

Westchester and Putnam Counties

LOCAL PLAN



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Strategic Planning Elements

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

I attest that the priority ranked list of the local area’s demand occupations was last updated on [specify date in the below text box].

February, 2020

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

Yes, Information was shared with the Board on February 13, 2020.

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

Labor market indicators have identified growth sectors which include: biotech, green, healthcare, hospitality, advance manufacturing, not-for-profit, and professional services. Food product manufacturing has shown promising indicators in Westchester, but we are still monitoring this sector.

i. Existing and emerging in-demand sectors and occupations

**Westchester County
Demand Occupations
Based on Employment Trends 2014 – 2018**

Disclaimer: The WPWDB acknowledges job title listed are in-demand occupation, but WIOA funds will not be spent to support training that will lead to a commission or per diem positons.

SOC Code	Occupational Title
11-1021	General and Operations Managers
11-2021	Marketing Managers
11-2022	Sales Managers
11-3021	Computer and Information Systems Managers

11-3031	Financial Managers
11-9021	Construction Managers
11-9032	Education Administrators, Elementary and Secondary School
11-9033	Education Administrators, Postsecondary
11-9041	Architectural and Engineering Managers
11-9111	Medical and Health Services Managers
11-9141	Property, Real Estate, and Community Association Managers
13-1020	Buyers and Purchasing Agents
13-1031	Claims Adjusters, Examiners, and Investigators
13-1051	Cost Estimators
13-1071	Human Resources Specialists
13-1111	Management Analysts
13-1151	Training and Development Specialists
13-1161	Market Research Analysts and Marketing Specialists
13-2011	Accountants and Auditors
13-2041	Credit Analysts
13-2051	Financial Analysts
13-2052	Personal Financial Advisors
13-2053	Insurance Underwriters
13-2061	Financial Examiners
13-2072	Loan Officers
15-1121	Computer Systems Analysts
15-1132	Software Developers, Applications
15-1133	Software Developers, Systems Software

15-1142	Network and Computer Systems Administrators
15-1151	Computer User Support Specialists
15-2011	Actuaries
17-1011	Architects, Except Landscape and Naval
17-2051	Civil Engineers
17-2071	Electrical Engineers
17-2072	Electronics Engineers, Except Computer
17-2112	Industrial Engineers
17-2141	Mechanical Engineers
17-3023	Electrical and Electronic Engineering Technicians
17-3026	Industrial Engineering Technicians
21-1012	Educational, Guidance, School, and Vocational Counselors
21-1015	Rehabilitation Counselors
21-1018	Substance abuse, behavioral disorder, and mental health counselors
21-1021	Child, Family, and School Social Workers
21-1093	Social and Human Service Assistants
23-1011	Lawyers
23-2011	Paralegals and Legal Assistants
25-1071	Health Specialties Teachers, Postsecondary
25-1121	Art, Drama, and Music Teachers, Postsecondary
25-2021	Elementary School Teachers, Except Special Education
25-2022	Middle School Teachers, Except Special and Career/Technical Education
25-2031	Secondary School Teachers, Except Special and Career/Technical Education

25-2052	Special Education Teachers, Kindergarten and Elementary School
25-2053	Special Education Teachers, Middle School
25-2054	Special Education Teachers, Secondary School
25-3021	Self-Enrichment Education Teachers
25-3097	Teachers and Instructors, All Other, Except Substitute Teachers
25-3098	Substitute teachers
25-9041	Teacher Assistants
27-1011	Art Directors
27-1014	Multimedia Artists and Animators
27-1024	Graphic Designers
27-1027	Set and Exhibit Designers
27-2011	Actors
27-2012	Producers and Directors
27-2022	Coaches and Scouts
27-3031	Public Relations Specialists
27-3041	Editors
27-3043	Writers and Authors
27-4011	Audio and Video Equipment Technicians
27-4014	Sound Engineering Technicians
27-4031	Camera Operators, Television, Video, and Motion Picture
27-4032	Film and Video Editors
29-1021	Dentists, General
29-1051	Pharmacists
29-1071	Physician Assistants

