myriad of business issues ranging from permits to licenses, and also to improve employee performance via employee training and to get guidance with employee recruitment – both via Workforce1. Moreover, SBS treats businesses as its customers and creates the right incentives for contractors to fulfill their needs. Two of the non-WIOA performance measures that SBS holds its Workforce1 contractors to are **Employer Commitments,** the number of positions developed that a center commits to an employer to fill with candidates from across the system; and **Fill Rate**, the percentage of employer commitments successfully filled with candidates.

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.

New York City Vision of Career Pathways

In *Career Pathways: One City Working Together*, the City of New York announced a new guiding strategy and framework describing how elements of the City's workforce system should align and connect to one another – supporting individuals along an established route to stable, living wage jobs with benefits and opportunities to advance. At each level, participants can gain additional skills and prepare for the next step in their career. The career pathways approach connects progressive levels of education, training, support services, and credentials, working with employers to grow a pipeline of skilled workers for in-demand occupations.

The City's vision of career pathways, which has been adopted by the New York City Workforce Development Board, contains three central pillars:

1) Building Skills Employers Seek: Shifting away from the former priority of placing as many people into jobs as quickly as possible, workforce programs now focus on connecting New Yorkers to quality jobs with family-supporting wages and career advancement potential. To ensure that its training investments are closely aligned with employer needs, the City has created strong industry partnerships that provide robust feedback loops with companies in priority sectors of New York City's economy.

2) Improving Job Quality: The City is acting to support New Yorkers in lower-wage jobs through initiatives that reward worker-friendly business practices such as consistent scheduling, access to commuter benefits and financial empowerment services. In addition to providing stability for workers, these common-sense practices support the bottom line for employers by lowering turnover costs and helping to ensure better-trained workers.

3) Increasing System and Policy Coordination: The City is committed to better aligning its workforce and economic development initiatives, utilizing local legislation and administrative policies as key levers to promote career pathway development and implementation. Workforce programs should also function as a coherent system by using system-wide common metrics, shared definitions and data tracking tools, and applying a unified approach to employer and jobseeker customers.

NYC Workforce Development Board Vision and Goals

Vision: The New York City Workforce Development Board has the following vision of workforce development in New York City:

> **All New Yorkers develop the right skills, experience, and credentials to find stable, living wage jobs with benefits and opportunities to advance. The public workforce development system aligns its services with the needs of employers, particularly when offering education and training services, and ensures that all jobseekers are able to benefit from those services. As a result, New York City employers are easily able to find the qualified talent they need.**

Mission: The Board leverages the knowledge, skills, and networks of its members to ensure that the City's investment of federal WIOA funding successfully prepares and connects adult and youth New Yorkers to employment and meets the talent needs of employers.

Key Considerations: The New York City Workforce Development Board recognizes the importance of monitoring forces that affect the nature and structure of work[64], with specific emphasis on:

- Technology or other disruptive forces
- The rise of hiring independent contractors

Guiding Principles: The Board further states a set of broad guiding principles in three primary areas of focus:

- **Jobseekers and Workers:** All jobseekers – and particularly individuals with barriers to employment and other target populations – can easily access the full array of WIOA services to access employment and progress along a career pathway. Services for individuals with barriers to employment and other target populations are tailored to their needs.

- **Skill Building:** WIOA programs invest in quality education and training programs that support participants during training, are aligned to employer needs, and help individuals connect to the jobs they prepare customers for.

- **Employers:** WIOA programs coordinate their outreach efforts, ensure that their services are business-friendly, target their engagements to employers that provide stable, living wage jobs with benefits and opportunities to advance, and deliver what they promise.

Strategic Priorities: Consistent with the Career Pathways approach, the Board has identified the following four strategic priorities for the WIOA investments in New York City over the next four years:

1. **Increase the number of adults and youth who develop skills and experience in line with employers' needs and then find relevant jobs**. Better align education and training investments with employer needs.

2. **Increase the number of New Yorkers who earn basic educational credentials or develop English proficiency.** Increase funding, particularly investments in bridge programs. Additionally, build strong connections between adult education and employment programs.

3. **Increase the number of individuals from target populations connected to jobs.** Tailor services to meet the needs of target populations and ensure they find jobs with the potential for advancement.

4. **Improve coordination across programs to build a stronger career pathway system**. Improve coordination in both the adult workforce system and the "mainstream" in-school educational system.

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

Title I Adult Programs / Workforce1 (SBS)

In support of the City's vision of a workforce development system informed by, and aligned with, the needs of strategic industries across New York City, the NYC Department of Small Business Services (SBS) will pursue several policy and operational initiatives to provide New Yorkers high-quality, in-demand sector-based training and employment services.

The City of New York developed **Industry Partnerships** with the goal of supporting the economic vitality of New York City through quality job opportunities for New Yorkers and quality talent for local businesses. Each industry partnership focuses on a particular sector and is designed to work collaboratively with a diverse set of stakeholders – including employers, community-based organizations (CBOs), organized labor, philanthropy, government, training providers and educational institutions – to support systems change.

In order to improve the quality, scale, and impact of industry-aligned training and employment services, the City of New York will leverage the expertise of its Industry Partnerships and work together with the local Workforce Development Board, the Regional Economic Development Council, NYSDOL, and key employer, education, and community stakeholders in order to advance the ambitious but achievable objectives of increased economic success for businesses, workers, and the City.

The success of any sector-based workforce development strategy depends upon the availability of education and training providers equipped to deliver high quality, industry-aligned preparation to job seekers with the resources at hand to pursue it.

To address both of these priorities, the City of New York will continue to implement new and enhanced initiatives with the goals of: 1) expanding access to sector-based in-demand training for qualified job seekers and 2) improving provider quality with an emphasis in key sectors.

Title I Youth Programs (DYCD)

In new WIOA contracts that started in the summer of 2016, DYCD moved to more closely align WIOA youth services with the system vision described above. In particular, the WIOA **Out-of-School Youth (OSY) programs** focus on providing robust postsecondary credentialing opportunities to youth. DYCD's approach with OSY is to serve the broadest possible range of eligible out-of-school youth, leveraging the wide array of occupational trainings available through community-based organizations and CUNY. The OSY program has two tracks, Career Development Connect and Youth Training Network. Both tracks provide work readiness training, high school equivalency (HSE) instruction, case management and supportive services, placement services and follow up services. In Career Development Connect, all youth receive basic occupational training (Microsoft Office Specialist, National Retail Federation Customer Service, National Restaurant Association ServSafe, among others), to upgrade their skills and go to work quickly. Youth can also access advanced occupational training in high-growth sectors through CUNY if they have a high school diploma and meet other criteria. For Program Year 2017, these trainings include Patient Care Technician, Early Childhood Aide, Web Developer, Hemodialysis Technician, and Electronic Security System Installer. In Youth Training Network programs, youth will receive advanced occupational training that is provided in house or through a subcontractor. As with Career Development Connect, these trainings will be in high growth sectors in line with the Career Pathways framework, including healthcare, IT, food services, and transportation.

DYCD's WIOA **In-School Youth (ISY) programs** are also more fully aligned with the City's strategic vision. With the understanding that the primary career credential for high school students is a high school diploma, most ISY programs are located in high schools, enabling them to directly support students' academic and career readiness growth. ISY programs include a paid summer work experience and a variety of activities throughout the school year to support career exploration and exposure to postsecondary education and training options.

2. **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?**

As articulated above, the local area has adopted a sector approach to workforce development and identified six priority sectors as part of its Career Pathways approach. The Industry Partnerships play a lead role in ensuring that training investments are aligned with employers' needs. The local area achieves this alignment by regularly reviewing training and hiring demand for local industry and only delivering training for currently in-demand occupations, primarily in NYC Career Pathways sectors; and by directly engaging employers in the design and delivery of training program models, assessment, and curricula to ensure they are industry-informed and produce credible pipelines of quality graduates for hire or advancement. Moreover, the majority of training investments are with CUNY and heavily with the community colleges that are part of the system. One important part of CUNY's mission is to serve "as a vehicle for the upward mobility of the disadvantaged in the City of New York." Thus, with its rich expertise and resources among its 24 institutions, CUNY is uniquely positioned to help prepare jobseekers for careers.

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

New York City holds its providers to performance measures beyond the federal WIOA measures. These measures are a mix of outputs and outcomes, meant to incentivize the right behaviors and performance. Every measure contributes to economic growth and self-sufficiency: from ensuring that individuals build their skills by completing training and connecting afterwards to a job, to generating a sufficient number of open job opportunities, to connecting jobseekers to new or higher-paying jobs.

Performance Measures

Adult and Dislocated Worker programs track a number of measures in addition to the WIOA measures. The following are paid milestones:

- **Total Job Placements and Promotions**: the number of jobseekers connected to jobs or promoted into higher-paying jobs within the target sectors.
- **Mid-Wage Job Placements and Promotions**: the number of jobseekers placed or promoted in jobs at $15 or more within the target sectors.
- **Veteran Job Placements and Promotions**: the number of all veteran and eligible military spouse jobseekers placed or promoted in jobs within the target sectors.

Contractors are also held to goals for the following measures, though they are not paid milestones:

- **Employer Commitments**: the number of positions developed that a center commits to an employer to fill with candidates from across the system.
- **Fill Rate**: the percentage of employer commitments successfully filled with candidates.

- **Individual Training Grant Issuance and Placement**: the number of Individual Training Grants (known as Individual Training Account vouchers under WIOA) issued and the percentage of trainees connected to employment.
- **Community Partner Placements**: the number of hires made from referrals from organizations that participate in the Community Partner network.

Job Quality: Wage Floor Policy

To promote job quality, in 2014 the NYC Department of Small Business Services enacted a wage floor policy for all Workforce1 Career Centers, with the exception of Sector Centers. The wage floor requires employers that receive the system's recruitment service to offer at least a minimum part-time wage to job candidates. The wage floor has advanced from $10.00 per hour or full-time employment (30 hours per week) in 2014 to $13.40 per hour or full-time employment. In Fiscal Year 2016 New Yorkers were successfully connected to 26,000 jobs. 79 percent were full time positions and the average wage was $12.41. That compares to 65 percent full time and $12.20 average wage in Fiscal Year 2015. The wage floor for Fiscal Years 2017 and 2018 is $13.65 per hour or full-time employment.

Training Provider Performance

SBS holds training service providers to **enrollment**, or the agreed upon number of eligible and qualified individuals who will start a training program, as well as completion of participants and connection of graduates to or advancement within a job, which are paid performance milestones. The latter measures vary by training service provider contract, but **completion** measures universally include the number of individuals who enrolled in a training program and successfully meet the completion requirements for graduation, such as attendance, passing grades, and credential attainment. Likewise, **job connection or advancement** measures vary, but universally include individuals who complete a training program and successfully attach to a validated job or promotion with the same employer with a designated title, wage, and hours within an agreed upon time period post-training. Further, some training service providers are held to **systems change measures**, such as curriculum adoption within an academic institution to ensure training impact sustains beyond public investment.

II. 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:

1. Core programs

Title I Adult Programs / Workforce1 (SBS)

The New York City Department of Small Business Services (SBS) helps unlock economic potential and creates economic security for all New Yorkers by connecting them to good jobs, creating stronger businesses, and building a fairer economy in neighborhoods across the five boroughs. Since 2003, SBS has administered the City's Workforce Investment Act, superseded in 2015 by the Workforce Innovation and Opportunity Act – federally funded Adult and Dislocated Worker development programs through a network of One-Stop Career Centers. This structure directly links the City's workforce with economic development efforts. By supporting the needs of more than 200,000 small businesses across hundreds of neighborhoods with distinct cultural and economic characteristics, the City is better able to serve and advance a diverse labor force.

There are 21 Workforce1 Career Centers that connect New Yorkers to training and employment while also targeting populations with barriers to employment including but not limited to out-of-school, out-of-work youth, New Yorkers formerly involved with the justice system, New Yorkers with disabilities, and foreign born New Yorkers.

The Workforce1 Career Center System uses a proven successful demand driven model to help new and expanding businesses meet hiring and training needs. The Centers leverage a deep understanding of employer needs and sector experience to recruit qualified New York City jobseekers to employment opportunities.

Workforce1 works in conjunction with NYC Business Solutions Centers (BSCs) and Industrial Business Service Providers to fulfill new and expanding businesses hiring and training needs by finding, preparing, and connecting the most qualified local residents to their available job opportunities. In addition to getting guidance on recruitment, small businesses owners utilize the BSC services separately to get assistance with a myriad of business issues ranging from permits to licenses, and also to improve employee performance via employee training.

Title I Youth Programs (DYCD)

The NYC Department of Youth and Community Development (DYCD) manages the City's WIOA programs for In-School Youth and Out-of-School Youth. Aligned with the City's Career Pathways vision, the goals of the **WIOA Out-of-School Youth program** are to:

- Provide foundational work readiness, academic and occupational skills that will significantly improve a participant's ability to obtain and maintain employment;
- Expose participants to promising industries and careers and provide youth with work-based learning opportunities in these sectors;
- Connect youth to productive career pathways that bridge education, training and in-demand credentials; and
- Utilize principles of youth development to support the holistic needs of youth and address barriers to employment through case management, comprehensive guidance, and counseling.

For **In-School Youth**, the goals of the program are to:

- Facilitate participants' successful completion of high school and attainment of a high school Regents diploma through the provision of various academic supports such as tutoring, study skills and test preparation;
- Expose youth to a range of postsecondary options. Two and four year college degree programs are the primary emphasis. For those not interested in college, the program provides opportunities for participants to enroll in occupational training programs which lead to non-degree industry recognized certificates and help them identify and apply for financial assistance that fit their needs and goals, including but not limited to scholarships, other forms of financial aid, and learning how to manage post-secondary debt;
- Expose youth to promising industries and careers in priority and other sectors of the City's economy and provide youth with meaningful work-based learning opportunities including paid and unpaid internships, along with work readiness training;
- Utilize principles of youth development to support the holistic needs of youth and address barriers to completing high school and advancing to post-secondary study, occupational training, or securing employment through case management, comprehensive guidance, and counseling.

Title II Adult Education (NYSED)

The New York State Education Department (NYSED), through its Adult Career and Continuing Education Services team, administers WIOA Title II adult education in New York City through contracted providers.

Title III Wagner-Peyser Program (NYSDOL)

The New York State Department of Labor (NYSDOL) administers the Wagner-Peyser program in New York City with dedicated staff in seven career centers. Wagner-Peyser's core functions within the Career Centers in the NYC region include:

Providing universal access to labor exchange services:

- **Tier I - Self Service**: These services are typically provided by electronic means and are accessed by customers without staff assistance. In New York, these services are provided through the NYSDOL's Jobs Express site and the JobZone system's electronic self-service resources. Jobs Express allows customers to view current job openings. Customers can use this site in the Centers or from home to seek open jobs in their region, or view industries that are in-demand. The NY Talent website is for businesses to access and find qualified job seekers. Access to this site allows businesses to view resumes of qualified candidates for their job orders.
- **Tier 2 - Facilitated Self-Help**: Resources are available in the Career Centers and include access to self-service tools, including computers, resume writing software, fax machines, photocopiers, and internet based tools. The resource room staff interacts with the customers to facilitate the resources available.
- **Tier 3 - Staff Assisted Services**: Staff assisted services are provided to customers both one-on-one and in groups. Services can include assessment, assistance with filing claims for UI, career counseling, development of an Individual Service Plan, intensive job search assistance, workshops, and job clubs. Staff may also assess customers to determine their training needs and make appropriate referrals to other partners. Other services include: Assessments, Assistance with Filing UI Claims, Career Counseling, and Intensive Job Search Assistance.

Title IV Vocational Rehabilitation (ACCES-VR, NYSCB)

The New York State Education Department, through its **Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR)** team, administers WIOA Title IV in New York City through dedicated staff and through contracted providers.

The Office for Children and Family Services (OCFS)/New York State Commission for the Blind (NYSCB) administers WIOA Title IV in New York City for legally blind New Yorkers through dedicated Vocational Rehabilitation Counselors at two district offices and contracted providers.

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

Adult Career and Technical Education programs use Perkins funds to prepare students for employment in high-skill, high-wage, high-demand occupations. The Perkins legislation requires adult programs to coordinate services with their Local Workforce Development Boards to avoid duplication and to expand the range and accessibility of services (e.g., sharing of job development services).

3. Other workforce development programs

For a full description of New York City workforce development programs offered in Fiscal Year 2016, see the "Snapshot" included in the Career Pathways Progress Report: http://www1.nyc.gov/assets/careerpathways/downloads/pdf/Career-Pathways-Progress-Update-Snapshot.pdf.

1. Adult Services Supported with Non-WIOA Funding

All local workforce development services for Adults and Dislocated Workers receive at least partial WIOA funding. New York City has tapped non-WIOA funding sources to provide these services to candidates (in combination with WIOA funding):

- Workforce1 Industrial and Transportation Career Center sector employment and training services
- Veteran job preparation and employment services
- Training and career development for new workers in technology occupations

2. Youth Employment and Education Programs with Little to No WIOA Funding

Summer Youth Employment Program: New York City's Summer Youth Employment Program (SYEP) is the largest in the nation and connected nearly 70,000 young adults to summer internships in 2017. SYEP provides New York City youth between the ages of 14 and 24 with paid summer employment for up to six weeks in July and August through four program options: Younger Youth (for youth aged 14 to 15); Older Youth (for youth aged 16 to 24); Vulnerable Youth (for foster care, runaway/homeless and court-involved youth); and Ladders for Leaders (for high school juniors and seniors, and college students with work experience). In the Younger Youth option, participants work in groups on service learning projects, while in all the other options, youth are placed in a variety of entry-level jobs in the nonprofit and private sectors. SYEP also provides workshops on job readiness, career exploration, financial literacy and opportunities to continue education and social growth. Programs and worksites are located in community-based organizations in all five boroughs of New York City.

Young Adult Internship Program: The Young Adult Internship Program (YAIP) targets young adults between 16 and 24 who are not working and not in school. YAIP promotes the social and professional skills essential to succeeding in today's competitive labor market. The initiative is part of the Mayor's Office for Economic Opportunity, which was created to promote innovative approaches to poverty reduction. YAIP features a combination of counseling, professional development workshops, and short-term paid internships. The program operates three 14-week long cohorts each year. Participants are paid the New York State minimum wage and spend 25 hours per week in internships and workshops.

Work, Learn and Grow: A new initiative, Work, Learn and Grow, offers a six-month employment services program for in school youth aged 14 to 24 who participated in SYEP the previous summer. The program is modeled on SYEP and provides youth with the opportunity to participate in employment services and earn wages for a longer period of time during the school year, from October until April. Youth aged 14 to 15 participate in intensive career awareness, career exploration, and work readiness program; youth aged 16 to 24 were placed in subsidized employment at work sites throughout the five boroughs. Both age groups are paid minimum wage for their hours of program participation.

Neighborhood Development Area Opportunity Youth: Launched in July 2015, this program provides young people 16 to 24 not in school or working with work-readiness training, counseling and up to 140 hours of supported paid work experiences in jobs that match youths' interests and provides

opportunities for career exploration. Providers also assist youth in developing post-program plans for education and unsubsidized employment.

Adult Literacy Programs: DYCD's Adult Literacy Programs help New Yorkers attain the reading, writing and communication skills they need to gain employment and pursue further education. Adult Basic Education programs provide instruction in reading, writing and mathematics to native English or English-fluent speakers; High School Equivalency (HSE) programs prepare students for the tests required for a HSE diploma. English for Speakers of Other Languages classes help students to improve their English language communication skills. Programs provide comprehensive instructional and support services to students who are at least 16 years of age, not enrolled or required to be enrolled in secondary school and who lack sufficient mastery of basic educational skills or are unable to speak, read and/or write the English language well enough to participate in education or training programs conducted in English.

Young Adult Literacy Program: In 2008, the Mayor's Office for Economic Opportunity and DYCD launched the Young Adult Literacy Program, a comprehensive pilot educational program incorporating case management and internship/service learning projects. The program serves youth who lack the reading, writing and/or mathematics skills to be enrolled in a High School Equivalency (HSE) test preparation program. It is designed for youth between the ages of 16 to 24 years old who are reading at the 4th to 8th grade reading equivalent level. The goal of the program is to improve students' literacy and mathematics skills so that they can enroll in a HSE test preparation class.

3. New York State Department of Labor

Reemployment Services
NYSDOL provides reemployment services to Unemployment Insurance (UI) claimants and monitors the UI claimant's work search efforts.

Customers who are collecting UI benefits make up the largest percentage of customers utilizing the career centers in New York State. NYSDOL schedules UI customers for multiple, mandatory appointments to assist them in returning to work. Co-enrolled as participants in Wagner-Peyser and WIOA at the time of registration, UI customers must receive the full range of labor exchange services necessary and appropriate to facilitate their earliest return to work. These customers receive the necessary guidance and counseling to ensure they engage in a meaningful and realistic job search. Staff must ensure the UI program staff receive information about UI customers' ability and availability for work, or the suitability of work offered them. UI customers must be ready, willing and able to work in order to continue receiving benefits. Staff play a crucial role in ensuring jobseekers maintain quality work searches in order to maintain their benefits.

Ensuring Priority of Services to Veterans
Veterans and their eligible spouses are prioritized for services and training in all New York State Career Centers. There are two titles in New York State's Career Centers funded by USDOL Veterans Employment and Training funds (separate from Wagner-Peyser) to support veteran customers in the Career Centers: Local Veterans Employment Specialist (LVER) and the Disabled Veterans Operation Specialist (DVOP). However, if staff in one of these titles is not available, the other staff must offer priority of service to veteran customers.

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

1. Title I Adult Programs / Workforce1 (SBS)

For Adult and Dislocated Workers, the NYC Department of Small Business Services (SBS) ensures the continuous improvement of intensive service providers through two primary means: performance management and ongoing quality assurance monitoring. Additionally, SBS uses a variety of strategies to continuously improve the quality and performance of training programs and training providers.

Performance Management

SBS places a major emphasis on performance management. SBS reinforces the importance of performance management through its contracts, its definition of a number of non-paid performance targets, publication of frequent reports with information about outcomes and indicators reflecting progress towards those outcomes, regular meetings with contractors about strategy and performance, and the use of Corrective Action Plans in cases where contractors are significantly behind pace on their outcomes.

- **Contracts**: SBS uses reimbursement-based contracts, but withholds a certain percentage of the contract value for the vendor to earn through its performance. SBS uses three metrics that are attached to paid milestones: total job placements, job placements paying $15 per hour or more, and veterans placements. These milestones reflect SBS' most important measures of success.

Quality Assurance

SBS uses a variety of means to assure the quality and integrity of data entered into its data system and to assure the quality of the customer service experience for jobseekers:

- **Presence at Career Centers**: SBS Quality Assurance staff visit the Career Centers on a regular basis to ensure that services are delivered in accordance with the agency's policies. Staff examine three key areas: efficiency of service delivery, efficacy of Workshops, and customer service quality.
- **Data Quality Review**: SBS collects Customer Information Forms from all Centers and stores them onsite. For a sample of customers for each Center, SBS will match the information on these forms to the data entered in Worksource1 to ensure accuracy and check that past employment is not recorded as new placements attributable to services delivered by Workforce1. The results of these data checks are tabulated and reported to the Centers regularly.
- **Placement Validation Process**: SBS utilizes a double-check methodology to ensure the validity and accuracy of the placement information reported. Centers only receive performance payments for outcomes that can be supported with acceptable documentation.
- **Customer Satisfaction Surveys**: SBS collects customer satisfaction information through surveys completed by customers either online or in-person with SBS staff. These surveys seek to determine the level of satisfaction that customers have with the services they received. More specifically, the surveys ask jobseekers about the likelihood that they would recommend Workforce1 services to someone else, the effectiveness of the services they received, and the expertise and professionalism of the staff with whom they interacted.