29-1123	Physical Therapists
29-1126	Respiratory Therapists
29-1141	Registered Nurses
29-1171	Nurse Practitioners
29-2010	Clinical Laboratory Technologists and Technicians
29-2021	Dental Hygienists
29-2034	Radiologic Technologists
29-2041	Emergency Medical Technicians and Paramedics
29-2055	Surgical Technologists
29-2061	Licensed Practical and Licensed Vocational Nurses
31-1011	Home Health Aides
31-1013	Psychiatric Aides
31-1014	Nursing Assistants
31-9091	Dental Assistants
31-9092	Medical Assistants
33-9032	Security Guards
33-9092	Lifeguards, Ski Patrol, and Other Recreational Protective Service
33-9099	Protective Service Workers, All Other
35-1011	Chefs and Head Cooks
35-2012	Cooks, Institution and Cafeteria
35-2014	Cooks, Restaurant
35-2021	Food Preparation Workers
35-3011	Bartenders
35-3022	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop

35-3031	Waiters and Waitresses
35-3041	Food Servers, Non-restaurant
35-9011	Dining Room and Cafeteria Attendants and Bartender Helpers
35-9021	Dishwashers
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners
37-2012	Maids and Housekeeping Cleaners
37-3011	Landscaping and Groundskeeping Workers
39-3031	Ushers, Lobby Attendants, and Ticket Takers
39-3091	Amusement and Recreation Attendants
39-6011	Baggage Porters and Bellhops
39-6012	Concierges
39-9011	Childcare Workers
39-9021	Personal Care Aides
39-9031	Fitness Trainers and Aerobics Instructors
39-9032	Recreation Workers
39-9041	Residential Advisors
41-2011	Cashiers
41-2021	Counter and Rental Clerks
41-2031	Retail Salespersons
41-3011	Advertising Sales Agents
41-3021	Insurance Sales Agents
41-3031	Securities, Commodities, and Financial Services Sales Agents
41-3041	Travel Agents
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products

41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
41-9022	Real Estate Sales Agents
43-3011	Bill and Account Collectors
43-3021	Billing and Posting Clerks
43-3031	Bookkeeping, Accounting, and Auditing Clerks
43-3071	Tellers
43-4051	Customer Service Representatives
43-4081	Hotel, Motel, and Resort Desk Clerks
43-4111	Interviewers, Except Eligibility and Loan
43-4131	Loan Interviewers and Clerks
43-4171	Receptionists and Information Clerks
43-5032	Dispatchers, Except Police, Fire, and Ambulance
43-5061	Production, Planning, and Expediting Clerks
43-5071	Shipping, Receiving, and Traffic Clerks
43-6011	Executive Secretaries and Executive Administrative Assistants
43-6012	Legal Secretaries
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive
43-9022	Word Processors and Typists
43-9041	Insurance Claims and Policy Processing Clerks
43-9061	Office Clerks, General
47-2021	Brickmasons and Blockmasons
47-2031	Carpenters
47-2051	Cement Masons and Concrete Finishers

47-2061	Construction Laborers
47-2071	Paving, Surfacing, and Tamping Equipment Operators
47-2073	Operating Engineers and Other Construction Equipment Operators
47-2081	Drywall and Ceiling Tile Installers
47-2111	Electricians
47-2141	Painters, Construction and Maintenance
47-2152	Plumbers, Pipefitters, and Steamfitters
47-2181	Roofers
47-2211	Sheet Metal Workers
47-2221	Structural Iron and Steel Workers
47-3013	Helpers--Electricians
47-3015	Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters
47-4021	Elevator Installers and Repairers
49-2011	Computer, Automated Teller, and Office Machine Repairers
49-3021	Automotive Body and Related Repairers
49-3022	Automotive Glass Installers and Repairers
49-3023	Automotive Service Technicians and Mechanics
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers
49-9041	Industrial Machinery Mechanics
49-9051	Electrical Power-Line Installers and Repairers
49-9052	Telecommunications Line Installers and Repairers
49-9071	Maintenance and Repair Workers, General
49-9098	Helpers--Installation, Maintenance, and Repair Workers

51-2028	Electrical, electronic, and electromechanical assemblers, except coil winders, tapers, and finishers
51-2098	Assemblers and fabricators, all other, including team assemblers
51-3011	Bakers
51-3023	Slaughterers and Meat Packers
51-3092	Food Batchmakers
51-3093	Food Cooking Machine Operators and Tenders
51-4041	Machinists
51-4193	Plating and Coating Machine Setters, Operators, and Tenders, Metal and Plastic
51-6011	Laundry and Dry-Cleaning Workers
51-9012	Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers
51-9111	Packaging and Filling Machine Operators and Tenders
51-9122	Painters, Transportation Equipment
51-9141	Semiconductor Processors
51-9198	Helpers--Production Workers
53-3021	Bus Drivers, Transit and Intercity
53-3022	Bus Drivers, School or Special Client
53-3032	Heavy and Tractor-Trailer Truck Drivers
53-3033	Light Truck or Delivery Services Drivers
53-3041	Taxi Drivers and Chauffeurs
53-6021	Parking Lot Attendants
53-6031	Automotive and Watercraft Service Attendants

53-7032	Excavating and Loading Machine and Dragline Operators
53-7051	Industrial Truck and Tractor Operators
53-7061	Cleaners of Vehicles and Equipment
53-7062	Laborers and Freight, Stock, and Material Movers, Hand
53-7064	Packers and Packagers, Hand

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

Employers urgently need a pipeline of domestic workers who can be quickly trained and placed into open positions. These employers need talent to fuel their continued growth, especially in positions in the healthcare, information technology and advance manufacturing sectors. While an average employer is willing to train new employees, they do require some basic soft and technical skills.

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

Employers in the region look for a combination of soft and technical skills. Therefore we work with our employers to address their specific needs but also work with the job seekers to help them acquire the necessary skills to find and retain employment.

Soft skills: Detail oriented integrity, team player, punctuality, self-motivation, reliable, works well under pressure, quick thinker, creativity, and professional appearance.

Technical skills: Language (speaking another language other than English is a plus), analytical, marketing, basic computer skills (Excel, Word, PowerPoint and Outlook), and basic reading, writing, and math skills. Although the skills are not inclusive, they are essential to creating a successful career in the growth sectors.

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

i. Current labor force employment and unemployment numbers;

The unemployment rate is at 3.5% while the employment rate is at 482.7 (data in the thousands).

Source : <https://labor.ny.gov/stats/lous.asp>

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

The New York State Department of Labor Division of Research and Statistics developed

Reports to identify “significant industries” in each of the ten regions in New York State. Industries presented in the report are classified according to their North American Industry Classification System (NAICS) code. This report lists significant industries in the Hudson Valley based on several factors including employment levels, wage levels, job growth (both net and percent) over the 2013-2018 period and expected job growth based on industry employment projections through 2026. Priority industries that may have been designated by economic development or workforce development officials were also considered. Listed below are the significant industries the WPWDB will focus workforce development resources:

Construction: The steady growth in the construction industry has been a key driver of jobs in the region. Three industries from the sector: construction of buildings (NAICS Industry 236); specialty trade contractors (NAICS Industry 238); and heavy and civil engineering (NAICS Industry 237), have collectively added 12,700 jobs from 2013 to 2018. Specialty trade contractors (+7,800) added the most jobs, followed by construction of buildings (+3,400) and heavy and civil engineering (+1,500). Between 2016 and 2026, employment in the region’s construction sector is projected to grow by 21.5%.

Manufacturing: Only beverage and tobacco product manufacturing (NAICS Industry 312) and computer and electronic product manufacturing (NAICS Industry 334) made the significant industries list. Of the three, only computer and electronic product manufacturing recorded job losses between 2013 and 2018. Nevertheless, the sector paid well above the all industry average annual wage. In 2018, the average annual wage in computer and electronic product manufacturing was \$149,400, which was more than double that of the all industry average annual wage of \$60,700.

Financial Activities: Credit Intermediation and related activities (NAICS Industry 522) and insurance carriers and related activities (NAICS Industry 524) are the only two industries in the broader financial activities sector that made the significant industries list. In 2018, these industries collectively employed 22,600 workers and paid more than \$2.6 billion in wages. The average annual wage for both industries was well above the average industry annual wages in 2018. The region is also home to MasterCard International, a global financial institution. Although significant in the region due to size and wages, employment in both industries declined between 2013 and 2018.