Training Quality and Performance

SBS ensures continuous improvement of training services and providers in the following ways:

- Regularly reviewing training and hiring demand for local industry and only delivering training for currently in-demand occupations, primarily in NYC Career Pathways sectors;

- Directly engaging employers in the design and delivery of training program models, assessment, and curricula to ensure they are industry-informed and produce credible pipelines of quality graduates for hire or advancement;
- Integrating bridge and pre-training programs, supportive services, and work-based learning into training programs to ensure all participants, including those with barriers to employment, successfully graduate and connect to employment or advancement, where needed;
- Aligning training services for participants engaging in the education, social service, and public workforce system with sister agencies as well as WIOA-mandated and other community partners, where possible;
- Standardizing best practices in operations, performance-based contracting and management, and quality assurance across training programs; and
- Annually reviewing all training programs for service provider implementation quality and for impact on short-term job connection and advancement outcomes as well as long-term system change outcomes for industry prior to renewal or expansion decisions.

2. Title I Youth Programs (DYCD)

DYCD constantly monitors WIOA youth contractor performance to identify and troubleshoot issues as they arise at the contractor level. DYCD also invests in technical assistance and professional development for contractors, provided by the Workforce Professionals Training Institute and Literacy Assistance Center. This ensures that contractor staff have resources available to them to improve program offerings.

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

Providers of Adult and Business Services

Workforce1 leverages the engagement that SBS' NYC Business Solutions Centers (BSCs) have with small businesses in communities throughout New York City. Small businesses owners utilize BSC services to get assistance with a myriad of business issues ranging from permits to licenses, and also to improve employee performance via employee training and to get guidance with employee recruitment – both via Workforce1.

In addition, provider staff have dedicated Account Managers developing new job opportunities within assigned sectors to ensure that the Workforce1 system has job diversity across its portfolio of offerings in New York City. This is achieved through a model that has a main center "hub" site in each borough and satellite sites in other areas that work in coordination with the hub – and all coordinated within one system. Businesses, workers, and job seekers engaging any local Center have access to the resources of the entire system.

Employers have access to several resources to inform business efficiency, catalyze economic activity within New York City, and enable employees to earn higher wages. Employers can learn more about training grants they are eligible for through NYC Business Solutions Centers or the NYC Department of Small Business Services' program staff.

Jobseekers have access to several resources designed to inform successful connection to employment. These resources include services such as developing an Individual Employment Plan, meeting one-on-one with a Career Advisor, attending a series of workshops intended to assist in the job search process (i.e. Interview Skills, How to Create a Resume, etc.), gaining access to skills-based training, and being

connected to outside resources intended to address any additional barriers to employment not directly addressed by the Workforce1 Centers (i.e. childcare, transportation, professional attire, etc.).

For training services, and as mentioned in "B" above, eligible training service providers will meet these needs by delivering only employer-informed training programs for in-demand occupations. These training programs not only teach the skills and competencies required for the occupation and in some cases by the proper licensing body, but also include relevant licenses and certifications and work-based experiences that ensure graduates are competitive candidates ready for employment or advancement.

Providers of Youth Services
DYCD contractors work closely with employers to ensure that candidates they refer for employment opportunities have the skills to take advantage of those opportunities. Employers also work with contractors to advise them on industry trends, provide career exploration and work readiness activities, and support providers by serving as members on their boards of directors.

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

Roles of Career Center Partners
All partners of the Workforce1 Career Centers – including but not limited to the WIOA required partners – play a role both in referring customers to the Centers as well as in receiving customer referrals from the Centers. The **Community Partners Program** is the primary vehicle that Workforce1 uses to refer and receive referrals of customers.

Community Partners Program
Since 2007, Workforce1 has maintained a strong Community Partners program to better coordinate with the workforce community. This benefits the local Workforce1 system by drawing a larger group of job-ready candidates to meet business needs; improves the ability of the Workforce1 system to serve jobseekers and businesses; and improves coordination of public workforce services. Individual community organizations are able to access the public workforce system more efficiently, receive information on employer demands, and get feedback on candidates who they refer to the Workforce1 system.

The mission of the Community Partners program is to increase the capacity of the New York City public workforce development system by connecting more New Yorkers to job opportunities. In addition, the goal is to ensure that there is a continuum of services for jobseekers and businesses. Finally, the program aspires to facilitate community connections to the public workforce system.

The diverse partner network includes all WIOA required partners, as well as job training organizations, public agencies and their contractors, educational institutions, and community-based local service providers. Workforce1 provides networking and outbound referral information to partner clients with barriers to employment. Workforce1 reaches out to partners through direct outreach, community events and member organizations.

Resource Contributions of Center Partners
The NYC Workforce Development Board, in coordination with the NYC Department of Small Business Services, plans to share infrastructure costs relative to the amount of physical space any one particular organization utilizes at a given center. As determined by the New York State Department of Labor, this

approach will first apply only to partners who have an onsite presence. However, ultimately, all partners will need to contribute to infrastructure costs.

Workforce1 and NYSDOL are co-located at four sites and have a cost sharing agreement that allows them to govern existing and future space sharing agreements.

III. 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.

Development of Career Pathways

As previously described, the City of New York has adopted career pathways as a guiding strategy and framework for all workforce development programs and policies. The "Strategic Planning Elements" Section details the New York City Workforce Development Board's vision of a system based on a Career Pathways model. Also as previously mentioned, the Industry Partnerships will continue to play a major role in identifying and creating career pathways that provide jobseekers with the right skills and experience sought by employers.

Co-Enrollment in WIOA Core Programs

Co-enrollment means helping individuals receive services from one WIOA core program and – simultaneously or sequentially – from an additional core program. Referrals and co-enrollments should help customers seamlessly access the services and resources they need from the right partners in the workforce system. Ultimately, the goal is to help customers prepare for and connect to a good job.

The Workforce1 Community Partners program is one major vehicle for co-enrolling individuals in employment services and other WIOA core programs. Workforce1 staff will work with program partners to determine the best timing for providing information about available services and for making referrals to one another.

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

Improving Access for Adults

The Board will improve access to activities leading to recognized postsecondary credentials by ensuring a substantial WIOA investment in training services in the NYC Career Pathways sectors and ensuring that training services include recognized post-secondary credential attainment as part of the successful training program completion criteria, if required for the occupation, or increase candidacy for hire. In the healthcare, industrial, construction, food service, and media and entertainment sectors, credentials, licenses, and certification exam preparation hours and testing fees are often embedded within training programs after consultation with local hiring businesses and confirming that successful attainment of the credential is required for graduation. In some sectors like tech, post-secondary credentials are often not required or seen as valuable by local businesses and thus not included in the training programs.

Improving Access for Youth

In new WIOA contracts that started in the summer of 2016, DYCD moved to more closely align WIOA youth services with the system vision described above. In particular, the WIOA Out-of-School Youth (OSY) programs focus on providing robust postsecondary credentialing opportunities to youth. DYCD's

approach with OSY is to serve the broadest possible range of eligible out of school youth, leveraging the wide array of occupational trainings available through CBO's and CUNY. The OSY program has two tracks, Career Development Connect (CDC) and Youth Training Network (YTN). Both tracks provide work readiness training, high school equivalency (HSE) instruction, case management and supportive services, placement services and follow up services. In Career Development Connect, all youth receive basic occupational training (Microsoft Office Specialist, National Retail Federation Customer Service, National Restaurant Association ServSafe, among others), to upgrade their skills and go to work quickly. Youth can also access advanced occupational training in high-growth sector through CUNY if they have a high school diploma and meeting other acceptance criteria. For PY 2017, these trainings include Patient Care Technician, Early Childhood Aide, Web Developer, Hemodialysis Technician, and Electronic Security System Installer. In Youth Training Network programs, youth will receive advanced occupational training that is provided in house or through a subcontractor. As with Career Development Connect, these trainings will be in high growth sectors in line with the Career Pathways framework, including healthcare, IT, food services, and transportation.

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

Credentials for Adults
As much as possible, SBS tries to ensure that credentials are portable. For example, graduates with OSHA 10, 4-Hour Flagger, 4-Hour Scaffolding, and First Aid/CPR certifications may utilize these credentials within a variety of industrial and construction occupations, including as a day laborer or carpenter. Other credentials like the Certified Medial Assistant credential do not translate to multiple occupations, but do permit individuals to work in multiple healthcare settings as a medical assistant.

Credentials for Youth
Across the OSY program, the credentials offered are generally portable. Foundational customer service and Microsoft Office Specialist credentials in particular are used in virtually every occupation and industry. More advanced credentials offered in technology, commercial driver license, culinary arts, and building maintenance are applicable across a range of industries.

2. **Are these credentials part of a sequence of credentials that can be accumulated over time ("stackable")? If yes, please explain.**

Credentials for Adults
As much as possible and with increasing focus, SBS tries to ensure that credentials are also stackable. For example, graduates of SBS' Health Coach Program not only receive a certificate, but six transferrable credits that apply within an Associate's Degree of Community Health with a local community college. SBS is pursuing a similar initiative with its Medical Assistant Program and multiple local community colleges in the coming fiscal year.

Credentials for Youth
Virtually all of the credentials offered in DYCD's occupational trainings are stackable. DYCD's healthcare trainings, for example, provide students with multiple credentials that would be applicable if they sought additional training in the healthcare field. OSY's technology trainings offer credentials that are the first steps in a series of technology-related certificates students can accumulate over time.

IV. 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.

Access to Services across WIOA Core Programs

During a series of meetings in 2016, the NYC Workforce Development Board convened a WIOA Local Plan Steering Committee comprised of representatives from the core programs. Each core program provided a summary of eligibility and services available. The representatives identified connectivity significant gaps among many of the programs. Since then, as an initial step to expand access, several Workforce1 Career Centers have partnered with ACCES-VR to increase the number of referrals of individuals with disabilities to job opportunities. Workforce1 staff also received relevant information and training on ACCES-VR programs relevant to the populations targeted. Workforce1 and ACCES-VR will continue their partnership to increase access. Additionally, the Mayor's Office for People with Disabilities has provided helpful advice and is committed to connecting its recently launched employment program, NYC: At Work, to the Workforce1 system. To expand access to Title II participants with barriers to employment, Workforce1 staff will ensure that targeted Title II adult education programs become Community Partners or remind existing partners of the opportunities for cross-referral. Finally, the Local Plan Steering Committee will continue to meet quarterly to monitor progress and strengthen strong connections and greater coordination among the WIOA core programs. Individual WIOA programs are also taking steps to expand access to their services.

Title I Adult Programs / Workforce1 (SBS)

There are 21 Workforce1 Career Centers which, in conjunction with NYC Business Solutions Centers and Industrial Providers, fulfill new and expanding businesses hiring and training needs by finding, preparing, and connecting the most qualified local residents to their available job opportunities. The main tasks of the Workforce1 Career Centers include, but are not limited to, helping companies grow through access to skilled NYC jobseekers, recruiting, screening, and connecting qualified New Yorkers to employment and training that leads to employment, and providing jobseekers with high quality career development services that are informed by a deep understanding of employer needs and labor market trends in particular sectors.

With the new RFP for Workforce1 contractors – a role combining that of One-Stop Operator and service provider – Workforce1 Centers will be incorporating and refining an integrated approach to: (1) connection to employment; (2) recruitment, assessment and connection to pre-training and training programs within Career Pathways for general and targeted populations with barriers to employment including but not limited to OSOW youth, New Yorkers formerly involved with the criminal justice system, New Yorkers with disabilities, and foreign born New Yorkers; (3) an expanded and effectively leveraged community partnership network that includes inbound and outbound referrals to recruit and prepare jobseekers for connection to employment; (4) priority and customized services for Priority individuals; (5) customized candidate preparation services for individuals with barriers to employment including but not limited to individuals formerly involved with the criminal justice system, OSOW Youth, foreign born New Yorkers, and New Yorkers with disabilities; and (6) post-training connection to employment for targeted populations with barriers to employment within designated in-demand sectors. Much of this is building upon work completed in 2016 to include services tailored for specific populations with barriers to employment, which included: out-of-school and out-of-work youth, foreign-born New Yorkers, veterans, New Yorkers under the supervision of the NYC Department of Probation – and is all scheduled to be available within each borough.

With regard to training services, SBS will continue to expand training services in the following ways:

- Implementing comprehensive outreach strategies that leverage Workforce1 Career Centers and its partners to ensure broad exposure to training programs and targeted recruitment of individuals, particularly those with barriers to employment;
- Designing and delivering bridges and pre-training opportunities, including contextualized adult education and English for Speakers of Other Languages courses, in partnership with sister agencies and training providers that prepare individuals for successful enrollment in occupational trainings;
- Increasing training investments, including through Individual Training Accounts ("Individual Training Grants" in New York City), Incumbent Worker Training, On-the-Job Training, and training contracts for cohort training, to offer in-demand, and industry-informed occupational training programs with institutions of higher education and other service providers as well as employers at a range of entry points for a sector, from entry-level to mid-level opportunities; and
- Working with key community-based organizations and other private organizations with demonstrated effectiveness in serving individuals with barriers to employment. SBS, in conjunction with the NYC Workforce Development Board, makes determinations of demonstrative effectiveness based on the following criteria:
    - Relevant experience and performance in training, serving, or employing targeted individuals with barriers to employment;
    - Organizational and fiscal capacity to engage with SBS to develop an industry-informed training program and curriculum to ensure the training completion and employment success of targeted participants;
    - If the organization meets the definition of a "school," ability to maintain its New York State license as granted by the Bureau of Proprietary School Supervision; and
    - If the organization is not yet registered and approved as a training provider and course on New York State's Eligible Training Provider List (ETPL), commitment to apply for and maintain approval on the ETPL upon completion of the training program and curriculum development and pilot implementation, contingent on evidence of training program success and indications of future demand for the target occupation, following review of outcomes and completion of program and curriculum revisions necessary before any further implementation of training services.

Title I Youth Services (DYCD)

By definition, WIOA youth programs serve youth with barriers to employment, since youth participants must be low-income and have one WIOA-defined barrier to employment. WIOA Youth programs are consistently fully enrolled, demonstrating that youth with barriers to employment are availing themselves of services designed specifically for them. Service providers specifically recruit young adults with these barriers through a variety of channels, including social media, word of mouth, advertising, and referral from other organizations.

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.

Candidates can register online for Workforce1 services, speeding up the process of initial orientation for services. Candidates who register online can skip the Workforce1 Introduction to Services and most paperwork at the center. They can also post a resume and apply for positions online.

All of the training services either in recruitment or with an upcoming recruitment date are detailed online at www.nyc.gov/accesstraining. Individuals who call 311 for training services will be directed to this page or a relevant next step to learn more about the training program and how to apply.

SBS has also invested in a mobile unit/recreational vehicle (RV) that will be used to promote Workforce1. The RV is fully accessible and has resources that allow for external promotion (via a screen and public address system); internal presentation space to orient candidates to Workforce1 services (via a small conference space equipped with viewing monitors); desk space for one-on-one engagement, career and training advisement, and employer interviews, and computers with mobile internet access to allow for remote application processing and communication across the Workforce1 system.

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

Workforce1 uses an internally developed tracking system, known as **Worksource1**, to maintain information on each candidate served and each business interaction.

Worksource1 is the system of record for jobseeker information, placement data, and services. It is a tool for finding qualified candidates for open positions, and tracking the outcome of that match. It includes history on individual jobseekers to help Workforce1 Career Center staff provide the right services at the right points in time.

Data on candidates includes:

- Candidate contact and demographic information
- WIOA program enrollment details
- Special status information, including veteran status and whether the candidate was referred from a Community Partner
- All services utilized, including category and specific type of service, as well as date and location of service
- Free-form case notes that career advisors and account managers can enter to document each interaction
- Details on job applications and open job opportunities who account managers referred the candidate to
- Work history and records of hiring (placement) results
- Education, both summary-level (highest level achieved) and details (degrees, licenses, certificates)
- Results of initial assessments at candidate orientation, including an individualized employment plan
- Participation in training plans, both individualized and as part of cohorts

Worksource1 maintains candidate confidential data with strong controls to provide registered, trained users secure access to the information.

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.

In addition to the services outlined above in Access to Employment and Services section IV, the NYC Department of Small Business Services also offers bridge and pre-training opportunities to qualified and eligible individuals in in-demand occupations and sectors, primarily the NYC Career Pathways sectors, via ITA vouchers, Incumbent Worker Training, On-the-Job Training, and Training Contracts for cohorts of individuals. These trainings collectively serve approximately 4,000 individuals per year. Some programs are offered in collaboration with sister offices and agencies to align education and training offerings or to support a particular sector or multi-issue agenda, such as the NYC Department of Education, the Mayor's Office of Economic Opportunity, the Mayor's Office of Sustainability, and the Mayor's Office of Media and Entertainment. In several of the Workforce1 Career Centers, ACCES-VR staff provides on-site support. Each Workforce1 Career Center has a liaison at ACCES-VR whom they can contact if they believe an individual would benefit from Vocational Rehabilitation services.

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

As much as possible, workforce activities will be coordinated with transportation and supportive services in the local area. The local area seeks to reduce any barriers to pursuing employment – such as the cost of transportation, childcare, and other types of supportive services. All of the WIOA core programs are located near public transportation, either subway or bus routes or both. Further, all WIOA core programs maintain lists of organizations they can refer customers to for additional supportive services.

Direct support for transportation and other supportive services is available through some WIOA core programs under some circumstances.

Title I Adult Programs / Workforce1 (SBS)

SBS provides supportive services to individuals engaged in training services, including bridge and pre-training programs, which will increase individual access for enrollment and participant success in completion and connection to a job or advancement. The following supportive services are allowable within training service provider contracts and budgets, but vary in allocation across training programs based on overall parity for training participants, availability of funds, and assessment of individual need. Supportive services may include, but are not limited to, coverage of transportation costs, , education and training material costs and fees, meals, training-related equipment, needs-related resources, professional attire, and miscellaneous courses and fees (e.g. driver's licenses, official record and identification documents), etc. In addition to these supportive services, training participants may also benefit from the following services: case management, job search support, and financial planning.

Title I Youth Programs (DYCD)

The provision of supportive services is a required WIOA youth program element, and DYCD's recent Requests for Proposals (RFPs) for WIOA youth services placed a great deal of emphasis on assessment, provision of supportive services, and ongoing case management. For example, the RFPs required linkages with mental health providers in order to ensure youth with mental health needs are assisted, and all WIOA contractors are encouraged to support participants by providing assistance with transportation. Further, to provide support across the Out-of-School Youth (OSY) portfolio of service providers, DYCD has contracted Youth Represent, an organization which assists youth involved in the

justice system to provide legal assistance to any OSY court-involved participant who wants their services. DYCD has also invested in providing technical assistance and capacity building services to our providers through experts in the field on areas like case management, mental health resources, job development, and participant retention. DYCD is also working diligently with ACCES-VR to facilitate the referral process and help providers understand the resources available through that system.

Title III Wagner-Peyser (NYSDOL)

All NYSDOL Career Centers are accessible via public transportation (subway and bus routes). NYSDOL career center managers participate in partner meetings convened by Workforce1 Center staff. In addition, each office maintains a list of area supportive service providers.

Title IV Vocational Rehabilitation (ACCES-VR, NYSCB)

ACCES-VR

- For each referral to a training provider, be it a contract provider, a college, or a private school, ACCES-VR authorizes complete transportation costs to and from the training. Where necessary, ACCES-VR may fund Special transportation for severely disabled consumers.
- In some cases, where a severely physically disabled consumer uses a van to get to and from work and has purchased a van which needs modifications in order for that consumer to use it, ACCES-VR may fund the van modification.

NYSCB

- The New York State Commission for the Blind (NYSCB) authorizes reimbursement for transportation costs to and from by an applicant or eligible consumer to participate in a vocational rehabilitation service during assessment and with a training provider, be it a contract provider, a college, or a private school. Reimbursement could be sent to a training vendor, service provider or consumer directly.
- When necessary due to the severity of the consumer's disability or lack of other transportation options, NYSCB may pay for an individual to provide travel aide services for a consumer while participating in approved vocational rehabilitation services.

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.

In an effort to facilitate support for disabled youth, DYCD's WIOA Equal Employment Opportunity (EEO) staff ensures that equal employment opportunity and applicable ADA regulations are implemented and followed at the contactor level, by conducting regular field and file reviews of contractors' physical space and program offerings. The EEO unit also helps coordinate referrals between DYCD WIOA and YAIP programs and NYSED ACCES-VR programs. This process includes tracking referrals from providers to ACCES-VR, helping DYCD providers understand the evaluation process, and assisting in the coordination of services from different programs for individual youth. To support this work, the WIOA EEO unit has conducted trainings of DYCD provider staff and continues to stay involved in the referral process which can sometimes be complex.

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 One-Stop System Operators of Workforce1 Career Centers provide services to all New York City jobseekers to help them connect to employment. Given the diversity of the communities being served, the barriers to employment that exist, and the need for resources, the Workforce1 service providers are expected to:

1. Execute a demand driven workforce development model to engage diverse businesses to secure employer commitments;
2. Develop a job portfolio of quality employment opportunities;
3. Maintain and expand employer and sector-based business expertise to support employer needs through candidate sourcing, preparation and training;
4. Manage recruitment efforts for businesses to connect interview and skills ready New Yorkers to job opportunities;
5. Connect employers to employee advancement training opportunities including on-the-job (OJT) training opportunities and Customized training opportunities to support business and employee growth and advancement;
6. Recruit and provide preparation and job connection services for New Yorkers, with an understanding and enforcement of priority individuals including but not limited to veterans, dislocated workers and low-income individuals;
7. Recruit and provide customized candidate preparation services for targeted populations with barriers to employment including but not limited to (1) New Yorkers formerly acquainted with the criminal justice system; (2) OSOW youth; (3) foreign born New Yorkers, and (4) New Yorkers with disabilities;
8. Recruit, assess and connect New Yorkers, including targeted populations with barriers to employment to training opportunities with approved providers within the respective Career Pathways sectors including: (1) accommodations and food, (2) construction, (3) industrial, (4) healthcare, (5) technology, and (6) retail;
9. Connect successfully trained individual from approved providers to employment opportunities within the corresponding career pathway; and
10. Effectively build and leverage community partnership networks with a range of organizations to deliver an integrated service delivery model with an aligned goal of connection to employment for New Yorkers. The community partnership network should leverage the respective strengths of each of the partners (e.g. centers provide recruitment and employment connection services; partners provide training, public benefits, social services, etc.).

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:

1. The physical and programmatic accessibility of facilities, programs, and services

The New York City local area is committed to ensuring that core program staff are well trained in serving individuals with disabilities. As part of a local planning process in 2016 among the core WIOA programs, a small team from ACCES-VR provided training to the members of the Local Plan Steering Committee, consisting of representatives from each of the WIOA core programs operating in New York City. This training covered:

- Disability etiquette
- Overview of different types of disabilities

- Disability-specific aspects of the hiring process including:
    - Issues of disclosure
    - Reasonable accommodation
    - The unique role counselors can play

This small team from ACCES-VR also provided staff training to hundreds of Workforce1 and NYSDOL staff across all career centers in New York City. Additionally, the local area plans to offer similar training to adult education providers. The Local Board staff are also discussing how the NYS Commission for the Blind could offer a similar training focused on visually impaired individuals. The local area will also determine appropriate times to provide refresher trainings in the future.

Title I Youth Services (DYCD)

In accordance with the Nondiscrimination and Equal Opportunity Provisions, DYCD's EO-WIOA unit ensures compliance, through initial and continuing training, on-site monitoring, desk audits and on-going technical assistance, to ensure the following:

Physical Accessibility – 29 CFR 38.13:

- No qualified individual with a disability will be excluded from participation in, or be denied the benefits of any service, program or activity or be subjected to discrimination because the facilities are inaccessible or unusable by individuals with disabilities.
- All new facilities or alterations of facilities that began construction after January 26, 1999 must comply with the applicable federal accessible design standards, such as the ADA Standards for Accessible Design (1991 or 2010) or the Uniform Federal Accessibility.
- Recipients that receive federal financial assistance must meet their accessibility obligations under Section 504 of the Rehabilitation Act and the implementing regulations at 29 CFR Part 32.
- Adherence to the additional accessibility requirements under other statutory authority, including Title III of the ADA, and the applicable ADA Standards for Accessible Design.

Programmatic Accessibility – 29 CFR 38.13:

- Adherence to the reasonable accommodations policies and procedures for individuals with disabilities,
- Making reasonable modifications to policies, practices and procedures,
- Administering programs in the most integrated setting appropriate,
- Communicating with persons with disabilities as effectively as with others, and
- Provisions of appropriate auxiliary aids or services, including assistive technology devices and services, where necessary to afford individuals with disabilities an equal opportunity to participate in, and enjoy the benefits of, the program or activity.

Required documentation: WIOA Alternate Plan – This document is required by DYCD as a result of deficiencies identified during an on-site visit, conducted annually, by utilizing the Equal Opportunity – American with Disability Act Premise Analysis (see attachment) which covers the following areas:

- Space allowance and reach range
- Accessible route
- Area of Rescue Assistance
- Protruding Objects
- Ground & Floor Spaces

- Parking/Passenger Loading zones
- Curb ramps
- Ramps
- Stairs
- Elevators
- Doors/entrances
- Drinking fountains/water coolers
- Restrooms

Title III Wagner-Peyser (NYSDOL)
All NYSDOL Career Centers comply with ADA requirements for physical access.

Title IV Vocational Rehabilitation (ACCES-VR and NYSCB)

ACCES-VR
ACCES-VR is committed to ensure that all available facilities, programs and services are accessible for individuals with all types of disabilities. During development of Individualized Plan for Employment potential challenges and barriers are discussed at length, and addressed.

2. Technology and materials for individuals with disabilities

All WIOA programs are expected to be able to provide accessible technology and materials for people with disabilities, whether onsite or through a referral.

For example, WIOA Youth service providers, in order to ensure compliance with the Non-Discrimination and Equal Opportunity Provisions of WIOA (29 CFR 38), are required to implement the following as it relates to:

1. **Materials for individuals with disabilities:** take appropriate steps to ensure that communications with persons with disabilities are as effective as communications with others. This entails, but is not limited to, using auxiliary aids and services, which includes but are not limited to, the following:
    - Qualified readers
    - Note takers
    - Taped texts
    - Audio recordings
    - Brailed materials
    - Large print materials
    - Equipment, devices, and software
    - TDD/TTY or relay service
    - Qualified sign language interpreters

2. **Technology:** the following activities must be conducted/submitted by the WIOA service providers:
    - Web Accessibility Guidelines
    - Activate the accessibility features on the PC's and provide headphones, if applicable

- Web site review ensuring the required tagline and site are accessible.

Title III Wagner-Peyser (NYSDOL)
All NYSDOL Career Centers are equipped with adaptive technologies.

Title IV Vocational Rehabilitation (ACCES-VR and NYSCB)
ACCES-VR
ACCES-VR is able to sponsor/support rehabilitation technology and materials necessary to achieve the individual's vocational objectives and goals. An individual's need for rehabilitation technology is being considered at any stage of the vocational rehabilitation process. When determining an individual's eligibility and vocational rehabilitation needs, rehabilitation technology will be provided if necessary to assess and develop an individual's capacity to perform in a work environment. Before an individual is determined ineligible because he or she cannot benefit from services, rehabilitation technology will be considered. Once an individual has entered extended evaluation or been determined eligible, rehabilitation technology will also be considered when planning the IPE and choosing a vocational goal.

NYSCB
The New York State Commission for the Blind (NYSCB) is able to sponsor/support rehabilitation technology and materials necessary to achieve a consumer's vocational goals. An assistive technology assessment must be conducted and a recommendation provided to the NYSCB district office in order to determine what equipment is best for the consumer to develop the capacity to perform in a work environment.

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

As previously mentioned, the New York City local area is committed to ensuring that core program staff are well trained in serving individuals with disabilities. ACCES-VR staff provided training to staff at all of the Workforce1 Career Centers. Additional training is planned for adult education providers.

With respect to youth with disabilities, the EO-WIOA Unit at the NYC Department of Youth and Community Developmemt provides the following:

- **Initial and continuing trainings** for the Program/Site Directors on the Nondiscrimination and Equal Opportunity Provisions of WIOA (29 CFR Part 38). The items discussed, which focus on disability, include, but are not limited to, the following:
    - Discrimination prohibited based on disability – 29 CFR 38.12
    - Accessibility Requirements – 29 CFR 38.13
    - Reasonable accommodations and reasonable modifications for persons with disabilities – 29 CFR 38.14
    - Communications with persons with disabilities – 29 CFR 38.15
    - Service Animals – 29 CFR 38.16
    - Mobility aids and devices – 29 CFR 38.17
    - Complaint Processing Procedures – 29 CFR 38.69-38.85
- **Valuable resource(s)** - Adult Career and Continuing Education Services – Vocational Rehabilitation (ACCES-VR) which provides the following services:
    - Vocational counseling
    - Assessment for career planning
    - Assessment for assistive technology needs

- Purchase of assistive technology (*family income is considered)
- Funding toward the cost of education or training after high school*
- Assistance with transportation costs*
- Funding for academic support services (note takers, tutors)
- Job readiness and job placement services to help them get and keep a job (may include job coaching)

- **Required documentations**: are required by DYCD to support these efforts, as follows:
  - **Training Tracking Form** – to document all trainings attended by the WIOA Service Providers
  - **DYCD-ACCES-VR Checklist** – which is required for all persons with disability (See Attachment)
  - **Resources for Individuals with Disabilities**

NOTE: DYCD created/maintains the Database of persons with disabilities and meets/maintains communication with the ACCES-VR Senior Team regularly, ensuring that the referral process implemented by DYCD deems a smooth process, which includes the following:

- Sharing the ACCES-VR User Friendly Guide to Transition Services for High School Students, their parents, and their teachers
- Completing the DYCD/ACCES-VR Checklist as follows:
  - **Section I – WIOA Service Provider** which includes participant/WIOA program information, minimum required documentation, eligibility determination documentation, plan development and service delivery, participant service denial attestation, and participant appointment acceptance signature.
  - **Section II – ACCES-VR** which includes appointment information and ongoing status information

NOTE: This resource is shared with all DYCD's Workforce Development Programs, which includes YAIP, WLG and SYEP.

Title III Wagner-Peyser (NYSDOL)

Staff trainings are provided for servicing customers with special needs.

Title IV Vocational Rehabilitation (ACCES-VR and NYSCB)

ACCES-VR

ACCES-VR has staff assigned to several centers as liaisons. In addition, ASL counselors on staff to work with Deaf and Hard of Hearing population and is also able to provide interpreters as needed.

ACCES-VR is both a Community Partner of the Workforce1 Career Center and a bridge between the many provider agencies contracted by ACCES-VR and the Worforce1 Career Centers. ACCES-VR and the Workforce1 Centers have conducted many joint Recruitment events, which included the participation of ACCES-VR's providers. As a result many of these providers are now Community Partners in their own right.

ACCES-VR Business Relations Team also provides training in disability awareness and the requirements of the ADA to the staff of the Workforce 1 Career Centers throughout New York City.

NYSCB
All staff at the New York State Commission for the Blind (NYSCB) are required to participate in various mandated trainings that will address the nondiscrimination requirement of WIOA.

I. **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.).**

Title I Adult Services / Workforce1 (SBS)
Since 2007, Workforce1 has maintained a strong Community Partners program to better coordinate with workforce community. This benefits the local Workforce1 system by drawing a larger group of job-ready candidates to meet business needs; improves the ability of the Workforce1 system to serve jobseekers and businesses; and improves coordination of public workforce services. Individual community organizations are able to access public workforce system more efficiently, receive information on employer demands, and get feedback on candidates who they refer to the Workforce1 system.

The mission of the program is to increase the capacity of the New York City public workforce development system by connecting more New Yorkers to job opportunities. In addition, the goal is to ensure that there is a continuum of services for jobseekers and businesses. Finally, the program aspires to facilitate community connections to the public workforce system.
Our diverse partner network includes NYC job training organizations, educational institutions, and community based local service providers. Workforce1 provides networking and outbound referral information to partner clients with barriers to employment. Workforce1 reaches out to partners through direct outreach, community events and member organizations.

Title I - Youth Services (DYCD)
DYCD requires each WIOA provider to designate their Program Director/Site Director to fulfill the responsibilities of the EO-ACCES-VR Liaison, which include, but are not limited to:

- Adherence to the Non-discrimination and Equal Opportunity provisions for Workforce Innovation and Opportunity Act (WIOA) (29 CFR Part 38).
- Attend all required meetings/trainings regarding EO-WIOA.
- Review agency's written policies to make sure policies are nondiscriminatory.
- Comply with the requirements of the Americans w/disability Act and Section 504.
- Act as the liaison to DYCD/ ACCES-VR
- Orientate staff/participants/linkages/sub-contractors on the Non-discrimination and Equal Opportunity provisions for WIOA.
- Share ACCES-VR User Friendly Guide with all participants, as applicable.
- Prominently post all required postings (i.e.: Preventing Sexual Harassment, Pregnancy & Employment Rights, Gender Neutral Restrooms, Equal Opportunity is the Law, Discrimination is against the Law, Equal Employment is the Law, Limited English Proficiency – Know Your Rights.
- Publicize the contact information for designated EO/ACCES-VR liaison.
- Ensure that DYCD has accurate and up to date information in a timely manner
- Provide Equal Access to their WIOA Title I financially assisted program and activities.
- Complete and submit all required documents in a professional & timely manner, such as:
    - WIOA Program Contact Information Form

- DYCD/ACCES-VR Checklist for program participants, as applicable
- Discrimination Complaint Log to be submitted to DYCD quarterly.
- Notice of Rights Acknowledgment Bulletin (NORAB) for staff/participants/linkages/sub-contractors; maintaining NORAB with original signature on file.

In addition, the Out of School Youth programs are required to employ a full-time experienced mental health professional onsite able to provide group and individual counseling and referrals to participating youth as needed. This mental health professional would be: a social worker with one of the following credentials: Licensed Clinical Social Worker or Licensed Masters Social Worker; or a counselor with one of the following credentials: Credentialed Alcoholism and Substance Abuse Counselor or Licensed Mental Health Counselor.

Title III Wagner-Peyser (NYSDOL)

All NYSDOL staff are trained in the State's anti-discrimination policies.

Title IV Vocational Rehabilitation (ACCES-VR and NYSCB)

ACCES-VR

Any participant in ACCES-VR services who has a concern about a discrimination issue can meet with a Client Assistance Program representative from Disability Rights New York. ACCES-VR has a formalized system of Due Process to resolve issues, which can include Administrative Reviews and Fair Hearings. Efforts are made to provide resolution as early on as possible.

NYSCB

The New York State Commission for the Blind (NYSCB) vocational rehabilitation program is administered in such a manner that no person in the State who is otherwise qualified, will be denied services on the basis of disability. Consumers of NYSCB who disagrees with an outcome or decision of NYSCB may choose to access the Client Assistance Program (CAP). CAP is a statewide network of advocates available to assist New Yorkers with disabilities in gaining access to NYSCB services. The CAP program is administered by organization Disability Rights New York.

NYSCB provides consumers with both informal and formal means of appealing counselor decisions:

1. An initial review is an informal review conducted by the senior counselor (or the district manager if the senior counselor was involved in the decision being reviewed) with the consumer and counselor or other appropriate NYSCB staff in an effort to resolve a consumer's dissatisfaction.
2. An administrative review is an informal review conducted by NYSCB administrative staff in accordance with the guidelines established in this policy.
3. Mediation is a voluntary process between the consumer and the appropriate NYSCB staff with the goal of resolving a dispute with NYSCB. Mediation is conducted by a qualified and impartial mediator who is training in mediation techniques. While mediation can be requested at any time, both parties must agree that the issue being disputed is one that can be addressed through mediation.
4. An administrative hearing is a formal hearing conducted by one or more employees of the Office of Children and Family Services (OCFS) who are members of the OCFS State Fair Hearing Board in accordance with the guidelines established in this policy.

V. 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?

Title I Adult Programs / Workforce1 (SBS)

Workforce1 leverages Account Managers to engage employers, develop job orders, and meet their employment needs by connecting them to quality candidates. Workforce1 also coordinates with SBS Business Solutions Center – several of which are co-located with Workforce1 – to provide employers that are accessing resources for their business to also consider utilizing the recruitment services of Workforce1.

Each Workforce1 Center has an assigned set of sectors that they work to develop. This enables centers to develop and exercise expertise in work sectors, it enables capacity to be built without the inefficiencies of centers targeting the same employers, and it allows for jobseekers to access a system of diverse job opportunities.

For training services, SBS reaches businesses for participation in training programs through its Industry Partnerships, the Workforce1 Career Centers, its network of NYC Business Solution Centers and Industrial Business Service Providers, its Business Improvement Districts, its members of the minority and women-owned business enterprise (MWBE) certified business program, the Hire NYC Program, its training service providers' networks, and other City of New York partnerships, such as the Brooklyn Navy Yard and Brooklyn Army Terminal. SBS utilizes training programs to engage and meet the needs of these employers in a variety of ways:

- Through employer-based trainings, like Incumbent Worker Training and On-the-Job Training, SBS seeks to equitably support local business owners in contributing to the economic development of the city by meaningfully investing in their workforce. One way SBS does this is through the **Customized Training Program**, which is categorized as Incumbent Worker Training under WIOA and is designed to upgrade the skills and earnings of low-wage incumbent workers by reimbursing up to 70 percent of training costs for businesses that have identified training-related opportunities to increase revenue and reduce expenses. The program targets an array of business needs and employee benefits for training with a focus on, but not exclusive to, NYC Career Pathways sectors and small, M/WBE-certified businesses. SBS also blends City Tax Levy funding to support wages during training and other costs for participating businesses.

- Through ITAs or SBS' **Individual Training Grants** (ITG), SBS offers select in-demand occupations for occupational training vouchers that also align with Workforce1 Career Centers' business engagement portfolio. That way, eligible and qualified individuals can access training of their own choosing; permitting the provider and course is on the State's Eligible Training Provider List (ETPL), and upon graduating access employment or advancement within the one stop's network of hiring employers.

- Through Training Contracts, which serve multiple individuals in cohorts for training in in-demand sectors and occupations and often target services to individuals with barriers to employment, SBS engages businesses at the outset to identify demand for an occupation all the way through job connection. SBS, with its Industry Partnerships in the healthcare, tech, industrial,

construction, food service and hospitality sectors and other key stakeholders in media and entertainment and transportation, engage employers to:

- Identify demand for an occupation;
- Work collaboratively to design the bridge, pre-training, or occupational training program model, assessment, and curricula;
- Build the capacity of training service providers to deliver industry-informed curricula with direct feedback from industry;
- Provide industry representatives to interview candidates;
- Host site visits and internships for industry exposure and professional experiences;
- Hire or promote graduates, ideally prior to training enrollment, that mean short-term local demand for talent; and
- Serve as an ambassador of the training program as a credible pipeline of talent; and
- Adopt the systems change goals associated with each program, which are largely to create sustainable bridges between education and training service providers and industry to meet growing and evolving needs of industry at scale.

All training programs with Training Contracts are industry-informed and aligned with the NYC Career Pathways framework.

Title I Youth Services (DYCD)

DYCD's also uses many strategies to engage employers. Direct employer outreach includes employer surveys to solicit interest, needs, and network referrals. For example, the 2017 NYC Ladders for Leaders Employer Feedback Survey was circulated to more than 700 employers. The 2017 Ladders program also organized employer panels, which featured over 30 employers from the following industries: Business and Professional Services, Tech, Media and Entertainment, Real Estate, Fashion, and Healthcare. Direct calls, social media outreach, and employer site visits are also used to communicate to businesses.

DYCD also works to develop and maintain internal and external stakeholder partnerships, including but not limited to multiple City agency partners, industry umbrella groups, local elected officials, local Chambers of Commerce, Business Improvement Districts, secondary and postsecondary educational organizations, non-profit organizations, and religious and community groups. Media outreach includes press releases, billboards, ads on public transportation, social media – Facebook, Twitter, Instagram, YouTube, printed promotional materials, television and radio, website content in the form of testimonials, interest forms and embedded videos, and appeals and calls to action via public speaking engagements.

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

Industry Partnerships

In support of Mayor de Blasio's vision for a workforce development system informed by, and aligned with, the needs of strategic industries across New York City, the Department of Small Business Services (SBS) will pursue several policy and operational initiatives to provide New Yorkers high-quality, in-demand sector-based training and employment services.

The City of New York developed Industry Partnerships with the goal of supporting the economic vitality of New York City through quality job opportunities for New Yorkers and quality talent for local

businesses. Each industry partnership focuses on a particular sector and is designed to work collaboratively with a diverse set of stakeholders – including employers, community-based organizations (CBOs), organized labor, philanthropy, government, training providers and educational institutions – to support systems change.

In order to improve the quality, scale, and impact of industry-aligned training and employment services, the City of New York will leverage the expertise of its Industry Partnerships and work together with the local Workforce Development Board, the New York City Regional Economic Development Council, NYSDOL, and key employer, education, and community stakeholders in order to advance the ambitious but achievable objectives of increased economic success for businesses, workers, and the City.

The success of any sector-based workforce development strategy depends upon the availability of education and training providers equipped to deliver high quality, industry-aligned preparation to job seekers with the resources at hand to pursue it.

To address both of these priorities, the City of New York will implement new and enhanced initiatives in the coming year with the goals of: 1) expanding access to sector-based in-demand training for qualified job seekers and 2) improving provider quality with an emphasis in key sectors.

Key Sectors

New York City's economy is vast and multi-faceted. New York City's workforce development strategy reflects that diversity, and in the coming year the local area will support employment and training initiatives in a wide variety of sectors. However, particular focus will be given to six sectors:

- Healthcare
- Technology
- Industrial/Manufacturing
- Foodservice
- Construction
- Retail

Together the six sectors account for approximately half of all jobs in New York City. These sectors were selected through an analysis of scale, opportunity, and impact. The City selected the sectors using data pertaining to tax revenue, recent job growth, forecasted job growth, total employment, job multipliers, wages, and wage distribution indicators. These sectors currently offer the strongest prospects for economic mobility and mutual "employer-worker" benefits through job quality improvements.

The City's analysis revealed that **healthcare and technology** are both characterized by high growth, higher-wage, middle-skill occupations and solid job multipliers, with every direct job created in healthcare generating an additional 0.4 jobs, and each new job in technology adding 1.4 additional jobs. In addition, a systematic skills gap in hiring impedes growth in both of these sectors.

The **industrial/manufacturing and construction** sectors have lower growth projections, but these jobs tend to offer relatively high income while not requiring a high level of formal education. In addition, the City makes or influences a large investment in these sectors, and thus they represent a unique way to leverage the purchasing power of the City for the good of policy and the City's workers.

Finally, the **retail and food service** sectors are among the largest in New York City. They represent the entry-way to a lifetime of work for many of the City's residents, including young adults and foreign-born

New Yorkers. Because service plays such a key role in business profit and competitive advantage in both sectors, human capital is critical.

For a detailed description of each industry partnership, please see **Appendix IV: Regional Plan of the New York City Local/Regional Plan**.

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 order to coordinate the engagement of employers – both to avoid duplication of efforts and to facilitate the development of sectoral expertise – all five "hub" Workforce1 Career Centers execute a business development plan to engage employers. The centers' sale territories are determined by sector and geography. These territories currently include the following economic sectors (and corresponding North American Industry Classification System [NAICS] codes):

1. Automotive Repair and Maintenance (NAICS 8111)

2. Professional, Scientific, and Technical Services (NAICS 54)

3. Accommodation and Food Services (NAICS 72)

4. Administrative and Waste Support Services (NAICS 56)

5. Administrative Services (NAICS 5611)

6. Arts, Entertainment, and Recreation (NAICS 71)

7. Clinical Healthcare (NAICS 621, 622, 623)

8. Construction (NAICS 23)

9. Direct Life, Health, and Medical Insurance Carriers (NAICS 524114)

10. Education (NAICS 61)

11. Finance and Insurance (NAICS 52)

12. Healthcare and Social Assistance (NAICS 624 and 6216)

13. Information (NAICS 51)

14. Manufacturing (NAICS 31-33)

15. Office Business Support Services (5614)

16. Retail Trade (NAICS 44-45)

17. Transportation and Warehousing (NAICS 48-49)

18. Wholesale Trade (NAICS 42)

Title I Youth Services (DYCD)

The value of youth workforce development programs to employers is captured through employer surveys. Through these surveys, employers report that:

- Candidate recruitment, screening, and referral processes save hiring managers time and money
- Interns and youth employees contribute to projects and operational tasks, allowing teams to focus on other strategic priorities
- Interns and youth employees are tech savvy and can often navigate complex software and apps that others cannot
- Programs boost employee diversity and promote a healthier workplace culture
- Program involvement provides junior managers an opportunity to supervise others and build their management skills
- Interns and youth employees bring innovative ideas and fresh perspectives to company initiatives
- Programs provide employers with a future pipeline of entry-level candidates.

Title III Wagner-Peyser (NYSDOL)

Recruitment and Technical Services for Businesses

Free job posting on the New York State Job Bank and indexing, Job development assistance, customized recruitments events, job fairs, HR consultations, federal bonding, incentive programs such as the Work Opportunity Tax Credit (WOTC) and Workers (with Disabilities) Employment Tax Credit (WECT). One-on-one service to businesses include taking a job order, job matching, providing job referrals or qualified job candidates, tailored job services such as a customized recruitments.

Title IV Vocational Rehabilitation (ACCES-VR and NYSCB)

ACCES-VR

ACCES-VR and its Contracted Providers, offer Businesses a broad array of services, including:

- Workforce Recruitment Assistance –ACCES-VR and its Contracted Providers work with employers to identify their available job openings and to recruit and refer qualified candidates. ACCES-VR and Contracted Providers also frequently coordinate with employers to create targeted job recruitments. ACCES-VR provides generous wage incentives. The Work Tryout Program can reimburse an employer for up to 460 hours of salary paid. The On the Job Training Program, which also reimburses the employer for salary paid, can be up to 6 months long.
- Training Services – ACCES-VR and its Providers can develop training to meet the needs of business. In the On the Job Training, employers design the training they will provide to new workers and ACCES-VR reimburses the employer for the salary paid. In the Supported Employment program, the employer specifies the skills they need a new worker to learn and the Contracted Provider trains the worker on site.

- Accessing Untapped Labor Pools – ACCES-VR and their Contracted Providers offer free training in Disability Awareness, Understanding the ADA and the utilization of Workplace Accommodations. This training helps employers to develop more inclusive work places.