Professional and Business Services: The professional and business services sector is very sensitive to economic trends. Companies in this sector primarily sell services to other businesses, rather than to consumers. The three major components of this sector are all on the significant industries list, professional, scientific and technical services (NAICS Industry 541), management of companies and enterprises (NAICS Industry 551) and administrative and support services (NAICS Industry 561). Administrative and support services (+6,100) as well as professional and technical services (+2,500) experienced job growth in the

professional and business services sector. Management of companies shed 300 jobs over the same period. Within the professional and business services sector, management of companies (\$156,700) had the highest average annual wage in 2018, followed by professional and technical services (\$105,100) and administrative and support services (\$44,000).

Health Care educational services: Job growth in health care (NAICS Industries 621; 622; 623) is driven by demographic trends. This sector is less sensitive to economic conditions than most. From 2013 to 2018, health care added 10,700 jobs, with average annual wages ranging from \$41,400 in nursing and residential care facilities to \$73,500 in hospitals. Employment in ambulatory health care services, up 5,500 between 2013 and 2018, accounted for more than half of the new jobs in health care over the period. Job growth in the hospitals industry was up 4,800 over the same period. An aging population has helped fuel a demand for health care specialists, including registered nurses, home health aides, medical assistants, physical therapists, nurse practitioners and physician assistants, among others. The region's baby boomer population now stands at more than half a million people. In recent years, the region has experienced a medical construction boom as a result of investments from New York City health care systems moving into the region and acquiring hospitals. Health systems such as Montefiore, New York-Presbyterian and Long Island based Northwell Health have invested in health care facilities throughout the region as competition for patients have increased.

Accommodation and Food Services Accommodation (NAICS Industry 721): This is a broad industry within the hospitality sector that includes hotels and other businesses offering lodging services. Job growth in the industry is attributed to strength in the region's tourism industry and an influx of business travelers. The latest available figures from Tourism Economics, a consulting firm, show that direct visitor spending in the Hudson Valley was \$3.66 billion in 2017, 3.6% higher than 2016's level. Employment in accommodation services (+19.1%) grew almost three times as fast as the average growth in all industries (+6.8%) from 2013 to 2018. However, the sector paid an average annual salary of just \$32,600 in 2018 – the second lowest paying of the nineteen significant industries.

<https://labor.ny.gov/stats/PDFs/Significant-Industries-Hudson-Valley.pdf>

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

The market conditions and high employment has revealed a shortage of middle-skilled workers. In the region, the number of people living below the poverty level is 11.26%. Many have barriers to employment, including possessing only a high school diploma, housing, child care and transportation. Additionally, many of the individuals are formerly incarcerated. Some of the additional stresses that have contributed to the labor shortage include a workforce that is aging and shrinking, 25% of the region's workforce is aged 55 or older, indicating that many high skilled workers are approaching retirement age. Youth aged 16 -24 make up about 13% of the

workforce, however their unemployment rate is more than double the state rate at 15.4%. The educational and skill level in the local region is:

Education Level	Westchester County	Putnam County
Less than 9th grade	6.40%	3.60%
9th to 12th grade, no diploma	5.80%	3.50%
High school graduate (includes equivalency)	19.60%	26.90%
Some college, no degree	13.80%	16.90%
Associate's degree	6.20%	9.30%
Bachelor's degree	24.00%	22.80%
Graduate or professional degree	24.20%	17.10%
High school graduate or higher	87.80%	93.00%
Bachelor's degree or higher	48.20%	39.90%

https://data.census.gov/cedsci/table?d=ACS%205-Year%20Estimates%20Data%20Profiles&table=DP02&tid=ACSDP5Y2018.DP02&y=2018&g=040000US36_0500000US36119

- d. Provide an analysis of workforce development activities, including education and training, in the region.
- i. Identify strengths and weaknesses of these workforce development activities.

There are critical issues facing workforce development in the Lower Hudson Valley: talent shortages, skills gaps, and reaching young people to prepare them for the careers of the future. Despite the reported low unemployment rates, particular attention has to be devoted to serving those with barriers to employment, including those possessing only a high school diploma, housing, child care, transportation, and the stigma of being formerly incarcerated. Additionally, activities should include working with and advocating for individuals with disabilities. The WPWDB provides the following programs that focus on overcoming these barriers:

- Career Pathways:* A 2-year program that helps eligible candidates identify suitable career growth opportunities and pursue the required credentials necessary to attain higher-paying employment. The program provides jobseekers a series of organized steps with multiple entry and exit points that lead participants toward careers in specific sectors by mapping out industry-recognized credentials, certificates, and/or licensures that lead them to better paying jobs. Career Pathways achieves this by linking candidates to a continuum of education and occupational training combined with intensive case-management, career exploration, and follow-up. Candidates are screened at the Career Centers and have an opportunity to receive tuition assistance if eligible and when funding is available.