- Employer Information and Support Services – ACCES-VR and its Contracted Providers offer employers training and information about a number of wage incentives, for example, the Work Opportunity Tax Credits and the Workers (with Disabilities) Employment Tax Credit. As mentioned above, ACCES-VR offers its own wage incentive programs, which can also be utilized as training: the Work Tryout and the On the Job Training. They also assist employers in utilizing a number of innovative work force approaches, such as job carving and job sharing which are utilized to create more inclusive work environments. In addition, they assist employers in retaining seasoned employees by providing free training and assessment in workplace accommodations.

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

HireNYC: The City of New York is committed to connecting economic development activities to local jobseekers and disadvantaged workers. In 2015, Mayor De Blasio launched HireNYC, a targeted hiring initiative that connects economic development projects and city contracts to jobseekers. Since the launch of the program, HireNYC has connected more than 5,000 low-income New Yorkers to opportunities in human services, construction, retail, and administrative jobs. Other economic development projects are encouraged to hire target populations, including public assistance recipients, NYCHA residents, and individuals using the Workforce1 system. The Office of Workforce Development provides oversite to the City's neighborhood-based community and economic development projects that include workforce development components.

New York Works: In 2017, the City launched New York Works, a series of 25 initiatives to spur 100,000 jobs with good wages over the coming decade. One initiative, Apprentice NYC, is a new employer-driven training partnership which promises to help connect New Yorkers to jobs created by the City's investments. ApprenticeNYC recasts a traditional workforce development approach to address the 21st century skills that New York City employers want and need. These employer partnerships will support on-the-job training while guaranteeing job placement. This new approach will open up new opportunities for those without higher education degrees.

Green Job Corps: The Mayor's NYC Green Jobs Corps will train 3,000 New Yorkers over the next three years in critical construction and maintenance skills that support the City's climate action agenda. The Green Jobs Corps will expand access to good careers in the building construction and maintenance trades and develop the workforce needed to meet the mayor's commitment to reduce citywide greenhouse gas emissions 80 percent by 2050. On Earth Day 2017, the City and the Building Construction Trades Council (BCTC) signed a memorandum of understanding (MOU) to launch the program and begin identifying the first 200 candidates for pre-apprenticeship training courses that will begin this summer, leading to apprentice opportunities at BCTC-affiliated construction unions.

Customized and On-the-Job Training

Recruitment services and training programs, with a specific focus on the Customized Training Program and On-the-Job Training, which are customized to business needs, support the economic development of the city by reducing vacancies for businesses and ensuring a qualified workforce.

As noted in previous responses, DYCD WIOA programs are tied to growth sectors, and therefore support local economic development by providing high quality occupational trainings in those sectors. DYCD also hears from chambers of commerce, business improvement district members, industry umbrella groups, and others to inform program strategies' alignment with economic development.

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

Title I Youth Services (DYCD)

Throughout WIOA Youth programs, entrepreneurship training is offered. Further, some of the advanced occupational training offerings are well suited to entrepreneurship, such as the Early Childhood Aide training offered through CUNY to qualified OSY participants. This training allows youth to become certified early childhood educators and allows them to pursue running a child care business out of their homes. Culinary arts trainings also provide skills that can be used by a self-employed cook to do catering or freelance work if desired. Training in electronic security system installation also provides a path to self-employment once training is completed.

Title IV Vocational Rehabilitation (ACCES-VR and NYSCB)

ACCES-VR

One of the services available to participants enrolled in ACCES-VR is self-employment. An individual who is interested in developing a business is asked to submit a business plan. ACCES-VR can refer individuals to receive counseling in the development of the business plan. If the plan is deemed to be realistic, ACCES-VR funds can be provided to assist with the start-up of the business within our established policy guidelines.

NYSCB

1) Through the Randolph Sheppard Act, legally blind New York residents are eligible to participate in the New York State Commission for the Blind (NYCSB) Business Enterprise Program (BEP) which provides individuals an opportunity to participate in a rigorous training curriculum that teaches participants how to successful manage a deli, vending operation, vending route, newsstand, snack bar or cafeteria. Upon successful completion for the BEP training curriculum participants then receive an interest free loan to buy their initial product inventory and manage their store as a sole proprietor.

2) When self-employment is determined to be the appropriate means to an employment outcome, NYSCB will provide assistance and services based on individual factors and economic needs. Assistance and services may include, but not limited to:

- Referral to community resources for basic business courses, assistance in developing a business plan and business start-up.
- Purchase of specific goods and services in accordance with an approved individualized plan for employment (IPE) and NYSCB self-employment policy.
- Purchase of other vocational rehabilitation services needed to successfully achieve self-employment.

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

Staff at the NYC Department of Small Business Services (SBS) regularly review the list of WARN (Worker Adjustment and Retraining Notification) notices on the NYSDOL website for potential opportunities. Staff at the New York City Workforce Development Board also forward WARN notices to SBS staff to draw attention to large-scale downsizings and closures with significant layoffs, particularly in area where the Workforce1 Career Centers already have strong employer relationships.

As SBS identifies opportunities matching larger employer needs within the Worforce1 system, SBS coordinates with the NYSDOL Rapid Response team to explore opportunities to collaborate, particularly as NYSDOL manages all the employer/employee information for each WARN notice.

In the past, the collaboration between SBS and NYSDOL on rapid response has been via coordination to attend outreach meetings with employees at an impacted employer site. These outreach meetings are to advise affected employees of the coordinated resources, mainly: Unemployment Insurance Benefits, job searches and recruitment events. And invited Workforce1 staff speak to specific opportunities currently available, particularly those that are similar, to provide a more concrete connection for the affected employees. Staff can also provide the affected worker with a referral ticket to a recruitment event. And if the pool of affected worker is significant SBS and NYSDOL have coordinated targeted recruitment events for the affected employees.

After the company closes, SBS coordinates with the Rapid Response team to gain access to information directly from the Unemployment Insurance system, such as: names, addresses, and telephone numbers for affected workers to be used to continue connecting affected employees to training and employment services.

VI. 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?

NYC Provides coordinated services to Unemployment Insurance (UI) claimants that ensures claimants are afforded common service expectations and are held to common program requirements. UI claimants are co-enrolled in Wagner Peyser and WIOA Adult and/or Dislocated Worker programs and must receive a minimum of two staff assisted services. Co-enrollment of claimants makes the widest possible array of services available without duplication of resources and creates and automatic link between the UI and workforce system.

Workforce1 Career Center Resource Room staff are trained in how to assist customers in accessing and filing for UI insurance claims and UI claimants are scheduled for reemployment services within eight of the Workforce1 Career Centers. UI Claimants are referred to supportive resources among all the local area partners and programs as needed. For instance, Job Search Ready claimants are referred to local Workforce1 on-site recruitments, receive job referrals, are referred to training services and referred to adult education and vocational rehabilitation services as appropriate.
Workforce1 and NYSDOL are co-located at several centers, affording jobseekers seamless access to services managed by either entity. Specifically, jobseekers are able to learn about the comprehensive

services via "Introduction to Services" and via direct referrals and are informed how to access unemployment insurance programs. Additionally, staff from NYSDOL and Workforce1 share recruitment calendars and other information to insure the full leverage and coordination of services.

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

1. Coordination of relevant secondary and postsecondary education programs.

Title I Adult Services / Workforce1 (SBS)

The NYC Department of Small Business Services (SBS) launched the **West Farms Workforce1 Career** Center in collaboration with the NYC Department of Education (DOE) and Human Resources Administration (HRA) with services dedicated to out of school, out of work youth. The center's programming is designed to provide the necessary support for out of school, out of work youth to be successful in growing industries. Through these services, young adults have the ability to gain exposure to a variety of Career Pathways and connect to training opportunities linked with in demand occupations in the industrial, healthcare, food service and technology industries. Additionally, the West Farms Center offers job readiness workshops including self-management and professionalism, resume building, and job search and job interview. These workshops are designed to supplement technical training with the soft skills necessary to succeed in the workforce. Each workshop also incorporates breaks and other engagement techniques such as mock practice and computer use to ensure full participation from young adults. The Center's mission is to provide integrated and seamless services customized to help 18 to 24 year old New Yorkers connect to careers with family-sustaining wages. At the center, the City provides individualized support to young people to help them connect to employment opportunities, prepare for and obtain a High School Equivalency Diploma, connect to training opportunities and post-training employment, develop skills to strengthen job candidacy and connect to HRA benefits.

Scholars at Work is a highly competitive citywide program that pairs high school and college students pursuing Career and Technical Education or advanced technical degrees with transportation and manufacturing businesses for 13-week paid internships. By the end of the program, the students come away with solid work experience, knowledge about an industry and job they're interested in, professional networks that will open doors to positions in high-demand sectors, and, in many cases, a job offer. The program, another partnership between SBS and DOE, is operated through the NYC Industrial and Transportation Career Center in Queens. Since its inception in 2010, Scholars at Work has connected more than 1,000 New York City students from all five boroughs with employers and experts in the transportation and manufacturing sectors, giving them a competitive edge in the job market.

Title I Youth Services (DYCD)

DYCD works to coordinate with secondary and postsecondary education programs in a variety of ways, both directly and through our provider partners. In our WIOA OSY program, we anticipate entering into a Memorandum of Understanding (MOU) with CUNY to provide advanced occupational training that grants in an industry recognized certificate to qualified OSY Option 1 participants. In both OSY options, providers may enter into agreements with the NYC Department of Education District 79 to provide onsite HSE exam instruction to participants, and (other occupational training providers.) In the In School Youth program, providers have the option of locating programs in High Schools, preferably those offering Career and Technical Education courses of study. Those who did provided a School Partnership Agreement, signed by the individual school leadership, that outlines how the school and program will

work together to support students in the respective ISY program. In the case of center- based ISY programs, they work closely with participants and high schools they attend to support students both academically and socially. The ISY programs also work extensively with participants to help them gain admission into college, occupational training, or employment.

Title IV Vocational Rehabilitation (ACCES-VR and NYSCB)

ACCES-VR

- **High Schools**: ACCES-VR has a liaison counselor assigned to every high school in New York City. Their jobs are to interface with the Department of Education staff responsible for transition within each school and to educate them about ACCES-VR services and to encourage referrals of students starting in their junior year. Working with their Contracted Providers, ACCES-VR has also developed a Work Readiness & Summer Internship Program to assist young people in developing their goals and work appropriate behaviors.
- **Partnership with DYCD**: ACCES-VR has entered into an informal agreement with DYCD WIOA Central. When individuals involved in either DYCD OSY or ISY program identify themselves as having a disability, they will be offered a referral to ACCES-VR for services.
- **Colleges**: ACCES-VR has a very close relationship with the CUNY LEADS program. There is a liaison relationship between ACCES-VR and a CUNY LEADS counselor on every campus. Cross referrals are made regularly. The LEADS advisors augment services to students with disabilities while they are in their college programs. ACCES-VR also has on-going liaison relationships with many private colleges throughout the city. ACCES-VR has worked with staff on college campuses to develop internship opportunities for students. Internship experiences greatly enhance the work readiness skills of students, preparing them for graduation.
- **Vocational Training**: ACCES-VR frequently refers participants to vocational training programs at many of the state education licensed private vocational schools. ACCES-VR funds training for the participants in these programs, fully. In addition ACCES-VR refers consumers to many of the rehabilitation facilities which participate in the Core Rehabilitation Services Contract. Many of these programs include specific vocational training which has additional supports for our participants as they enter competitive or supported employment.
- **Community Based Organizations**: ACCES-VR has outreached out to many of the community based organizations which provide vocational training and work readiness/ internship possibilities and have encouraged cross referrals of participants.

NYSCB

- **Secondary Education:**
    - The New York State Commission for the Blind (NYSCB) District Office in New York City will have either a dedicated children's consultant or transition counselor to support consumers in high school.
    - For high school age consumers that are not eligible for Vocational Rehabilitation (VR) services, NYSCB children consultants can provide basic vision services to support these young people.
    - For high school age consumers that are eligible for VR services, NYSCB transition counselors can support these consumers by recommending assessments and assisting in interpretation of results; identifying VR services and outcomes; information to assist in selecting a suitable vocational goal; participating in Committee on Special Education Meetings; information on resources in area and identifying the need for involvement by other state agencies and service providers.

- High school age consumers that are eligible for VR services may with the support of a NYSCB transition counselor access the following services:
    - Rehabilitation teaching, and orientation & mobility training outside of school hours for application in the home.
    - Low vision exams and devices
    - Adaptive equipment for home-use
    - Social casework services
    - Paid summer youth employment and/or work experiences
    - Depending on the need a job coach may be provided to support consumer during a work experience
    - Pre-Vocational skills and Vocational skills training
    - Post-secondary guidance and support
    - Job placement services
    - Technology training

- **Post-Secondary Schools:**
    - If post-secondary education is needed to support a consumer in achieving their vocational goal as outlined on the consumer's Individualized Plan for Employment (IPE), NYSCB may provide college sponsorship based on economic need.
    - Prior to college sponsorship NYSCB may provide academic support and pre-college services.
    - Consumers that are eligible to receive NYSCB college sponsorship may receive the following:
        - Tuition support after any applied financial aid in accordance with SUNY and CUNY approved tuition rates.
        - Room and Board
        - Books and Supplies
        - Mobility trainings to navigate to/from and around the college consumer is enrolled
        - High technology equipment
        - Academic tutoring
        - And if needed additional reader services can be provided.
        - Transportation cost as outlined by NYSCB college policy

- **Vocational Trainings:**
    - NYSCB through a referral may send consumers to contracted providers or approved vocational technical schools for training programs identified on a consumer's Individualized Plan for Employment (IPE)

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

Title I Adult Services / Workforce1 (SBS)

SBS, the NYC Department of Education (DOE), and the Human Resources Administration (HRA) operate a Workforce1 Career Center with integrated education, training, employment, and social services tailored to young adults. Individuals are able to enroll in services with each agency in a single location; such that, they are able to apply for benefits like Supplemental Nutrition Assistant Program, enroll in high school equivalency preparation courses, contextualized pre-trainings, and occupational trainings, and interview

for jobs in a single location. SBS also partners with DOE on programs like Scholars at Work, which supports DOE's Career and Technical Education high school seniors in accessing career exploration, internships, and jobs with Workforce1's local industrial and transportation business partners.

SBS and HRA also operate a Workforce1 Career Center with integrated services tailored to foreign-born New Yorkers. The center brings in the expertise of the Mayor's Office of Immigrant Affairs. This center also offers contextualized ESOL bridges and pre-trainings with CUNY and other CBOs with expertise in serving individuals with cultural barriers to employment for occupational trainings.

Title I Youth Services (DYCD)

DYCD WIOA youth programs combine education and workforce activities as per WIOA legislation. OSY programs require the provision of basic skills/high school equivalency preparation along with work readiness and occupational training. By being located in schools, ISY programs work hand in hand with school staff to combine academic activities with workforce development activities.

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

Title I Adult Services / Workforce1 (SBS)

Where possible, SBS aligns training and job connection services with education and social services offered by DOE, HRA, and other partner agencies. In cases like the new centers and their embedded bridges and pre-trainings, the agencies work collaboratively to integrate occupational skills into education programming and connect graduates to occupational training seamlessly.

Title I Youth Services (DYCD)

The NYC Department of Youth and Community Development (DYCD) works to ensure that WIOA Youth programs provide a range of occupational trainings in demand sectors, and serve youth across New York City. Requests for Proposals include borough-based competitions to ensure that programs are located in all five boroughs. DYCD WIOA Youth programs offer a combination of academic instruction, support services and access to occupational training that is distinct from WIOA Adult and Dislocated Worker programs and other youth workforce development programs, minimizing the chance of duplication of services.

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.**

The NYC local area will work with NYSDOL to improve seamless service delivery to customers. CareerCenter workshops and on-site recruitments will be coordinated to reduce duplication and offer the best possible array of services to customers. With better coordination of services, Workforce1 will be able to increase the diverse services offered and better service customers with barriers to employment.

Title III Wagner-Peyser (NYSDOL)

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.

See attached Memorandum of Understanding among WIOA partners in New York City.

Also see above section "Access to Employment and Services" part "f" for a list of cooperative agreements that ACCES-VR has in place.

VII. Youth Activities

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

1. **Name of Youth Point of Contact:** Theodore Latimore
2. **Email Address:** tlatimore@dycd.nyc.gov
3. **Name of Organization:** NYC Department of Youth and Community Development
4. **Title:** Senior Director, WIOA Youth Programs
5. **Phone:** 646-343-6657
6. **Address** 161 William Street, 8th floor
   New York, NY 10038

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

1. **Out-of-School Youth: 1,231**
2. **New In-School Youth: 518**
3. **Carry-Over In-School Youth: 1,119**
4. **Work Experience: 1,375**

*Please note that PY2017 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 youth contractors provide the Youth Program Design Framework for each of their participants.

1. **Describe how career pathways is included in the ISS.**

Career pathways are included in the Individual Service Strategy (ISS) by helping youth identify and explore careers that they may be interested in, alongside tailored assistance that helps them understand the connection between education and training and career. DYCD WIOA youth programs also help

youth map the path from where they are when they enter the program and where they want to go in terms of their careers, and what steps they will need to take to achieve their desired goals.

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, or provided by the LWDB.

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

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

Providers use a WIOA elements checklist that is included in each participant's file to track which elements are provided. ISS's are updated as new elements are provided or services are completed. DYCD regularly monitors participant files and the Capricorn data management system to ensure program elements are offered and that files and ISS's are up to date.

2. Are made available to youth with disabilities.

In an effort to facilitate program participation for disabled youth, DYCD's WIOA Equal Employment Opportunity (EEO) ensures that equal employment opportunity and applicable ADA regulations are implemented and followed at the contactor level, by conducting regular field and file reviews of contractors' physical space and program offerings. The EEO unit also helps coordinate referrals between DYCD WIOA and YAIP programs and NYSED ACCES-VR programs. This process includes tracking referrals from providers to ACCES-VR, helping DYCD providers understand the evaluation process, and assisting in the coordination of services from different programs for individual youth. To support this work, the WIOA EEO unit has conducted trainings of DYCD provider staff and continues to stay involved in the referral process which can sometimes be complex.

F. Identify successful models for youth services.

DYCD staff visit WIOA Youth program providers frequently and share observed best practices with their colleagues, who in turn help their own providers to implement practices that can improve their programs. DYCD also offers comprehensive technical assistance, through which providers and DYCD staff have ample opportunity to share, learn about and discuss effective best practices in youth workforce programs.

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.

Please see ISY and OSY forms attached.

VIII. Administration

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

Adult and Dislocated Worker grant funding: NYC Department of Small Business Services
Youth grant funding: NYC Department of Youth and Community Development

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

Title I Adult Services/Workforce1 (SBS)

There are several competitive bidding processes, depending on the potential size of the contract and on the nature of the contract. Large contracts, the process for which is addressed below, are the most common. SBS typically uses a competitive Sealed Proposals (CSP) (RFP) process to award contracts for services in excess of $100,000 and in cases in which the funding source is public (City, State or Federal government). Any RFP's must conform to The City of New York's Procurement Policy Board (PPB) Rules, as well as any procurement rules of the funding entity. Here is a summary of the typical process, including the key stages:

- Notify Vendors and Release RFP
  a. The relevant City agency develops and releases a RFP.
  b. The agency prepares a bidders list from a Citywide Vendors' List including Minority- and Women-Owned Business Enterprise Certified List, and each organization receives a copy of the RFP. RFPs can be downloaded from the Agency's website.
  c. The agency posts a Notice of Solicitation in the City Record and on the agency's website.
- Public Release Period and Pre-Proposal Conference (if applicable)
  a. The agency convenes a public "pre-proposal conference" to discuss the RFP and to answer questions.
  b. The agency collects any questions received in writing or email.
  c. The agency releases an addendum providing answers to questions asked at the pre-proposal conference and received directly, which is sent to all prospective vendors who received or download the RFP.
- Evaluate Responses and Select Winning Vendors
  a. The agency assembles an evaluation committee composed of agency staff relevant to the RFP.
  b. Each committee member evaluates all proposals independently using a Rating Guide.
  c. The agency tabulates all ratings and identifies the high scorers.
  d. The evaluation committee meets to review the scores.
  e. If requested, vendors provide their Best and Final Offer and/or Oral Presentations about their proposals.
  f. If relevant, the evaluators meet and adjust their scores based on the Best and Final Offer and/or Oral Presentations.
  g. The agency notifies the winning vendor.

Employers can apply directly to SBS for training grants, currently between $10,000 and $400,000, through the Customized Training Program. Applications can be submitted on a rolling basis and are awarded on a bimonthly basis. To apply, employers must submit a pre-application to confirm eligibility and, once approved, will be provided with an application that allows them to reflect their business case for training and their proposed benefit to incumbent employees as well as a limited number of new hires, if applicable. Currently, business cases may include the need for training to purchase new equipment or software, to offer new services or products to reach new markets, to promote current staff or support staff in advancing in hard to fill positions, or to update obsolete skills necessary to keep

a business competitive. Further, proposed benefits include wage gains, particularly for low-wage workers earning less than $15 per hour. Employers training plans may include a combination of training by a training service provider, identified by the business, and on-the-job training. A blend of City Tax Levy allows SBS cover trainee wages as well as to contribute to the employer contribution. The full competitive process and training program details can be viewed at:
https://www1.nyc.gov/nycbusiness/article/train-your-team-customized-training.

Training Contracts
For Training Contracts, SBS follows the same competitive bidding process required of the adult and dislocated worker grants and contracts and integrates criteria required for Training Contract exceptions.

Title I Youth Services (DYCD)
Pursuant to the New York City Policy Procurement Board (PPB) Rules, DYCD uses the HHS Accelerator method to procure contracts for WIOA Out -Of-School Youth and In-School Youth programs by issuing Requests for Proposals (RFP) to prequalified organizations via the HHS Accelerator system. Often, prior to the issuance of an RFP, DYCD will issue a concept report, describing the contemplated program and offer the public time to comment. Both the concept paper and the RFP are issued subsequent to a notice to the public through the City Record and other publications, such as the New York Nonprofit Press and HHS Accelerator's roadmap. On the date of the issuance, DYCD posts concept papers on the agency website and the RFPs are made available through HHS Accelerator. DYCD also sends out notices to past proposers and active contractors of DYCD. The RFP describes the scope of work required and the methodology for selection. The Procurement Policy Board (PPB) Rules prescribe the information required in an RFP and the procedures for handling proposals to foster effective broad-based competition from all segments of the community and to protect against corruption, waste, fraud and abuse. A pre-proposal conference is held usually two to three weeks before the due date for interested parties to learn more about the program and to ask questions on the RFP. Prospective contractors submit proposals pursuant to the RFP and are scored according to the criteria laid out therein. The scores are then sorted in descending order and, with consideration of all the basis of contract award criteria articulated in the RFP, invitations to negotiate are extended to those proposers deemed eligible. Finally, the contract is developed and executed.

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.

In response to a Technical Advisory from NYSDOL on WIOA Performance Indicators (T.A. 17-5), the New York City Workforce Development Board proposed a goal of zero on all of its WIOA performance indicators in PY2016. This decision came at the suggestion of NYSDOL, given that insufficient data would be available to calculate performance. The chart below indicates the levels of performance proposed by NYSDOL to New York City. The Board requested to negotiate these PY2017 levels at a future date to be determined by NYSDOL. So these goals are still proposed, not final.

Proposed PY2017 Goals

Performance Indicators	Adult	Dislocated Worker	Youth
Employment Rate 2nd Quarter After Exit	64.3%	61.1%	22.4%

Employment Rate 4th Quarter After Exit	60.6%	41.8%	23.9%
Median Earnings 2nd Quarter After Exit	$6,255	$6,405	Baseline
Credential Attainment 4th Quarter After Exit	55.1%	46.3%	30.2%
Measurable Skill Gains	Baseline	Baseline	Baseline
Repeat Business Customers	Baseline	Baseline	Baseline
Business Penetration Rate	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:

1. The board is certified and in membership compliance

The NYC Workforce Development Board's staff, in consultation with the Board Chair, monitor the Board's composition carefully to ensure compliance.

2. 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 NYC Workforce Development Board has finalized and distributed the service delivery MOU to all partner programs.
- The NYC Department of Small Business Services, the administrator of Adult WIOA services on behalf of the Board, issued a Request for Proposals for multiple One-Stop System Operators, who will be selected by early 2018.
- The NYC Workforce Development Board staff monitor all new federal and state policies and ensure they are implemented in the local area.

3. All One-Stop Career Centers in the LWDA have achieved at least an 80 percent score in the Career Center Certification process

The NYC Workforce Development Board will work closely with SBS to ensure all one-stop career centers achieve a high score in the certification process once the State Workforce Investment Board has defined the Certification process and the criteria.

4. The LWDA meets or exceeds all performance goals

The NYC Workforce Development Board's staff, in consultation with the Board Chair, monitor the Board's WIOA performance goals carefully. SBS and DYCD report their performance on WIOA goals at each quarterly meeting of the Executive Committee of the Board.

IX. Training Services

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

Title I Adult Services/Workforce1 (SBS)

The goal of all training services is to equitably support New Yorkers in connecting to full-time, family-sustaining jobs with hiring employers offering career pathway potential or advancement along a career pathway. They are also utilized to demonstrate successful and sustainable education and training approaches that formally link educational institutions, training providers, and industry to meet long-term demand for talent at scale.

To that end, all of SBS' training services are focused on in-demand sectors and occupations that are affirmed by its Industry Partnerships and employer networks. The majority of training services are focused specifically within the NYC Career Pathways sectors, including the healthcare, tech, industrial, transportation, construction, food service, hospitality, and media and entertainment sectors. These services may include bridges, such as high school equivalency or ESOL, or pre-training programs that are offered by key agencies and partners and contextualized for an occupational training. They also include occupational trainings, which may focus on skill or credential attainment and/or professional experience, and supportive services that ensure persistence in training and employment. Training services also target specific individuals with barriers to employment or to meet specific employer demand for talent. For example, healthcare providers demand multilingual individuals with cultural competency to support a diversity of patients in various healthcare settings.

SBS utilizes a variety of mechanisms to deliver training services through local training service providers, including academic institutions, not-for-profit and for-profit schools, community-based organizations, and employers, as mentioned previously. These mechanisms include the ITG program, IWT, OJT, and Training Contracts, which are available to individuals and businesses alike through the Workforce1 Career Center and NYC Business Solutions Center systems as well as directly through SBS, Industry Partnerships, and training service providers, who then enroll candidates in the one-stop system. SBS does not currently utilize Customized Training (not the Customized Training Program, which is IWT under WIOA), Registered Apprenticeships, or Transitional Jobs, but will likely include in future plans.

Title I Youth Services (DYCD)

The Career Development Connect OSY program option is designed to provide participants with basic occupational and work readiness skills, as well as academic instruction and support services. Service Option 1 programs will be positioned to help youth acquire and practice work readiness skills through training and work-based learning as well as helping youth increase their academic skills and work toward a HSE if needed. These programs will provide career exploration and awareness activities for youth who may not have a clear sense of sectors or occupations that appeal to them and suit their strengths; and provide the comprehensive supportive services and case management that many out of school youth need. This option also provides a pathway to advanced occupational training programs for youth who are ready through training slots secured by DYCD. Providers will offer short-term training leading to a credential to all participants, and after training, participants will choose from among a variety of paths, including preparing for college, getting a job, or participating in advanced occupational training in one of New York City's high growth sectors. To facilitate entry into advanced occupational training, DYCD will make a menu of training options available to career development providers, who will then assess, prepare, and refer participants who meet eligibility criteria to appropriate occupational training opportunities.

Through its OSY Youth Training Network OSY program option, DYCD will enroll participants in advanced occupational training aligned to one or more of the City's six target sectors. This program option is designed to provide specific occupational skills training in one of the six priority sectors, in addition to the work readiness, academic, supportive services and case management that many out of school youth

need. Consistent with the City's Career Pathways framework, this Service Option will invest heavily in the skill development of participants and take a sectoral workforce development approach in doing so. Providers will assess and prepare youth participants for training, including providing bridge programming where appropriate. In addition, providers would support participants during training and connect them to appropriate employment after completing training, provide work-based learning experiences and preparation to obtain their HSE if needed. The bridge portion of the program will provides an on ramp for youth to the occupational training that is being provided. A minimum of 15 percent of enrolled youth will receive bridge programming to obtain the skill levels needed to enter their occupational training.

Title IV Vocational Rehabilitation (ACCES-VR and NYSCB)

ACCES-VR

ACCES-VR, an office of the New York State Education Department provides a variety of different types of vocational services for individuals with disabilities.

- ACCES-VR provides funding for eligible participants who attend **trade schools** that are available to the general public. These schools provide vocational training programs in a broad range of skills; from computer operations to personal care (esthiology, hair styling) to health care (medical assistant/billing) to manual trades (welding, auto repair) and so on. Schools are accredited. Most are approved by the Bureau of Proprietary School supervision, but there are exceptions. For example, CDL truck driving schools are approved by the Department of Motor Vehicles. Addiction counseling training is approved by the Office Alcohol and Substance Abuse Services.
- ACCES-VR supplements financial aid for eligible participants who are attending **Colleges and Universities**. ACCES-VR assists individuals pursing post-secondary degrees. In addition, ACCES-VR also refers participants to **Continuing Education** programs located in Colleges offering certificates in a broad range of middle skills.
- ACCES-VR also contracts training provided by **Vocational Rehabilitation providers.** These agencies specialize in the training and job placement of individuals with disabilities. Some examples of these training programs include: human services assistance, food services, building maintenance and pet care.
- In addition, ACCES-VR contracts **Supported Employment** programs which provide training for individuals with significant intellectual and psychiatric disabilities. These programs work on a "place and train" model. Individuals are first placed on their jobs and then trained by job coaches who are staff of the Supported Employment programs. These training programs have been especially successful in retail and manufacturing.
- ACCES-VR also offers wage incentives to employers. **On-the Job Training** is one such program. The employer is responsible to hire and train individuals from ACCES-VR. ACCES-VR reimburses the employer for up to six months of salary paid to the individuals.

NYSCB

The New York State Commission for the Blind (NYSCB) provides training in accordance with an approved Individualized Plan for Employment (IPE) for an individual to prepare for achievement of their employment outcome. The type of training provided is determined based on the needs of the individual and the type of preparation required by the selected vocational goal.

The duration of training is determined based upon the requirements of the selected vocational goal, the needs of the individual and NYSCB policy regarding the specific training source. Some training services

are provided without regard to the consumer's economic need status, while others are contingent upon economic need.

There are nine types of trainings offered or supported by NYSCB:

1) Vocational, technical, business school training
2) College training
3) Other academic training
4) Rehabilitation teaching
5) Orientation and mobility training
6) Work experience training
7) On-the-job training
8) Job coaching
9) Training in community rehabilitation programs

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

Title I Adult Services/Workforce1 (SBS)

The Workforce1 Career Centers administer Individual Training Account vouchers, as defined under WIOA, which SBS calls "Individual Training Grants" (ITGs). The centers assess and interview interested and eligible candidates, support them in utilizing the ETPL and the associated NYC Training Guide to identify appropriate courses and training service providers, provide the voucher for training, and engage them through graduation from training to support and validate job connection. The occupations available for vouchers align with the business relationships regularly maintained and available within the one-stop system to maximize connection to employment post-training. Jobseekers that are eligible and interested are able to obtain a voucher at any center and at any time during the year.

Additionally, SBS offers training programs through Training Contracts, where appropriate with WIOA exceptions, which are created with the Industry Partnerships and typically a single, competitively selected training service provider and serve multiple individuals at a time in a cohort, often with barriers to employment. These programs are offered in all of the NYC Career Pathways sectors and meet the dual goal of meeting short-term demand for individual businesses, like ITGs, but also the long-term systems change goals for industry. Like ITGs, the Workforce1 Career Center system supports recruitment and assessment for these training programs, but, in these cases, it is in addition to the efforts of the participating training service provider. These training programs have limited enrollment and are only offered at select times during the year. Training Contracts allow SBS to not only meet immediate training and hiring demand of local employers with a qualified pipeline of graduates, but to build comprehensive and sustainable training models reflective of real-time industry feedback and incorporating education, training, and supportive services to ensure participant success, particularly those with barriers to employment, in training and employment.

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

Title I Adult Services/Workforce1 (SBS)

Among Individual Training Grants, Incumbent Worker Training, On-the-Job Training, and Training Contracts, SBS makes training services available to approximately 4,000 New Yorkers each year and is continually increasing training investments. SBS ensures that all training program opportunities that are in recruitment are made public on the SBS website at www.nyc.gov/accesstraining to provide relevant

information for jobseekers and businesses to make training decisions. Individuals interested and eligible for particular ITGs are able to select courses and training service providers on the NYC Training Guide that meet their particular needs. Individuals interested and eligible for a particular training program under a Training Contract will be receiving services from a competitively selected training service provider with unique, proven experience and a vetted training proposal meeting WIOA and SBS' performance goals, including CUNY, and often demonstrated effectiveness in serving individuals with barriers to employment. It is intended that successful Training Contract models will continue outside public investment, further increasing customer choice in selected effective education and training services to meet individual needs.

Title IV Vocational Rehabilitation (ACCES-VR and NYSCB)

ACCES-VR

Customer - or Consumer - Choice has been a policy of ACCES-VR for many, many years. Applicants for services work with Vocational Rehabilitation Counselors to develop mutually agreed upon Individualized Plans for Employment. Applicants can receive community based work assessments or standardized assessments of their aptitudes, values and interests to help them in choosing their vocational goals.

NYSCB

The New York State Commission for the Blind (NYSCB) Vocational Rehabilitation Counselors provide counseling and guidance which is a core vocational rehabilitation service that is provided throughout the consumer's entire experience with NYSCB. Counseling and guidance is provided to:

- Encourage the consumer through establishing a relationship of mutual respect, where the counselor can be both supportive, yet challenging, in promoting the consumer's development of the skills needed to achieve an employment outcome.
- Facilitate informed choice throughout the entire rehabilitation process by providing information about the scope and limits of vocational rehabilitation services, and by helping the consumer obtain specific information on programs, resources and services that can assist him/her in the selection and achievement of vocational goals and an employment outcome. When there are limits on the provision or availability of vocational rehabilitation services, the counselor can assist the consumer in exploring alternatives.

X. 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 Local Board intends to make the plan publicly available on December 20, 2017. The Board will coordinate with a local workforce advocacy organization, the New York City Employment and Training Coalition, to convene a public information session to solicit feedback on the plan in early January 2018. The Board will then review and incorporate that feedback, make any last adjustments, and submit the plan formally to NYSDOL by January 31, 2018.

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.

The Local Board intends to have the NYSDOL State Representative review the plan before submission.

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[62] Carnevale, Smith, Strohl, J. (2011). Recovery: Job Growth and Education Requirements through 2020. *Georgetown University Center on Education and the Workforce.* Retrieved from https://cew.georgetown.edu/cew-reports/recovery-job-growth-and-education-requirements-through-2020/

[63] Ibid.

[64] Burjek, A., Dixon, L., Fennessey, G. A., & Gale, S. F. (2017, May 8). The New Employer-Employee Social Contract. *Talent Economy*. Retrieved from http://www.talenteconomy.io/2017/05/08/employer-employee-social-contract-2/

APPENDIX III:

Attachments to the Local Plan Template and Public Information Session Feedback Summary

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Department of Youth & Community Development

WIOA ISY "Needs Additional Assistance" Barrier Documentation

Contractor Name_____

Customer Name_____

Case Manager Name_____

Case Mgr. Signature_____**Date**_____

Low income youth will be eligible for services if assessment indicates that one of the following conditions exists. Contractor staff will check the condition(s) that exist and file this document in the participant's folder with the other eligibility documentation.

Needs Additional Assistance to Complete an Educational Program:

- ☐ School grade(s) below C (or equivalent average)
- ☐ Lack of English language proficiency
- ☐ At risk of dropping out of school
- ☐ One or more grade levels behind
- ☐ Excessive absenteeism from school
- ☐ Other educational deficiency cited by the youth's school. Specify: _____

_____

_____

Needs Additional Assistance to Secure and Hold Employment:

- ☐ Little labor force attachment (has not held a job other than summer or part time after school)
- ☐ Poor employment record
- ☐ Lack of occupational skill level below labor market expectations
- ☐ Deficiency in job readiness or job retention skills
- ☐ Lacks any skill listed by Secretary's Commission on Achieving Necessary Skills (SCANS)
- ☐ Lacks job search skills
- ☐ Poor work habits including, but not limited to, punctuality, attendance, communication, attitude, ability to accept supervision, attire
- ☐ Other work-related deficiency cited by employer, interviewer, or counselor.

Specify: _____

_____

Comments: _____

_____

Department of Youth & Community Development

WIOA OSY "Needs Additional Assistance" Barrier Documentation

Contractor Name: _____

Customer Name: _____

Case Manager Name: _____

Case Mgr. Signature_____Date_____

Low income youth will be eligible for services if assessment indicates that one of the following conditions exists. Contractor staff will check the condition(s) that exist and file this document in the participant's folder with the other eligibility documentation.

Needs Additional Assistance to Enter or Complete an Educational Program:

- ☐ School grade(s) below C (or equivalent average)
- ☐ Lack of English language proficiency
- ☐ One or More Grade Levels Behind
- ☐ Other educational deficiency cited by the youth's school. Specify: _____

_____

Needs Additional Assistance to Secure or Hold Employment:

- ☐ Little labor force attachment (has not held a job other than summer or part time after school)
- ☐ Poor employment record
- ☐ Lack of occupational skill level below labor market expectations
- ☐ Deficiency in job readiness or job retention skills
- ☐ Lacks any skill listed by Secretary's Commission on Achieving Necessary Skills (SCANS)
- ☐ Lacks job search skills
- ☐ Poor work habits including, but not limited to, punctuality, attendance, communication, attitude, ability to accept supervision, attire
- ☐ Other work-related deficiency cited by employer, interviewer, or counselor.

Specify: _____

_____

Comments: _____

_____

Attachment 4.8(b)(1) Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Investment System

This attachment describes interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce investment system with respect to:

- Federal, state, and local agencies and programs;
- If applicable, Programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture; and
- If applicable, state use contracting programs.

Coordination and planning with other New York State (NYS) agencies are critical functions in improving access to appropriate vocational training and employment opportunities, particularly for individuals with significant disabilities who often have multiple needs requiring the intervention of more than one State agency. Other State, federal and local agencies are a significant referral source for the individuals referred to ACCES-VR for services. ACCES-VR continues to coordinate and work cooperatively with agencies that are not in the Statewide Workforce Investment System to increase employment opportunities for people with significant disabilities. However, ACCES-VR is not currently involved in a cooperative agreement with the United States Department of Agriculture. ACCES-VR's vocational rehabilitation and supported employment programs are not directly involved in state use contracting programs.

Coordinating the support needs of people with disabilities (such as transportation, medical care, housing, case management, family supports and work incentives) is essential for many individuals to be able to obtain and maintain their integrated employment. Interagency cooperation and coordination in service delivery is a driving force within Title IV of the Workforce Investment Act of 1998 and Chapter 515 of the Laws of 1992 (New York State Integrated Employment legislation). This interagency collaboration occurs at both the State and local levels through coordinated planning and service delivery initiatives, as well as through the implementation of formal Memoranda of Agreement.

Memoranda of Agreements and Memoranda of Understanding:

ACCES-VR works closely with a variety of entities to enhance vocational rehabilitation services and placement opportunities for ACCES-VR consumers. These efforts are described in the Memorandums of Agreement and the Memorandums of Understanding. Several of the key agreements include:

- Memorandum of Agreement for the Workforce Investment Act: Title II, Adult Education and Family Literacy between the New York State Education Department Office of Adult Career and Continuing Education Services –

Vocational Rehabilitation (ACCES-VR) and Local Workforce Investment Boards, June 30, 2000;

- Memorandum of Agreement to Provide Services to Individuals who are Deaf/Blind, November 1999 between the Office of Adult Career and Continuing Education Services – Vocational Rehabilitation (ACCES-VR) and Commission for the Blind and Visually Handicapped (CBVH);
- Memorandum of Interagency Understanding regarding Supported Employment, October 1999 between ACCES-VR, CBVH, Office of Mental Health (OMH) and Office of Mental Retardation and Developmental Disabilities (OMRDD);
- Memorandum of Understanding between the State Education Department's Office of Adult Career and Continuing Education Services – Vocational Rehabilitation and the OMH, October 1999;
- Memorandum of Understanding between the State Education Department's Office of Adult Career and Continuing Education Services – Vocational Rehabilitation and the Office of Alcoholism and Substance Abuse Services (OASAS), April 1999;
- Statement of Collaboration between the New York State Education Department's Office of Adult Career and Continuing Education Services – Vocational Rehabilitation and New York State Financial Aid Administrators Association (NYSFAAA), March 1, 1998;
- Joint Agreement between the New York State Education Department's Office of Adult Career and Continuing Education Services – Vocational Rehabilitation and the Office of Higher and Professional Education (OHPE), August 4, 1994; and
- Joint Agreement between the New York State Education Department's Office of Adult Career and Continuing Education Services – Vocational Rehabilitation and Public Institutions of Higher Education (IHE), (SUNY and CUNY) August, 2007.

Designing Our Future:

In January 2006, the Office of Adult Career and Continuing Education Services (ACCES-VR) presented the Designing Our Future recommendations to the Board of Regents. The primary goal of ACCES-VR is to assist individuals with disabilities in obtaining employment that is consistent with their skills, abilities and interest. It is expected that the job opportunities available to individuals with disabilities will be consistent with those accessed by the general non-disabled population. Therefore, ACCES-VR seeks to provide quality training in marketable, high demand professions that enable ACCES-VR consumers to effectively compete with their non-disabled peers.

As part of Designing Our Future, ACCES-VR has developed strong interagency partnerships and is leading key initiatives aimed at improving employment outcomes for individuals with disabilities in New York State:

- ACCES-VR is chairing the Most Integrated Setting Coordinating Council (MISCC) Employment Committee which is developing a comprehensive statewide strategy;

- ACCES-VR coordinates the Chapter 515 Interagency Implementation Team that focuses on providing supported employment services to individuals with the most significant disabilities in cooperation with the NYS Office of Mental Health (OMH), NYS Office of Mental Retardation and Developmental Disabilities (OMRDD) and the NYS Commission for the Blind and Visually Handicapped (CBVH);
- ACCES-VR and the NYS Office of Alcoholism and Substance Abuse Services (OASAS) are forming an OASAS-ACCES-VR Statewide Team to create joint policies, procedures and training to better serve individuals with chemical dependencies;
- ACCES-VR and the NYS Department of Labor (DOL) Disability Program Navigator Initiative are working cooperatively to improve the effectiveness of Disability Program Navigators at the One Stop Career Centers across the State to ensure access for people with disabilities; and
- The ACCES-VR Veterans Service Action Plan is working closely with State and federal Veterans' organizations to make sure that veterans with disabilities obtain the services necessary to return to work.

Description of Designing Our Future Partnership Initiatives:

The employment rate for people with disabilities in New York State is 33.5 percent as compared to 76 percent of people without disabilities (Cornell University RRTC on Disability Demographics and Statistics, 2006 Disability Status Report: New York). The challenge for New York State is to close the employment gap by increasing the number of individuals with disabilities entering the workforce. To ensure this outcome, ACCES-VR must invest in partnerships with public and private entities. It is through leveraging of resources and collaboration of efforts that individuals with disabilities will be able to fully participate in employment opportunities available in the State of New York.

To better integrate individuals with disabilities into the New York State workforce and increase employment outcomes, ACCES-VR must partner with other stakeholders. ACCES-VR completed the initial design phase of this strategic planning effort with considerable input from partner agencies, providers, consumers and staff. Implementation of the new design will be an important feature. The implementation of the following partnerships will assist ACCES-VR in meeting the needs of individuals with disabilities statewide:

NYS Most Integrated Setting Coordinating Council (MISCC):

Through legislation and executive action, New York State has established the Most Integrated Setting Coordinating Council (MISCC) to implement the Supreme Court Olmstead Decision, which requires states to provide services to individuals with disabilities in the least restrictive community settings. The formation of the MISCC was the result of Chapter 551 of the laws of 2002.

In January 2008, OMRDD's Commissioner, at the recommendation of the full MISCC, asked ACCES-VR to lead an executive-level interagency committee focused on

employment of individuals with disabilities. ACCES-VR, in cooperation with the Commissioner of OMRDD and the MISCC, established the MISCC Employment Committee. ACCES-VR's Assistant Commissioner was the designated chair for the Employment Committee.

In December 2008, the MISCC Employment Committee submitted its initial report to the Governor and New York State Legislature with a comprehensive set of recommendations for closing the employment gap in New York State. ACCES-VR will continue to play a leadership role on the MISCC Employment Committee as priority recommendations are implemented.

Chapter 515 Interagency Implementation Team:

ACCES-VR initiated the re-formation of an interagency work team to discuss ongoing concerns with the implementation of supported employment intensive and extended services in New York State. The Chapter 515 Interagency Implementation Team consists of mid-level managers from OMRDD, OMH, CBVH and ACCES-VR. The Team meets monthly to discuss program issues, facilitate cross-systems implementation and identify program areas for further development.

The Chapter 515 Interagency Implementation Team remains committed to continuous quality improvement in employment services. During 2009, the State agencies will work on revisions to the Supported Employment Memorandum of Understanding to reflect a renewed commitment to supported employment.

Office of Alcoholism and Substance Abuse Services (OASAS):

Several years ago, ACCES-VR and OASAS established the Brooklyn/Queens Consortium as a pilot project to coordinate and integrate provisions of vocational rehabilitation services to persons in recovery. Based on the successful work of this regional consortium, ACCES-VR and OASAS agreed to renew statewide collaboration. A Statewide Team is being established to undertake the following activities:

- Evaluate the referral process developed by the Brooklyn/Queens Consortium to determine how this can be a model for statewide implementation;
- Research current ACCES-VR and OASAS data in providing employment services to this population;
- Update ACCES-VR Alcoholism Policy (2001) and develop a Technical Assistance Brief on Chemical Dependencies;
- Examine ACCES-VR and OASAS collaboration in the context of other Statewide collaborative initiatives (MISCC, OMH and DOL);
- Develop collaborative ACCES-VR-OASAS and Provider Agency cross-training curriculum and training plan; and
- Update the ACCES-VR and OASAS Memorandum of Understanding (MOU). The existing MOU between ACCES-VR and OASAS has been in effect since 1999.

Model Transition Programs:

In 2008, ACCES-VR reported establishing a transition consortium involving school districts, ACCES-VR (vocational rehabilitation and special education), Elementary, Middle, Secondary and Continuing Education (EMSC), Office of Higher Education (OHE) and other stakeholders to improve students' access to educational, vocational and community supports as they transition from school to employment or to post-secondary training. This consortium developed into the Model Transition Program (MTP). The MTP provides funding for 60 projects that include more than 180 private and public high schools to develop school-wide plans, activities and programs to facilitate the transition of students with disabilities to postsecondary placements. These placements include college, vocational training programs and competitive employment with and without supports. The primary goal of the MTP is to facilitate future employment opportunities for students with disabilities. At the end of this project, successful transition strategies will be identified and shared with high schools throughout the State. Over the period of the MTP, thousands of students with disabilities will be made eligible for vocational rehabilitation programs and services.

To assist in meeting the objectives of MTP projects, the State University of New York (SUNY) at Buffalo provides training in key areas in support of these activities. Using data provided by the projects, Cornell University is working with ACCES-VR's vocational rehabilitation administration to identify critical elements of the data collection, analysis and reporting processes.

During the first academic year, significant progress has been made in the implementation of transition activities, formation of partnerships, training, and data collection/analysis. As reported by Cornell University, MTP has generated extensive individual student data regarding participating student demographics, employment and postsecondary preparation, ACCES-VR referrals, and collaborative service delivery. As of June 2008, a total of 9,454 students have received transition services; over half of those were expected to achieve a Regents Diploma. Highlights include:

- Sixty-five percent (6,104) of the MTP students had measurable postsecondary goals in their Individualized Education Program (IEP);
- Sixty-one percent (5,769) of students participate in career development activities;
- Nineteen percent (1,782) of MTP students participated in paid/unpaid work experiences, most of this being part-time work;
- Eighteen percent (1,664) of MTP students participated in activities aimed to facilitate transition to postsecondary education. Most of these were college information nights and assistance with college applications; and
- More than 3,000 referrals to ACCES-VR have been made.

Due to shifting budgetary demands, the MTP projects will conclude on November 30, 2009. ACCES-VR will complete an evaluation of the program and will continue coordination with school districts to sustain the gains achieved during the project. Using data provided by the projects, Cornell University is working with ACCES-VR's vocational

rehabilitation administration to identify critical elements of the data collection, analysis and reporting processes. Successful transition strategies will be identified and shared with high schools throughout the State.

ACCES-VR-DOL Disability Program Navigator MOU:

ACCES-VR and the NYS Department of Labor (DOL) are in the process of completing a Memorandum of Understanding (MOU) for ACCES-VR to contribute toward the statewide Disability Program Navigator (DPN) initiative. ACCES-VR will contribute $1.2 Million in VR funds over the next two years to support the network of DPNs at the local workforce investment areas (LWIAs) across the State. The role of the DPN is to promote accessibility to the full range of 'One Stop' system employment services for people with disabilities. ACCES-VR funding will support eight full-time equivalents, about 23 percent of the total $2,605,000 operating budget for the total Statewide DPN program for Program Year 2008.

ACCES-VR Business and Industry Initiatives:

ACCES-VR Placement and Marketing Representatives in the 15 District Offices have continued to build on the following collaborations: statewide disability employment training initiative with Cornell University; local job placement and marketing initiatives with the Society for Human Resource Management; and continued coordination with several local Chambers of Commerce and The American Federation of Labor-Congress of Industrial Organizations (AFL-CIO) unions across the State. The agency is also strengthening its regional alliance with national businesses through participation in the CSAVR/RSA collaboration on the National Employment Team (The NET).

Developmental Disabilities Planning Council (DDPC):

The DDPC is a State agency charged with providing input services to families with members who have developmental disabilities. The Council is directed by an appointed membership that includes parents and persons with disabilities as voting members who direct the activities of the Council. The DDPC has played a key role in innovation in New York State. ACCES-VR works with the DDPC to review employment grants related to developing sector-based employment using Project Search, promoted by the United States Department of Labor.

Department of Health (DOH):

ACCES-VR continues to work cooperatively with the DOH in the delivery of services to individuals with traumatic brain injuries (TBI), the implementation of the Medicaid "buy-in' program and the use of Medicaid for medically necessary physical and mental restoration during the rehabilitation process. In 2001, ACCES-VR and DOH collaborated on a Technical Assistance Brief on Acquired Brain Injury which is part of the VR Policy Manual at:

http://www.acces.nysed.gov/vr/current_provider_information/vocational_rehabilitation/policies_procedures/technical_assistance_briefs/braininjury.htm

Federal Department of Veterans' Affairs/State Division of Veterans' Affairs:

ACCES-VR maintains an ongoing liaison with the Federal Department of Veterans' Affairs Vocational Rehabilitation program to assure that veterans with service connected disabilities are able to access appropriate services from both agencies. ACCES-VR continues to work with the State Division of Veterans' Affairs and is participating on an advisory council developed by the State Division of Employment and Training Officers in a number of State agencies to coordinate the provision of services to veterans with disabilities.

ACCES-VR has joined with other offices within the State Education Department (SED) to mutually support veterans' services. SED, including ACCES-VR, is actively engaged in a statewide veterans and family interagency collaboration under the leadership of the NYS Division of Veterans Affairs and the NYS Office of Alcoholism and Substance Abuse Services (OASAS). This statewide initiative is engaged in crafting and implementing a State Plan for New York's Veterans and Families.

ACCES-VR has initiated ongoing outreach to veterans with a particular emphasis on returning veterans with disabling conditions from Operation Iraqi Freedom (OIF) and Operation Enduring Freedom (OEF). This campaign includes a consistent ACCES-VR presence at veterans' job fairs and veteran Stand Down events across the State. Efforts are underway to develop a comprehensive veterans' services web page linking ACCES-VR consumers with a wide range of underutilized veteran/family employment-oriented service options for all branches of service and reserves.

ACCES-VR has convened an internal workgroup representing all levels of the vocational rehabilitation service system to identify best practices and gaps in services. The action plan will promote best practices statewide and identify new services and/or strategies for effective veterans' services.

Conclusion:

During the next year, ACCES-VR and its partner State agencies will invigorate the dialogue on how to close the employment gap for individuals with disabilities. The State agencies will strengthen collaboration for achieving an increase in integrated employment outcomes. We will examine barriers to more effective employment services, identify evidence-based employment practices and implement strategies that will improve the overall performance of our employment programs. We will assure that the full array of employment services meet high standards for performance and result in successful employment outcomes for individuals with disabilities in New York State.

Attachment A: Units of Local Government

Please list the unit or units (multiple counties or jurisdictional areas) of local government included in the local area. If the CEO Grant Recipient has designated a local grant subrecipient to administer WIOA pursuant to WIOA § 107, please indicate the unit of local government that is the grant subrecipient. However, if instead, the CEO Grant Recipient has designated a fiscal agent, please indicate this on Attachment B.

Unit of Local Government	Grant Subrecipient Yes
	☐
	☐
	☐
	☐
	☐

§107(6)(B)(i) - When a local workforce area is composed of more than one unit of general local government, the chief elected officials of such units may execute an agreement that specifies the respective roles of the individual chief elected officials.

If your local workforce area is composed of more than one unit of general local government, is there a written agreement between local officials that details the liability of the individual jurisdictions?
☐Yes ☐No

Attachment B: Fiscal Agent

WIOA §117(d)(3)(B)(i)(II) indicates that the chief elected official Grant Recipient may designate a local fiscal agent as an alternative to a local grant subrecipient. Such designation to a grant subrecipient or fiscal agent shall not relieve the chief elected official or the Governor of the liability for any misuse of grant funds. If the CEO identified a fiscal agent to assist in the administration of grant funds, please provide the name of the agent.

Fiscal Agent
NYC Department of Small Business Services

ATTACHMENT C: SIGNATURE OF LOCAL BOARD CHAIR

Workforce Innovation and Opportunity Act (WIOA) Local Plan for Program Year 2017-2018, for WIOA Title 1-B and Wagner-Peyser Programs

In compliance with the provisions of the Workforce Innovation and Opportunity Act of 2014, the Final Rule, and Planning guidelines and instructions developed by the Governor, this Plan is being submitted jointly by the Local Board and the respective Chief Elected Official(s).

By virtue of my signature, I:

- Agree to comply with all statutory and regulatory requirements of the Act as well as other applicable State and federal laws, regulations, and policies;
- Affirm that the composition of the Local Board is either in compliance with the law, rules, and regulations and is approved by the State or, will be in compliance within 90 days of Local Plan submission;
- Affirm that this Plan was developed in collaboration with the Local Board and is jointly submitted with the Chief Elected Official(s) on behalf of the Local Board; and
- Affirm that the board, including any staff to the board, will not directly provide any career services unless approved to do so by the Chief Elected Official and the Governor.

Date:	1/25/18	Signature of Local Board Chair:	
Mr. ☐ Ms. ☒ Other ☐		Typed Name of Local Board Chair: Laurice Arroyo	
Name of Board:		NYC Workforce Development Board	
Address 1:			
Address 2:			
City:		New York	
State:		NY	Zip: 10007
Phone:	212-676-3009	E-mail: cneale@wkdev.nyc.gov	

Submission directions: Complete this attachment as part of the Plan development process and submit it, with original signatures, as described in the Local Plan Template.

ATTACHMENT D: SIGNATURE OF CHIEF ELECTED OFFICIAL(S)

Workforce Innovation and Opportunity Act (WIOA) Local Plan for Program Year 2017-2018, for WIOA Title 1-B and Wagner-Peyser Programs

In compliance with the provisions of the Workforce Innovation and Opportunity Act of 2014, the Final Rule, and Planning guidelines and instructions developed by the Governor, this Plan is being submitted jointly by the Local Board and the respective Chief Elected Official(s).

By virtue of my signature, I:

- Agree to comply with all statutory and regulatory requirements of the Act as well as other applicable State and Federal laws, regulations, and policies;
- Affirm that the Grant recipient possesses the capacity to fulfill all responsibilities and assume liability for funds received, as stipulated in §679.420 of the rules and regulations;
- Affirm that the composition of the Local Board is either in compliance with the law, rules, and regulations and is approved by the State or, will be in compliance within 90 days of Local Plan submission;
- Affirm that the Chair of the Local Board was duly elected by that board; and
- Affirm that the board, including any staff to the board, will not directly provide any career services unless approved to do so by the Chief Elected Official and the Governor.

Note: A separate signature sheet is required for each local Chief Elected Official (CEO). If additional pages are necessary, please replicate this document for each CEO.

Date: 1/29/2018	Signature of Local Chief Elected Official (CEO):	
Mr. ☐ Ms. ☒ Other ☐	Typed Name of Local CEO: Deputy Mayor Alicia Glen for Mayor Bill de Blasio	
Title of Local CEO:	Mayor	
Address 1:	City Hall	
Address 2:		
City:	New York	
State:	NY	Zip: 10007
Phone:		E-mail:
Are you the Grant Recipient CEO? Yes ☒ No ☐		

Submission directions: Complete this attachment as part of the Plan development process and submit it, with original signatures, as described in the Local Plan Template.

Bidder Organization Name:

ATTACHMENT E: FEDERAL AND STATE CERTIFICATIONS

The funding for the awards granted under this contract is provided by the United States Department of Labor which requires the following certifications:

A. CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION-LOWER TIER COVERED TRANSACTIONS

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

2. Where the prospective lower tier participant is unable to certify to any of the statement in this certification, such prospective participant shall attach an explanation to this proposal.

3. The prospective lower tier participant shall pass the requirements of A.1. and A.2., above, to each person or entity with whom the participant enters into a covered transaction at the next lower tier.

B. CERTIFICATION REGARDING LOBBYING - Certification for Contracts, Grants, Loans, and Cooperative Agreements

By accepting this grant, the signee hereby certifies, to the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan or cooperative agreement.

2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

3. The signer shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of facts upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S.C. **Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.**

Bidder Organization Name:

C. DRUG FREE WORKPLACE

By signing this application, the grantee certifies that it will provide a Drug Free Workplace by implementing the provisions at 29 CFR 94, pertaining to the Drug Free Workplace. In accordance with these provisions, a list of places where performance of work is done in connection with this specific grant must be maintained at your office and available for Federal inspection.

D. NONDISCRIMINATION & EQUAL OPPORTUNITY ASSURANCE

As a condition to the award of financial assistance from the Department of Labor under Title I of WIOA, the grant applicant assures that it will comply fully with the nondiscrimination and equal opportunity provisions of the following laws:

(1) Proposed Section 188 of the Workforce Innovation and Opportunity Act of 2014 (WIOA) which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age disability, political affiliation, or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIOA Title I - financially assisted program or activity;

(2) Title VI of the Civil Rights Act of 1964, as amended which prohibits discrimination on the basis of race, color, and national origin;

(3) Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities;

(4) The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and

(5) Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs.

The grant applicant also assures that it will comply with proposed 29 CFR Part 38 and all other regulations implementing the laws listed above. This assurance applies to the grant applicant's operation of the WIOA Title I - financially assisted program or activity, and to all agreements the grant applicant makes to carry out the WIOA Title I-financially assisted program or activity. The grant applicant understands that the United States has the right to seek judicial enforcement of this assurance.

E. BUY AMERICAN NOTICE REQUIREMENT

The grant applicant assures that, to the greatest extent practicable, all equipment and products purchased with funds made available under the Workforce Innovation and Opportunity Act will be American made. See proposed WIOA Section 502 – Buy American Requirements.

F. SALARY AND BONUS LIMITATIONS

In compliance with Public Laws 110-161, none of the federal funds appropriated in the Act under the heading ‘Employment and Training’ shall be used by a subrecipient of such funds to pay the salary and bonuses of an individual, either as direct costs or indirect costs, at a rate in excess of Executive Level II. This limitation shall not apply to vendors providing goods and services as defined in OMB Circular A-133.

See Training and Employment Guidance Letter number 5-06 for further clarification. Where applicable, the grant applicant agrees to comply with the Salary and Bonus Limitations.

G. VETERANS' PRIORITY PROVISIONS

Federal grants for qualified job training programs funded, in whole or in part, by the U.S. Department of Labor are subject to the provisions of the "Jobs for Veterans Act" (JVA), Public Law 107-288 (38 USC 4215). The JVA provides priority of service to veterans and spouses of certain veterans for the receipt of employment, training, and placement services. Please note that to obtain priority service, a person must meet the program's eligibility requirements. Training and Employment Guidance Letter (TEGL) No. 10-09 (November 10, 2009) and Section 20 of the Code of Federal Regulations (CFR) Part 1010 (effective January 19, 2009) provide general guidance on the scope of the veterans priority statute and its effect on current employment and training programs. Where applicable, the grant applicant agrees to comply with the Veteran's Priority Provisions.

STATE CERTIFICATIONS

H. CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND OUTSTANDING DEBTS

The undersigned, as a duly sworn representative of the contractor/vendor, hereby attests and certifies that:

(1) No principal or executive officer of the contractor's/vendor's company, its subcontractor(s) and/or successor(s) is presently suspended or debarred;

(2) The contractor/vendor, its subcontractor(s) and/or its successor(s) is not ineligible to submit a bid on, or be awarded, any public work contract or sub-contract with the State, any municipal corporation or public body for reason of debarment for failure to pay the prevailing rate of wages, or to provide supplements, in accordance with Article 8 of the New York State Labor Law; and

(3) The contractor/vendor, its subcontractor(s) and/or its successor do not have any outstanding debts owed to the Department, including but not limited to, contractual obligations, fines related to Safety and Health violations, payments owed to workers for public works projects or the general provisions of the Labor Law, unemployment insurance contributions or other related assessments, penalties or charges.

I. CERTIFICATION REGARDING "NONDISCRIMINATION IN EMPLOYMENT IN NORTHERN IRELAND: MacBRIDE FAIR EMPLOYMENT PRINCIPLES"

In accordance with Chapter 807 of the Laws of 1992 the bidder, by submission of this bid, certifies that it or any individual or legal entity in which the bidder holds a 10% or greater ownership interest, or any individual or legal entity that holds a 10% or greater ownership interest in the bidder, either:

(Answer Yes or No to one or both of the following, as applicable.)

(1) Has business operations in Northern Ireland:

☐ Yes ☐ No

If Yes:

Bidder Organization Name:

(2) Shall take lawful steps in good faith to conduct any business operations they have in Northern Ireland in accordance with the MacBride Fair Employment Principles relating to nondiscrimination in employment and freedom of workplace opportunity regarding such operations in Northern Ireland, and shall permit independent monitoring of its compliance with such Principles.

☐ Yes ☐ No

J. NON-COLLUSIVE BIDDING CERTIFICATION

By submission of this bid, each bidder and each person signing on behalf of any bidder certifies, and in the case of a joint bid each party thereto certifies as to its own organization, under penalty of perjury, that to the best of his or her knowledge and belief:

(1) The prices in this bid have been arrived at independently without collusion, consultation, communication, or agreement, for the purpose of restricting competition, as to any matter relating to such prices with any other bidder or with any competitor;

(2) Unless otherwise required by law, the prices which have been quoted in this bid have not been knowingly disclosed by the bidder and will not knowingly be disclosed by the bidder prior to opening, directly or indirectly, to any other bidder or to any competitor; and

(3) No attempt has been made or will be made by the bidder to induce any other person, partnership or corporation to submit or not to submit to bid for the purpose of restricting competition.

K. IRAN DIVESTMENT ACT

By submitting a bid in response to this solicitation or by assuming the responsibility of a Contract awarded hereunder, Bidder/Contractor (or any assignee) certifies that it is not on the "Entities Determined To Be Non-Responsive Bidders/Offerers Pursuant to The New York State Iran Divestment Act of 2012" list ("Prohibited Entities List") posted on the OGS website at: http://www.ogs.ny.gov/about/regs/docs/ListofEntities.pdf and further certifies that it will not utilize on such a Contract any subcontractor that is identified on the Prohibited Entities List. Additionally, Bidder/Contractor is advised that should it seek to renew or extend a Contract awarded in response to the solicitation, it must provide the same certification at the time the Contract is renewed or extended.

During the term of the Contract, should Labor receive information that a person (as defined in State Finance Law §165-a) is in violation of the above-referenced certifications, Labor will review such information and offer the person an opportunity to respond. If the person fails to demonstrate that it has ceased its engagement in the investment activity which is in violation of the Act within 90 days after the determination of such violation, then Labor shall take such action as may be appropriate and provided for by law, rule, or contract, including, but not limited to, seeking compliance, recovering damages, or declaring the Contractor in default.

Department reserves the right to reject any request for renewal, extension, or assignment for an entity that appears on the Prohibited Entities List prior to the renewal, extension, or assignment of the Agreement, and to pursue a responsibility review with Contractor should it appear on the Prohibited Entities List hereafter.

I, the undersigned, attest under penalty of perjury that I am an authorized representative of the Bidder/Contractor and that the foregoing statements are true and accurate.

Bidder Organization Name:

Signature of Authorized Representative:
Title:
Date:

Youth Services

Name of Local Area: New York City

Name of Organization Providing Youth Services *(Provide name of organization)*	Phone Number	Type of Agreement *(Click on the cell and then the right triangle to select from the dropdown: Contract, LWDB or MOA)*	Design Framework	Tutoring/ Study Skills	Alternative Sec. School	Occupational Skills Training	Work Experience	Edu. Offered Concurrently	Leadership Development	Supportive Services	Adult Mentoring	Comp. Guidance/ Counseling	Financial Literacy	Enterpreneurial Skills	Labor Market Information	Postsecondary prep./transition	Follow-Up
			(Mark "x" for all program elements provided by the organization)														
BronxWorks, Inc.	(646) 393-4023	Contract	x	x			x		x	x	x	x	x	x	x	x	x
Brooklyn Bureau of Community Services (BCS)	(718) 310-5608	Contract	x	x			x		x	x	x	x	x	x	x	x	x
Catholic Charities Community Services Archdiocese of NY	(646) 794-2438	Contract	x	x			x		x	x	x	x	x	x	x	x	x
Chinese American Planning Council (Manhattan)	(212) 941-0920	Contract	x	x			x		x	x	x	x	x	x	x	x	x
Chinese American Planning Council (Queens)	(212) 941-0920	Contract	x	x			x		x	x	x	x	x	x	x	x	x
Global Kids, Inc.	(212) 226-0130 ext 104	Contract	x	x			x		x	x	x	x	x	x	x	x	x
Jacob A. Riis Neighborhood Settlement, Inc.	(718) 784-7447 ext 118	Contract	x	x			x		x	x	x	x	x	x	x	x	x
Jewish Community Council of Greater Coney Island, Inc.	(718) 449-5000 ext 2220	Contract	x	x			x		x	x	x	x	x	x	x	x	x
Mosholu Montefiore Community Center, Inc.	(718) 882-4000	Contract	x	x			x		x	x	x	x	x	x	x	x	x
RiseBoro Community Partnership	(718) 821-0254	Contract	x	x			x		x	x	x	x	x	x	x	x	x
Rockaway Development & Revitalization Corporation	(718) 327-5300	Contract	x	x			x		x	x	x	x	x	x	x	x	x
Samuel Field YM & YWHA, Inc.	(718) 225-6750	Contract	x	x			x		x	x	x	x	x	x	x	x	x
SCO Family of Services	(516) 671-1253	Contract	x	x			x		x	x	x	x	x	x	x	x	x
The Child Center of New York	(718) 651-7770	Contract	x	x			x		x	x	x	x	x	x	x	x	x
United Activities Unlimited, Inc.	(718) 987-8111	Contract	x	x			x		x	x	x	x	x	x	x	x	x
YMCA of Greater New York/Vanderbilt	(212) 630-9680	Contract	x	x			x		x	x	x	x	x	x	x	x	x
Central Queens YM & YWHA, Inc.	718-268-50121 ext 102	Contract	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Chinatown Manpower Project, Inc.	212-571-1690 ext 218	Contract	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Comprehensive Development, Inc.	917-860-2259	Contract	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Cypress Hills Local Development Corp.	718-676-1544 ext 102	Contract	x		x	x	x	x	x	x	x	x	x	x	x	x	x
FEDCAP Rehabilitation Services, Inc.	212-727-4291	Contract	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Eckerd Kids	718-289-5579	Contract	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Eckerd Kids	347-306-3102	Contract	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Mosholu Montefiore Community Center	718-652-0282	Contract	x		x	x	x	x	x	x	x	x	x	x	x	x	x
NYSARC	917-468-5760	Contract	x		x	x	x	x	x	x	x	x	x	x	x	x	x
NYSARC	212-895-3369	Contract	x		x	x	x	x	x	x	x	x	x	x	x	x	x
NYSARC	718-662-1432	Contract	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Opportunities for a Better Tomorrow - Sunset Park	718-369-0303 ext 12	Contract	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Opportunities for a Better Tomorrow - Bushwick	718-387-1600	Contract	x		x	x	x	x	x	x	x	x	x	x	x	x	x
OBT - Sunset Park	718-369-0303	Contract	x		x	x	x	x	x	x	x	x	x	x	x	x	x
OBT - Queens	212-630-9727	Contract	x		x	x	x	x	x	x	x	x	x	x	x	x	x
St Nicholas Alliance	718-302-2057 x216	Contract	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Sunnyside Community Services, Inc.	718-784-6160 x303	Contract	x		x	x	x	x	x	x	x	x	x	x	x	x	x
The Door - A Center of Alternatives	212-941-9090 x3512	Contract	x		x	x	x	x	x	x	x	x	x	x	x	x	x
The Door - A Center of Alternatives	212-941-9090 x3361	Contract	x		x	x	x	x	x	x	x	x	x	x	x	x	x
United Activities Unlimited, Inc.	718-987-8111	Contract	x		x	x	x	x	x	x	x	x	x	x	x	x	x

Revenue and Budgeted/Actual Expenses Statement

Attachment G

Enter Data into these cells.		LWDA		New York City		
PY'17	Totals	Adult	Dislocated Worker	Youth	Admin	Other Funding
Revenue						
WIOA / Other PY'16 Carryover at 6/30/17	$ 21,633,294	$ 7,207,887	$ 3,316,573	$ 7,189,168	$ 3,919,667	$ -
WIOA PY '17 NOA and Other funding	$ 57,435,950	$ 19,678,292	$ 12,883,557	$ 19,130,506	$ 5,743,595	$ -
Total Revenue PY '17	$ 79,069,244	$ 26,886,179	$ 16,200,129	$ 26,319,674	$ 9,663,262	$ -

Budgeted Expenses	**PY'17**	WIOA				
	Totals	Adult	Dislocated Worker	Youth	Admin	Other Funding
Payroll/Staff Salaries						
WDB (Program and Admin)	$ 436,217	$ 216,502	$ 216,502	$ -	$ 3,214	$ -
System Operator (Program)	$ -	$ -	$ -	$ -	$ -	$ -
Other Program Staff/Service Providers	$ 6,155,926	$ 2,882,623	$ 2,853,101	$ -	$ 420,202	$ -
Other Admin Staff	$ 5,213,196	$ -	$ -	$ 1,144,560	$ 4,068,636	$ -
FICA-Medicare Expenses	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits:						
Health and Dental Insurance	$ -	$ -	$ -	$ -	$ -	$ -
Disability and other Insurances	$ -	$ -	$ -	$ -	$ -	$ -
Retirement Costs	$ -	$ -	$ -	$ -	$ -	$ -
Other related Fringe Benefits	$ 4,276,972	$ 1,552,971	$ 1,538,178	$ -	$ 1,185,823	$ -
Travel and Other Related Staff Costs	$ 39,712	$ 17,240	$ 16,997	$ -	$ 5,475	$ -
Contracted System Operator-other expenses	$ -	$ -	$ -	$ -	$ -	$ -
Contracted Service Providers/ Sub grantee:						
Training Expenses	#REF!	#REF!	#REF!	#REF!	$ -	#REF!
Supportive Service Expenses	$ -	$ -	$ -	$ -	$ -	$ -
Work Experience Expenses	$ 3,826,101	$ -	$ -	$ 3,826,101		$ -
Other Participant Expenses	$ 43,119,238	$ 16,774,567	$ 5,768,474	$ 20,576,196	$ -	$ -
Operational Expenses:						
Rent	$ 900,000	$ 311,206	$ 307,565	$ -	$ 281,229	$ -
Utilities/Telephone/IT Expense	$ 226,832	$ 91,262	$ 86,825	$ -	$ 48,744	$ -
Supplies/Equipment	$ 86,335	$ 52,082	$ 24,711	$ -	$ 9,543	$ -
Maintenance/Janitorial	$ 1,644	$ 1,061	$ 399	$ -	$ 185	$ -
Other Operational Costs	$ 445,477	$ 296,591	$ 100,602	$ -	$ 48,285	$ -
Totals	#REF!	#REF!	#REF!	#REF!	$ 6,071,335	#REF!
Carry-in to PY'18:	#REF!	#REF!	#REF!	#REF!	$ 3,591,927	#REF!

Enter Data into these cells.	Projected PY 2017 FTE Staffing <1					
Function/ Type of Service	WIOA Adult	WIOA DW	WIOA Youth	WIOA Admin	Non-WIOA Funding	Total
WDB (Program and Admin)	1.99	1.99	0	0.02	0	4
System Operator (Program)	0	0	0	0	0	0
Other Program Staff/Service Provider	203.09	97.2	29.8	5.24	0	335.33
Other Admin Staff	0	0	0	55.15	0	55.15
Total	205.08	99.19	29.8	60.41	0	394.48

Attachment G

Enter Data into these cells.		LWDA		New York City		
PY'16	Totals	Adult	Dislocated Worker	Youth	Admin	Other Funding
Revenue						
WIOA / Other PY'15 Carryover at 6/30/16	$ 20,138,337	$ 5,563,246	$ 4,124,009	$ 6,886,864	$ 3,564,218	$ -
WIOA PY '16 NOA and Other funding	$ 65,405,809	$ 27,282,051	$ 9,821,628	$ 21,761,549	$ 6,540,581	$ -
Total Revenue PY '16	$ 85,544,146	$ 32,845,297	$ 13,945,637	$ 28,648,413	$ 10,104,799	$ -

Actual Expenses	**PY'16**	WIOA				
	Totals	Adult	Dislocated Worker	Youth	Admin	Other Funding
Payroll/Staff Salaries						
WDB (Program and Admin)	$ 502,605	$ 215,433	$ 215,433	$ 68,542	$ 3,198	$ -
System Operator (Program)	$ -	$ -	$ -	$ -	$ -	$ -
Other Program Staff/Service Providers	$ 6,513,468	$ 2,542,661	$ 2,516,602	$ 1,233,431	$ 220,774	$ -
Other Admin Staff	#REF!	$ -	$ -	$ -	#REF!	$ -
FICA-Medicare Expenses	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits:						
Health and Dental Insurance	#REF!	$ -	$ -	#REF!	$ -	$ -
Disability and other Insurances	#REF!	$ -	$ -	#REF!	$ -	$ -
Retirement Costs	$ -	$ -	$ -	$ -	$ -	$ -
Other related Fringe Benefits	$ 3,657,733	$ 1,296,740	$ 1,284,488	$ -	$ 1,076,505	$ -
Travel and Other Related Staff Costs	$ 39,712	$ 17,240	$ 16,997	$ -	$ 5,475	$ -
Contracted System Operator	$ -	$ -	$ -	$ -	$ -	$ -
Contracted Service Providers/ Sub grantee:						
Training Expenses	#REF!	#REF!	#REF!	#REF!	$ -	#REF!
Supportive Service Expenses	$ -	$ -	$ -	$ -	$ -	$ -
Work Experience Expenses	$ 4,352,310	$ -	$ -	$ 4,352,310	$ -	$ -
Other Participant Expenses	$ 35,997,338	$ 15,049,813	$ 5,142,563	$ 15,804,962	$ -	$ -
Operational Expenses:						
Rent	$ 900,000	$ 311,206	$ 307,565	$ -	$ 281,229	$ -
Utilities/Telephone/IT Expense	$ 226,832	$ 91,262	$ 86,825	$ -	$ 48,744	$ -
Supplies/Equipment	$ 86,335	$ 52,082	$ 24,711	$ -	$ 9,543	$ -
Maintenance/Janitorial	$ 1,644	$ 1,061	$ 399	$ -	$ 185	$ -
Other Operational Costs	$ 482,388	$ 267,691	$ 145,070	$ -	$ 69,628	$ -
Totals	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Carry-in to PY'17:	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Enter Data into these cells.	PY 2016 FTE Staffing <1					
Function/Type of Service	WIOA Adult	WIOA DW	WIOA Youth	WIOA Admin	Non-WIOA Funding	Total
WDB (Program and Admin)	1.99	1.99	0	0.02	0	4
System Operator (Program)	0	0	0	0	0	0
Other Program Staff/Service Provider	201.26	93.42	31.7	4.61	0	330.99
Other Admin Staff	0	0	0	55.75	0	55.75
Total	203.25	95.41	31.7	60.38	0	390.74

Attachment G

Difference between PY'16 and PY'17:		LWDA		New York City		
	Totals	Adult	Dislocated Worker	Youth	Admin	Other Funding
Revenue						
WIOA/Other Carryover at 6/30/16 to Carryover at 6/30/17	$ 1,494,958	$ 1,644,641	$ (807,436)	$ 302,304	$ 355,449	$ -
WIOA PY '16 NOA and Other funding to PY '17	$ (7,969,859)	$ (7,603,759)	$ 3,061,928	$ (2,631,042)	$ (796,986)	$ -
Total Revenue PY '16 to PY '17	$ (6,474,901)	$ (5,959,118)	$ 2,254,492	$ (2,328,738)	$ (441,537)	$ -

Budgeted /Actual Expenses	**Difference**	WIOA				
	Totals	Adult	Dislocated Worker	Youth	Admin	Other Funding
Payroll/Staff Salaries						
WDB (Program and Admin)	$ (66,388)	$ 1,069	$ 1,069	$ (68,542)	$ 16	$ -
System Operator (Program)	$ -	$ -	$ -	$ -	$ -	$ -
Other Program Staff/Service Providers	$ (357,542)	$ 339,961	$ 336,499	$ (1,233,431)	$ 199,428	$ -
Other Admin Staff	#REF!	$ -	$ -	$ 1,144,560	#REF!	$ -
FICA-Medicare Expenses	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits:						
Health and Dental Insurance	#REF!	$ -	$ -	#REF!	$ -	$ -
Disability and other Insurances	#REF!	$ -	$ -	#REF!	$ -	$ -
Retirement Costs	$ -	$ -	$ -	$ -	$ -	$ -
Other related Fringe Benefits	$ 619,239	$ 256,231	$ 253,690	$ -	$ 109,318	$ -
Travel and Other Related Staff Costs	$ -	$ -	$ -	$ -	$ -	$ -
Contracted System Operator	$ -	$ -	$ -	$ -	$ -	$ -
Contracted Service Providers/ Sub grantee:						
Training Expenses	#REF!	#REF!	#REF!	#REF!	$ -	#REF!
Supportive Service Expenses	$ -	$ -	$ -	$ -	$ -	$ -
Work Experience Expenses	$ (526,209)	$ -	$ -	$ (526,209)	$ -	$ -
Other Participant Expenses	$ 7,121,900	$ 1,724,754	$ 625,912	$ 4,771,234	$ -	$ -
Operational Expenses:						
Rent	$ -	$ -	$ -	$ -	$ -	$ -
Utilities/Telephone/IT Expense	$ -	$ -	$ -	$ -	$ -	$ -
Supplies/Equipment	$ -	$ -	$ -	$ -	$ -	$ -
Maintenance/Janitorial	$ -	$ -	$ -	$ -	$ -	$ -
Other Operational Costs	$ (36,911)	$ 28,900	$ (44,468)	$ -	$ (21,343)	$ -
Totals	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Difference for Carry-in:	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Difference between PY '16 and PY '17	Difference between Actual PY 2016 and Projected PY 2017 FTE Staffing					
Function/Type of Service	WIOA Adult	WIOA DW	WIOA Youth	WIOA Admin	Non-WIOA Funding	Total
WDB (Program and Admin)	0	0	0	0	0	0
System Operator (Program)	0	0	0	0	0	0
Other Program Staff/Service Provider	1.83	3.78	-1.9	0.63	0	4.34
Other Admin Staff	0	0	0	-0.6	0	-0.6
Total	1.83	3.78	-1.9	0.03	0	3.74

<1 The total FTE's here should match the total staff that are funded in the LWDA.

Training and participants recorded for Single-County/One-Stop LWDA's

Attachment G

LWDA:	New York City

1 County/One-Stop Name: xxxxENTER NAME HERExxxxx

Total PY 2016 Training reported

		Adult					Dislocated Worker					Youth				
		# Participants in Training		Expenditures			# Participants in Training		Expenditures			# Participants in Training		Expenditures		
Training Type	Total Expenditures	Carry In	New	PY15 Carry In Formula funds	PY16 Formula Funds	Non-WIOA Funding	Carry In	New	PY15 Carry In Formula funds	PY16 Formula Funds	Non-WIOA Funding	Carry In	New	PY15 Carry In Formula funds	PY16 Formula Funds	Non-WIOA Funding
ITA	$ 862,988.50	104	375	$515,214.50	$ 111,023.50	$ -	35	133	$186,653.00	$ 50,097.50	$ -	0	0	$ -	$ -	$ -
OJT	$ -	0	0	$ -	$ -	$ -	0	0	$ -	$ -	$ -					
Customized	$ -	0	0	$ -	$ -	$ -	0	0	$ -	$ -	$ -					
Incumbent Worker (20% max)	$ 227,798.55	591	838	$115,913.25	$ 111,885.30	$ -	0	0	$ -	$ -	$ -					
Transitional Jobs (10% max)	$ -	0	0	$ -	$ -	$ -	0	0	$ -	$ -	$ -					
Pay for Performance (10% max)	$ -	0	0	$ -	$ -	$ -	0	0	$ -	$ -	$ -	0	0	$ -	$ -	$ -
Contracted Services	$ 5,589,848.13	70	1,089	$766,936.01	$4,171,248.61	$ -	7	199	$ 44,149.61	$ 607,513.90	$ -	0	305	$ -	$ -	$ -
Total	$ 6,680,635.18	765	2,302	##########	$4,394,157.41	$ -	42	332	$230,802.61	$ 657,611.40	$ -	0	305	$ -	$ -	$ -

1 County/One-Stop Name: xxxxENTER NAME HERExxxxx

PY 2017 Training Projection

		Adult					Dislocated Worker					Youth				
		# Participants in Training		Expenditures			# Participants in Training		Expenditures			# Participants in Training		Expenditures		
Training Type	Total Expenditures	Carry In	New	PY16 Carry In	PY17 Formula Funds	Non-WIOA Funding	Carry In	New	PY16 Carry In	PY17 Formula Funds	Non-WIOA Funding	Carry In	New	PY16 Carry In	PY17 Formula Funds	Non-WIOA Funding
ITA	$ 1,000,000.00	66	548	$ -	$ 730,000.00	$ -	24	202	$ -	$ 270,000.00	$ -	0	0	$ -	$ -	$ -
OJT	$ -	0	0	$ -	$ -	$ -	0	0	$ -	$ -	$ -					
Customized	$ -	0	0	$ -	$ -	$ -	0	0	$ -	$ -	$ -					
Incumbent Worker (20% max)	$ 450,000.00	0	500	$ -	$ 450,000.00	$ -	0	0	$ -	$ -	$ -					
Transitional Jobs (10% max)	$ -	0	0	$ -	$ -	$ -	0	0	$ -	$ -	$ -					
Pay for Performance (10% max)	$ -	0	0	$ -	$ -	$ -	0	0	$ -	$ -	$ -	0	0	$ -	$ -	$ -
Contracted Services	$ 9,393,852.29	367	1,459	$ -	$7,575,703.98	$ -	28	199	$ -	$ 1,045,330.31	$ -	0	200	$ -	$ 772,818.00	$ -
Total	$ 10,843,852.29	433	2,507	$ -	$8,755,703.98	$ -	52	401	$ -	$ 1,315,330.31	$ -	0	200	$ -	$ 772,818.00	$ -

Feedback from the Public Information Session on the Draft WIOA Local Plan for NYC 2017 - 2020

The New York City Workforce Development Board (WDB) partnered with the New York City Employment and Training Coalition to convene a public information session on January 5, 2018, to solicit substantive feedback on the Draft of the WIOA Local Plan for New York City ("Draft Local Plan"). The session included a brief presentation and Q&A about the Draft Local Plan, followed by a facilitated discussion among attendees. Attendees participated in small group discussions and focused on three key questions:

- To what extent do you agree that the Board's stated challenges and strategic priorities are the right ones to focus on over the next four years?
- How should the Board play a role in coordinating and aligning the partner organizations that administer WIOA programs? (The "core" partners include the NYC Department of Small Business Services, the NYC Department of Youth and Community Development, NYS Department of Labor, NYS Education Department, and NYS Commission for the Blind.)
- What other comments do you have about any other part(s) of the Draft Local Plan? Please be specific as to which section(s) you are referencing.

Following small group conversations, representatives from each of seven tables shared key takeaways from their conversations to the full group. Two staff to the WDB served as note takers from the report-out session.

Notes from the session have been organized to reflect key takeaways across all tables and participants. The notes are organized among common themes, and reference the number of tables that shared similar points of view. Where possible, direct quotations have been captured and are affiliated with the corresponding table number. Please note that there were no attendees at a Table 6, so feedback is associated with Tables 1, 2, 3, 4, 5, 7, and 8.

Participants stated that they agreed with the strategic priorities set out in the Draft Local Plan (5 out of 7 tables)

- "The Board's challenges and priorities are the right ones. This is extremely aspirational. There needs to be much more information about how the priorities will be operationalized." (Table 8)

Participants suggested an increase in focus on client journey and career aspirations (6 out of 7 tables)

- How can providers focus on advancing individuals in their career journey, through hand-offs and next steps, rather than just job placement? (4 out of 7 tables)
    - "Should placement be the ultimate end goal? What about retention metrics, or what the participant is seeking?" (Table 1)
    - "The measurement of success needs to go beyond placement. As we develop this plan, we need to think about different benchmarks as it applies to different segments of people." (Table 3)
    - "There is too much focus on the outcomes vs. the quality of the services." (Table 4)
    - "What are the long-term goals and outcomes? How do you build 'good jobs' into the pathway?" (Table 5)

- Participant noted that the transition from Workforce Investment Act (WIA) to Workforce Innovation and Opportunity Act (WIOA) enables aligned and deepened services to clients across partners.
    - "[Now] all providers who had a role in one person retaining their job are partners, and everyone benefits. We need to move away from the idea of 'I got the placement.' Need to encourage the partnership and change the incentives." (Table 8)

- Concern about how the in-demand, employer-driven strategy will cover the needs of all New Yorkers. (3 out of 7 tables)
    - "How can the jobseekers served by adult education programs access hard skills training (like OSHA 40), which are often costly to participants and/or Providers?" (Table 1)
    - "We should consider incorporating a system-wide needs assessment for participants/clients to complete with providers to increase awareness from the perspective of the client." (Table 1)
    - "This whole document was approached was by going to employers and asking what the employers need. What's missing to me is the unemployed in New York and what they really need from their point of view. Who is going to fit the jobs from the employers? You'll see after one or two years the gaps around the unemployed being able to fill positions." (Table 1)

Participants largely lauded focus on target populations and had feedback on how to serve target populations better (6 out of 7 tables)

- Participants noted that clients may face more than one barrier at a time, and Local Plan and workforce services should reflect that. (3 out of 7 tables)
    - "50% of the workforce in NYC fall into the immigrant category, but they also fall into multiple target populations. Because of this, they experience multiple layers of barriers." (Table 2)
    - "It is critical that we have benchmark data to reflect multiple barriers e.g. people with disabilities who are also English Language Learners." (Table 3)

- "Target populations should be measured within programs delivered by each of the core partners." (Table 3)

- Target population text in Draft Local Plan needs to emphasize existing skills of individuals vs. focusing only on their needs.
    - "We need to identify skills this group already has so they can be better placed vs. only focusing on supporting them to learn the English language." (Table 1)

- Participant indicated that the timeline for serving these target populations does not align with calendar years, or fiscal years; it takes long-term investment and services. (Table 4)

Participants had concern about how populations will be prioritized in services (3 out of 7 tables)

- Concern about how the workforce system is targeting clients and that connecting adult education to workforce outcomes may result in "creaming" from program applicants / participants. (Table 7)

- Mismatch between employers who engage Workforce1 and the clients serviced in adult education programs, who do not have a high school degree or college degrees. (2 out of 7 tables)
    - Participant noted that previous plans and workforce convenings had focused on where / how Bridge programming could fill this gap; however the program concept has not been funded and so it remains unproven. This is especially a concern as WIOA funding to NYC decreases and forces the workforce system to make decisions. (Table 7)
    - "There seems to be a mismatch between who is accessing adult education, who the Workforce1 centers are serving, and who is actually needing a job in NYC. Are we just kicking people out of the system because they are difficult to serve?" (Table 5)
    - "We often hear from employers who report that jobseekers who've been placed at their business are not fully prepared for their positions." (Table 1)

- Participants expressed need for baseline data (especially for low-income communities) and common metrics across agencies/providers. (2 out of 7 tables)

    - “Do we have this information to know where we’re starting and where we want to go? How are we going to measure progress?” (Table 7)
    - “There should be common metrics in data systems so we can all serve more effectively.” (Table 8)

Participants provided nuance around components of improved system coordination (4 out of 7 tables)

- Participants expressed a need for general baseline of knowledge across agencies; what they do, what they provide, and a curriculum that feeds into each other.
    - “We need to create a singular database for clients/participants.” (Table 2)
    - “There has to be some more interaction between agencies who are offering similar services or services that overlap.” (Table 2)

- Participants also noted that they-- as providers-- are also part of “the system.”
    - “Provider community is also a core partner. Coordination efforts should also be an outreach effort to include the provider community.” (Table 2)
    - Participants noted that they can support agencies in thinking through service challenges. (Table 2, Table 8)

- Participant expressed that each of the Core Partners works with Providers through the siloed lens of their program. Participant advised that the Workforce Development Board should seek to improve communication and coordination across Core Partners as RFPs are drafted and then implemented through programs.
    - “We want the board to take the lead and include all of the stakeholders in report backs so all stakeholders can give feedback along the way rather than hearing about decisions after the fact. There is a lot of insight with all of the folks in the room. We know there is currently no entity that is taking all of their stakeholders ideas into consideration before the decisions are being made. We know the current format is innovative, but it’s one of the challenges in workforce. Something to consider would be to place ‘an implant’ on the WDB from each provider [to gather information].” (Table 3)

- Participants reported staff turnover as a significant issue in the provider and agency community and that turnover negatively impacts client relationships and client success.
    - “We need resources to invest in staff development at provider organizations.” (Table 4)
    - “Case management costs money. Reimbursement needs to be easier to do.” (Table 5)

Glossary

Adult Basic Education: Adult basic education programs focus on basic skills, improving participants' English proficiency or preparing them to earn their high school equivalency credential. While these programs do often include work-readiness programming such as "life skills math," computer proficiency, and job readiness skills, they are not explicitly geared toward preparing students for specific roles in the workforce.

Bridge Program: Bridge programs offer career-focused basic education targeted at students with a moderate level of education, typically scoring between seventh- and tenth-grade literacy levels. Unlike adult basic education programs, bridge programs have an explicit sector or career focus, emphasizing pathways into a specific educational or career track, and the basic language and skills relevant to that track.

Career Pathways: Career Pathways is a system-wide framework that aligns and coordinates education, training, credential attainment, and early job exposure opportunities to serve workers at various stages of the job continuum, allowing them to advance to successively higher levels of education and employment in a given sector.

English for Speakers of Other Languages (ESOL): English-language instruction for non-native speakers.

High School Equivalency: High school equivalency (previously called the GED) refers to a certification that a student has passed a test demonstrating achievement in reading, writing, math, science, and social studies aligned to the K-12 Common Core State Standards and other standards. In New York State, the Test Assessing Secondary Completion (TASC) is used.

Industry Partnership: Industry Partnerships are City-designated entities that define and fulfill labor demand by engaging employers. Through collaboration with employers, organized labor, educational institutions, workforce providers, philanthropy, and City agencies, Industry Partnerships identify the skills and credentials that employers need and develop strategies and approaches to help New Yorkers build those skills.

Workforce Innovation and Opportunity Act: A July 2014 law replacing the Workforce Investment Act, WIOA grants local workforce policymakers much broader latitude to shift resources toward training options while encouraging whole-system coordination and integration.

Acronyms

ABE	Adult Basic Education
ACCES-VR	Adult Career and Continuing Education Services – Vocational Rehabilitation
BSC	NYC Business Solutions Center
CAP	Client Assistance Program
CBOs	Community-Based Organizations
CDC	Career Development Connect
CUNY	City University of New York
DOE	NYC Department of Education
DOE-OACE	NYC Department of Education, Office of Adult and Continuing Education

DVOP	Disabled Veterans Operation Specialist
DYCD	NYC Department of Youth and Community Development
EEO	Equal Employment Opportunity
ESOL	English for Speakers of Other Languages
ETPL	Eligible Training Provider List
HRA	NYC Human Resources Administration
HSE	High School Equivalency
IPE	Individualized Plan for Employment
ISY	In-School Youth
ITA	Individual Training Account
LMIS	Labor Market Information Service of the City University of New York
LVER	Local Veterans Employment Specialist
MOU	Memorandum of Understanding
NAICS	North American Industry Classification System
NYACH	New York Alliance for Careers in Healthcare
NYCEDC	NYC Economic Development Corporation
NYSCB	New York State Commission for the Blind
NYSDOL	New York State Department of Labor
NYSED	New York State Education Department
OCFS	New York State Office for Children and Family Services
OJT	On-the-Job Training
OSOW	Out-of-School and Out-of-Work Youth
OSY	Out-of-School Youth
PPB	New York City Policy Procurement Board
QCEW	Quarterly Census of Employment and Wages, U.S. Department of Labor Bureau of Labor Statistics
RFP	Request for Proposal
SBS	NYC Department of Small Business Services
SYEP	Summer Youth Employment Program
TTP	Tech Talent Pipeline
UI	Unemployment Insurance
WARN	Worker Adjustment and Retraining Notification
WETC	Workers (with Disabilities) Employment Tax Credit
WIOA	Workforce Innovation and Opportunity Act
WOTC	Work Opportunity Tax Credit
YAIP	Young Adult Internship Program
YTN	Youth Training Network

APPENDIX IV:

Inventory of Sector-Based Workforce Strategies

Workforce Innovation and Opportunity Act New York City Regional Plan

Inventory of Sector-Based Workforce Strategies 2018

Regional Board: New York City Workforce Development Board

January 2018

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BACKGROUND

I. History and Vision

New York City has been a national leader in sector-strategies for decades. Aligning employment services and trainings with employer demand and sector has been common practice in New York City's Workforce1 Career Center system – the local name for One-Stop Career Centers – for close to ten years. Communities across the country are emulating New York City's work building strong partnerships with industry to develop a talent pipeline that drives economic and community prosperity.

In 2014 New York City (NYC) convened the Jobs for New Yorkers Task Force. Charged with creating a strategy to expand access to career-track jobs, improve job quality, and foster a more cohesive workforce development system, the Task Force included businesses, organized labor, educational institutions, service providers, philanthropy, and government. Five months of intensive discussions yielded key recommendations to transform New York City's workforce development system expressed in the City's report: **Career Pathways: One City Working Together**.

This report serves as the City's guiding strategy and framework – including the strategies for working closely with businesses to meet their needs and supporting individuals along an established route to stable employment with family-sustaining wages. **The NYC Workforce Innovation and Opportunity Act (WIOA) Regional Plan is aligned with both the City's Career Pathways report and the New York State Combined WIOA Plan.**

II. Defining Sector-Based Workforce Strategies

The Regional Plan identifies a number of sector-based workforce strategies that are active in New York City. In accordance with the New York State Department of Labor's Technical Advisory 16-5, the NYC Workforce Development Board is using a very specific definition of sector-based workforce strategies, defined as initiatives that:

- Address the **needs of employers** by focusing intensively on the workforce needs of a specific industry sector over a sustained period, often concentrating on a specific occupation or set of occupations within that industry;
- Address the **needs of workers** by creating formal career paths to good jobs, reducing barriers to employment, and sustaining or increasing middle-class jobs;
- Bolster **regional economic competitiveness** by engaging economic development experts in workforce issues and aligning education, economic, and workforce development planning;
- Engage a **broader array of key stakeholders** through partnerships organized by workforce intermediaries; and
- Promote **systemic change** that achieves ongoing benefits for the industry, workers, and community.[1]

This definition is more comprehensive than definitions that reflect a simple alignment of training programs to sector or occupation. Consequently, this inventory is not an exhaustive list of all *sector-aligned* programs in New York City; rather, it provides an overview of initiatives that satisfy all elements of the above definition.

New York City has a number of these initiatives outside of government, and rather than attempting to curate a comprehensive list, we defer to the work of the Aspen Institute, the New York City Center for Economic Opportunity, and the New York City Employment and Training Coalition, and the City's Labor-Management partnerships in the work they have previously done identifying entities that lead sector-based workforce strategies. Space would not permit us to provide meaningful detail on each of these entities. Moreover, New York City's Workforce Development Board has crafted a strategy that organizes these entities by sector and works with and across them to achieve local and state-wide objectives.

With its partners, the NYC Workforce Development Board will continue to evaluate and update these strategies to respond to changes in the local economy and to build on emerging best

[1] National Governors Association Center for Best Practices, National Economic Development and Law Center, and Corporation for a Skilled Workforce. *State Sector Strategies: Regional Solutions to Worker and Employer Needs*. 2006.

practices in service delivery to support a vibrant and equitable economy with career opportunities for all New Yorkers.

INVENTORY OF SECTOR-BASED WORKFORCE STRATEGIES

I. Executive Summary

In support of Mayor de Blasio's vision for a workforce development system informed by, and aligned with, the needs of strategic industries across New York City, the Department of Small Business Services (SBS) will pursue several policy and operational initiatives to provide New Yorkers high-quality, in-demand sector-based training and employment services.

The City of New York developed Industry Partnerships with the goal of supporting the economic vitality of New York City through quality job opportunities for New Yorkers and quality talent for local businesses. Each industry partnership focuses on a particular sector and is designed to work collaboratively with a diverse set of stakeholders – including employers, community-based organizations (CBOs), organized labor, philanthropy, government, training providers and educational institutions – to support systems change.

In order to improve the quality, scale, and impact of industry-aligned training and employment services, the City of New York will leverage the expertise of its Industry Partnerships and work together with the local Workforce Development Board, the Regional Economic Development Council, NYSDOL, and key employer, education, and community stakeholders in order to advance the ambitious but achievable objectives of increased economic success for businesses, workers, and the City.

The success of any sector-based workforce development strategy depends upon the availability of education and training providers equipped to deliver high quality, industry-aligned preparation to job seekers with the resources at hand to pursue it.

To address both of these priorities, the City of New York will implement new and enhanced initiatives in the coming year with the goals of: 1) expanding access to sector-based in-demand training for qualified job seekers and 2) improving provider quality with an emphasis in key sectors.

II. Key Sectors

New York City's economy is vast and multi-faceted. New York City's workforce development strategy reflects that diversity, and in the coming year the local area will support employment and training initiatives in a wide variety of sectors. However, particular focus will be given to six sectors:

- Healthcare
- Technology
- Industrial/Manufacturing
- Foodservice
- Construction
- Retail

Together the six sectors account for approximately half of all jobs in New York City. These sectors were selected through an analysis of scale, opportunity, and impact. The City selected the sectors using data pertaining to tax revenue, recent job growth, forecasted job growth, total employment, job multipliers, wages, and wage distribution indicators. These sectors currently offer the strongest prospects for economic mobility and mutual "employer-worker" benefits through job quality improvements.

The City's analysis revealed that **healthcare and technology** are both characterized by high growth, higher-wage, middle-skill occupations and solid job multipliers, with every direct job created in healthcare generating an additional 0.4 jobs, and each new job in technology adding 1.4 additional jobs. In addition, a systematic skills gap in hiring impedes growth in both of these sectors.

The **industrial/manufacturing and construction** sectors have lower growth projections, but these jobs tend to offer relatively high income while not requiring a high level of formal education. In addition, the City makes or influences a large investment in these sectors, and thus they represent a unique way to leverage the purchasing power of the City for the good of policy and the City's workers.

Finally, the **retail and food service** sectors are among the largest in New York City. They represent the entry-way to a lifetime of work for many of the City's residents, including young adults and foreign-born New Yorkers. Because service plays such a key role in business profit and competitive advantage in both sectors, human capital is critical.

A table with detailed labor market data for all six sectors is included here for reference:

Sector	# of Jobs (% of NYC Employment)	Four-Year Job Growth (% Change)	Average Wage
Health Care & Social Assistance	647,060 (16.02%)	63,154 (11.04%)	$49,519
Technology	326,000 (7.9%)	39,000 (13.6%)	$82,160
Construction	132,557 (3.13%)	15,277 (14.02%)	$74,086
Food Service & Accommodation	342,004 (8.16%)	72,169 (28.71%)	$31,427
Industrial	517,430 (13.47%)	-5,286 (-1.01%)	$70,831
Retail	344,084 (8.73%)	45,756 (15.24%)	$38,903

Source: NYSDOL 2010 and 2014 Quarterly Census of Employment and Wages (QCEW) for the New York City Region

New York City will leverage all of its workforce assets, including Industry Partnerships, occupational trainings, and the Workforce1 Career Center system to support work in these critical sectors.

III. Sector-specific approaches

Healthcare

Phase of Development: Expanding

Workforce Landscape:

Sector	# of Jobs (% of NYC Employment)	Four-Year Job Growth (% Change)	Average Wage
Health Care & Social Assistance	647,060 (16.02%)	63,154 (11.04%)	$49,519
Source: NYSDOL 2010 and 2014 Quarterly Census of Employment and Wages (QCEW) for the New York City Region			

Industry Partnership: New York Alliance for Careers in Healthcare (NYACH)

Relevance to REDC and WIOA Priorities: Building partnerships, demand-driven approach, emphasis on closing the skills gap to support growing industries and support upward mobility.

Industry Partnership Strategy:
The healthcare industry partnership, the New York Alliance for Careers in Healthcare (NYACH), has developed a Partners Council, which establishes a common agenda and set of activities. The Council includes the Greater New York Hospital Association (GNYHA), the Community Health Care Association of New York State (CHCANYS), the Southern New York Association (SNYA), the Paraprofessional Healthcare Institute (PHI), 1199 SEIU Training and Employment Funds, and the City University of New York (CUNY).

In addition, three sub-sector specific workgroups focus on ambulatory care, long-term services and supports, and inpatient care. These workgroups include representatives of organizations that have proven leadership in their respective subsectors, those that have partnered with NYACH on earlier work, and those who are recognized in NYC for leading at the intersection of healthcare delivery and workforce development.

Training Strategy:
NYACH works with its Partners Council and its individual employers on the subcommittees to ensure that training solutions are appropriately informed to reflect the changing workforce and training needs of local healthcare employers as a result of the federal Affordable Care Act and New York State's Medicaid Redesign. Recent industry-informed programs have focused on occupational training for Medical Assistant, Certified Recovery Peer Advocate, Health Coach, and a Medical Coding Training and Apprenticeship Program in partnership with 1199SEIU Training and Education Fund.

In the coming year, SBS and NYACH will evaluate and scale successful programs as well as launch a series of new initiatives.

Technology

Phase of Development: Expanding

Workforce Landscape:

Sector	# of Jobs (% of NYC Employment)	Four-Year Job Growth (% Change)	Average Wage
Technology	326,000 (7.9%)	39,000 (13.6%)	$82,160
Source: 2016 NYC Tech Ecosystem: HR&A Study Update report released November 2017; *HR&A NYC Tech Ecosystem 2009-2013 report released 3/14			

Industry Partnership: NYC Tech Talent Pipeline (TTP)

Relevance to REDC and WIOA Priorities: Building partnerships, demand-driven approach, emphasis on closing the skills gap to support growing industries and support upward mobility.

Industry Partnership Strategy:
Launched by Mayor de Blasio in May 2014, the NYC Tech Talent Pipeline (TTP) works with more than 150 stakeholders to define employer needs, develop training and education solutions to meet these needs, and deliver homegrown talent for 21st century jobs across the five boroughs. These efforts are guided by an Advisory Board of 28 CEOs, CTOs, CIOs, and senior

executives representing the city's top tech employers and a collective workforce of 40,000 New Yorkers.

Together with employers, government partners, philanthropy, training providers, educational institutions and community organizations, launched 10 industry-informed new and expanded training programs, realigned curricula for 16 academic and training programs, and informed the development of the Mayor's historic Computer Science for All initiative. TTP has also formed an Academic Council, consisting of 16 NYC post-secondary institutions who have pledged to continue to work with the City and employers to further develop career pathways for New Yorkers in tech. In 2017, Council members and industry partners together launched a new initiative to respond to the Mayor's new goal of doubling the number of CUNY tech bachelors awarded by 2022.

Training Strategy:

TTP works towards three primary objectives in its training strategy: 1) a diversity of New Yorkers are aware of tech careers, can enter training, and successfully connect to tech employment; 2) New York City businesses can hire and retain qualified local tech talent; and 3) there are sufficient educational and training providers to deliver qualified New Yorkers into tech jobs. In 2017 TTP expanded its Web Development Fellowship to new training providers, helped to build capacity of accelerated tech training providers by releasing *Key Practices for Accelerated Tech Training*, and continued to expand investments to ensure that NYC colleges are reliable sources for tech talent.

In the coming year, SBS and TTP will evaluate and scale successful programs as well as launch a series of new initiatives.

Food Service

Phase of Development: Expanding

Workforce Landscape:

Sector	# of Jobs (% of NYC Employment)	Four-Year Job Growth (% Change)	Average Wage
Food Service & Accommodation	342,004 (8.16%)	72,169 (28.71%)	$31,427
Source: NYSDOL 2010 and 2014 Quarterly Census of Employment and Wages (QCEW) for the New York City Region			

Relevance to REDC and WIOA Priorities: Building partnerships, demand-driven approach, emphasis on closing the skills gap to support growing industries and support upward mobility.

Industry Partnership: NYC Food and Beverage Hospitality Council

Industry Partnership Strategy:
One of the largest sectors of employment in NYC with sustained growth, food service in New York City is of critical importance but is faced with a sizable labor shortage of qualified talent in the kitchen and very high turnover. This Industry Partnership convened the NYC Food and Beverage Hospitality Council which is an alliance of over 30 leading NYC industry professionals and businesses to promote the sustained growth of the local food and beverage industry. To address the challenges facing the industry, the Council's goals include:

- Address the industry's skills gap and labor shortage by promoting training opportunities that will also open the door to greater upward mobility for workers;
- Help small business navigate the regulatory environment; and
- Monitor industry trends and define operational changes businesses can implement to meet various challenges

Training Strategy:
To begin to address the back-of-house labor shortage and create opportunities for young adults, the Council has created and launched StageNYC. Pronounced "stazhje," this program is a partnership with the hospitality industry that will help meet the restaurant sector's growing demand for qualified culinary employees while creating new career pathways for New Yorkers.

The program will cover technical skills and life skills aimed at young adults, aged 18-24, for careers in the restaurant industry. Participants will receive paid, on-the-job training with an industry partner in order to gain hands-on experience. The culmination of both skills and experience training will provide participants with the tools needed to successfully fill positions in a growing industry.

To date, two initial cohorts have completed training and the Council and SBS are evaluating a way to refine the program and continue to scale it.

Industrial

Phase of Development: Expanding

Workforce Demand:

Sector	# of Jobs (% of NYC Employment)	Four-Year Job Growth (% Change)	Average Wage
Industrial	517,430 (13.47%)	-5,286 (-1.01%)	$70,831
Source: NYSDOL 2009 and 2013 Quarterly Census of Employment and Wages (QCEW) for the New York City Region			

Relevance to REDC and WIOA Priorities: Building partnerships, demand-driven approach, emphasis on closing the skills gap to support growing industries and support upward mobility.

Industry Partnership: Industrial Industry Partnership

Industry Partnership Strategy:
While jobs in the Industrial sector have contracted over the past two decades in New York City, recent data demonstrates that over the last five years the city's manufacturing sector has actually grown in various sub-sectors*. There are not high educational barriers in this sector (compared, for example, with tech or healthcare), yet many New Yorkers lack an awareness of jobs in this sector. Employers have reported a challenge in finding and attracting entry-level

candidates. Furthermore, data shows that due to an aging workforce, expert roles are staying vacant for longer and retirement ages are increasing dramatically.

The Industrial Partnership will convene an advisory board with business leaders from the manufacturing, transportation, and wholesale trade sectors in order to create a unified voice and define similar needs and challenges of businesses across industry. Individually these sectors are a relatively small in NYC, but together form a significant part of the economy. The Board will work to design solutions to support the up-skilling of current entry level workers, the transition of deep technical skill/knowledge from one generation of worker to another, and how define ways in which firms in the industrial sectors can use innovation to grow and thrive in NYC.

Training Strategy:

Based on business demand, SBS has historically supported entry-level training in occupations, such as Commercial Driving, Woodworking, and Cable Installation. This occupational training will continue and in 2018 this Industry Partnership will launch a program for entry level CNC Machinists with local manufacturers in support of the *New York Works, Creating Good Jobs* report. This initiative a new employer-training partnership model that allows New Yorkers to get the hands-on experience they need while placing them in a career-ladder profession.

* Source: https://nycfuture.org/pdf/Making_It_Here_July_2016.pdf

Construction

Phase of Development: Expanding

Workforce Demand:

Sector	# of Jobs (% of NYC Employment)	Four-Year Job Growth (% Change)	Average Wage
Construction	132,557 (3.13%)	15,277 (14.02%)	$74,086
Source: NYSDOL 2009 and 2013 Quarterly Census of Employment and Wages (QCEW) for the New York City Region			

Relevance to REDC and WIOA Priorities: Building partnerships, demand-driven approach, emphasis on closing the skills gap to support growing industries and support upward mobility.

Industry Partnership: BuildNYC2030 Construction Industry Partnership

Industry Partnership Strategy:
Job growth in construction continues to outpace most other sectors in New York City and represents an opportunity for many mid-level jobs at family-sustaining wages without high requirements for educational attainment. The Construction Industry Partnership has created an advisory board of construction firms and unions representing organized labor and other local stakeholders. The advisory board will help shape solutions for the following workforce challenges in the sector: equity of access to career pathways in the unionized skilled trades; safety and gainful employment over the life of a career in construction. The Industry Partnership will also work with sector stakeholders to attract a greater diversity of workers, including younger workers, women, and other low income New Yorkers.

In addition, the Construction Industry Partnership will advise and guide the Hire NYC Development initiative. Hire NYC is New York City's commitment to leverage its purchasing power and investments generally, in the case for construction and real estate developments to provide better access to jobs associated with these projects for New Yorkers. HireNYC will provide free, high-quality recruitment services to vendors and businesses filling open positions through City contracts and development projects.

Training Strategy:
In the coming fiscal year, the Construction Industry Partnership will continue its work to focus on an employer-defined common set of core skills needed for workers seeking entry into the sector. This will contribute to fundamental elements of an aligned system that is accessible to all New Yorkers with clear entry points into career pathways.

Retail

Phase of Development: Pre-Launch

Workforce Demand:

Sector	# of Jobs (% of NYC Employment)	Four-Year Job Growth (% Change)	Average Wage
Retail	344,084 (8.73%)	45,756 (15.24%)	$38,903
Source: NYSDOL 2010 and 2014 Quarterly Census of Employment and Wages (QCEW) for the New York City Region			

Relevance to REDC and WIOA Priorities: Building partnerships, demand-driven approach, emphasis on closing the skills gap to support growing industries and support upward mobility.

Industry Partnership Strategy:
The scope of the retail partnership includes national/international chains with a wide range of products (department or general merchandise stores), national/international specialty chains (appliances and electronics, office supplies, etc.), small specialty chains, and small independent specialty stores. This requires a diverse set of strategies. To engage decision-makers and leaders at the national/international levels, New York City will partner with other large cities and leverage our collective buying power to establish a national council. This group will focus on workforce issues in the retail sector, including working with employers, industry associations, workers, and advocacy groups, to establish a clear and accurate picture of employer demand, job experience required, and career pathways. It will also identify and support hiring/staffing practices in the retail sector that result in a benefit to the business and improve job experience and maximize income for workers.

Since many entry level jobs in retail are part-time and minimum wage, job quality will be central to the retail industry partnership approach. As an example of how this strategy may be implemented, the Workforce1 Career Center system has been working with retailers and businesses in other sectors to encourage living-wage jobs by only referring qualified candidates to jobs paying at least $13.65 per hour for part-time work.

Training Strategy:
The training strategies in retail will include creating formal paths for advancement, supporting equity of access to advancement opportunities, and a model for understanding skills applicable inside and outside of the sector. Lastly, a significant aspect of the training will focus on

"professional identity" training, such as handling absences professionally, negotiating for hours/salary, and presenting employment history most effectively.

IV. Training the Workforce for Today and Tomorrow

The NYC Department of Small Business Services (SBS) and the Industry Partnerships work with a diverse set of stakeholder partners as well as the latest labor market data, analyses and forecasting to identify sector-specific workforce challenges that can be addressed with industry-informed training programs. These training programs are piloted by SBS and its Workforce1 system, the City University of New York (CUNY) and its colleges, other for-profit and not-for-profit training providers, community-based organizations, unions, and key employer partners to test their effectiveness as solutions to these challenges. The evaluation of outcomes from these programs are also used to identify opportunities for scaling and sustaining successful models that align with the unique mission and vision of each Industry Partnership and provide the greatest systematic impact for New Yorkers with barriers to employment or advancement and high-road employer partners alike.

Stakeholders are engaged in a variety of ways to shape these training program models. Some of these ways include, but are not limited to, confirming labor market trends, selecting occupational or programmatic focuses, aligning and enhancing curriculum and instructional models with current and future hiring needs, developing robust participant assessments, serving as hosts for interviews, internships or site visits, supporting industry exposure for participants, committing to hiring graduates, and serving as an advocate of programs and participants.

The training program models designed by Industry Partnerships and implemented by SBS are often certification-based trainings in growing or changing occupations offered in a cohort format or through an Individual Training Grant with a single training provider, but they may also include internships and externships, on-the-job training, incumbent workers training (through SBS' Customized Training Program), or other work-based learning approaches depending on the sector-based challenge. Across all models developed by the Industry Partnerships and SBS, those that are most successful often include some, if not all, of the following elements:

- Industry-informed assessments and curriculum and adult-centered instructional models in both technical and professional skill building,

- Paid work-based learning elements built into the program for participants to gain relevant professional experiences that allow them to earn while they learn,
- Early commitments to screen and hire graduates by employer partners, often prior to participant enrollment in training programs,
- Recruitment and business development support from the Workforce1 system, Industry Partnership, and/or other partners,
- Continuous academic, candidacy, and supportive services for participants during training and through attachment to the workforce,
- Employment-focused standards for successful training completion, including receipt of all industry-recognized certifications or Human Resource requirements for job entry,
- Performance-based contracts that incentivize high levels of completion and employment (i.e. 90 percent completion and 75 percent connection to employment with three months for provider's to obtain full reimbursement),
- Feedback loops from industry to SBS, the Industry Partnerships, and other partners on the competitiveness and readiness of graduates and new hires to succeed in the careers for which they are being trained to enter and advance, and
- Buy-in from all partners to the value of the Industry Partnerships and training programs to ensure sustainability of practice and continuous improvement beyond local, state, federal, and private investment.

Additional Program Development and Strategic Planning

In addition to supporting expanded and enhanced versions of the training programs that were offered in fiscal year 2017, in 2018 SBS and the Industry Partnerships will design and launch new trainings in food service and accommodations, media and entertainment, and retail. A key focus within the sector-based trainings in 2018 will be aligning work with other City agencies aimed at serving young adults, foreign-born New Yorkers, and other individuals facing barriers to employment or advancement. SBS is continuing to work with its partners to offer high school equivalency and career development services to out-of-school, out-of-work youth and English-language (and other culturally-specific) instruction for New Yorkers as they pursue training, certification, and employment in all of the Career Pathways sectors.