- *The Youth Summit:* A one day career academy for Youth ages 16–24 who want to make connections, learn about viable career pathways, and practice strategies that build the skill sets needed to successfully enter the workforce. It is an interactive day with a robust agenda that features career exhibition, workshops, panel speakers, and networking. The youth connect with their business mentors and enthusiastically participate in the day’s activities.
- *Summer Youth Employment Program:* An effective strategy to ensure that youth gain valuable workforce experience and have a safe, productive way to spend their time. Some of these initiatives provide subsidized wages for youth who work at selected employers during the summer, and often include job readiness training and other supports for youth who participate.

To address the employer concerns for the lack of basic soft skills in today’s workforce, the WPWDB employment programs incorporates two key elements to help jobseekers

- *READI Program:* The WPWDB sponsored the creation of this curriculum as a way to inform and educate youth about top five skill sets that will enable them to become successful employees and enhance their career development. The identified attributes are: Respect, Enthusiasm, Articulate, Dependable, and Initiative. A critical component of the training is for youth to be employed over the summer where they can put their new skills into immediate action.

In the effort to help businesses of all sizes locate, train, and retrain employees to ensure their business is as competitive and successful as it can be, businesses use the Career Center website at no cost, and work with the business team to learn about and apply for the training fund reimbursements. There are multiple options for new hire or current employee training. The WPWDB provides the following programs for businesses:

- *WPWDB Business Sector Partnership:* Developed by public- and private-sector leaders to help identify their workforce challenges and provide resources to support area employers in an increasingly demanding, dynamic, and competitive market. The WPWDB Business Sector Partnership offers Westchester and Putnam County employers the opportunity to participate as members in key industry sectors: Advanced Manufacturing, Biotech, Green, Healthcare, Hospitality, Not-for-Profit, and Professional Services. Sector members receive help in the form of Job Candidate Search/Screening, a free portal for posting jobs, and resume review. Employers may apply for new and/ or current worker training fund reimbursement in three categories
- *On-the-Job Training (OJT):* **The** WPWDB can reimburse a company for up to 50% of the costs of training, which helps compensate employers for the additional supervision associated with training a new employee. The amount of reimbursement depends upon the skills and experience of the new hire. There is a \$20,000 cap per company for OJT.

- Customized Incumbent Worker Training: Provides funding for current employees with workforce training. The program reimburses 50% the costs associated with in-house or third-party training. Customized classroom training helps raise the skill sets of employees, often in partnership with a training provider or school.
- *Business Sector Customized Training*: A collaborative training shared among businesses within an industry sector (minimum of 3 businesses needed).
- *Just Add One (JAO)*: In partnership with Westchester Community College (WCC), a 12-week business academy course offered at the Valhalla campus that focuses on enhancing small business infrastructure through targeted trainings that will enable them to grow and enhance the local economy by adding at least one new employee to their payroll. The curriculum addresses small to medium-size business challenges like human resources, sales strategy, legal structure, accounting, leadership, and marketing. Instructors are a mix of current business owners and professors, with each attendee receiving a Coach and the opportunity to participate in Peer-to-Peer Meet-ups to keep them accountable to their goals.

The WPWDB works diligently to secure a number of grants that have enhanced the employment possibilities of the workforce. The Ready-to-Work grant succeeded in placing over long-term unemployed in the employment in the healthcare sector. The TechHire program targets those 17–29 with barriers to employment in growth industries. The Leveraging Educational Assistance Partnership (LEAP) Program (LEAP) and Young Adult Reentry Programs, serving those who are incarcerated or recently released, has had great success helping a population often difficult to serve. The WPWDB incorporates “boot camps” into all grant programs that enhances life skills and employment prospects among the participants

The Board has been particularly focused on the “Middle Skills Gap.” Two recent programs entitled “Talent Shortage Symposia,” identified the needs of businesses, the existing talent shortages and what is being done by local high schools and higher education institutions to fill these shortages. The first panel identified the critical shortages that exist in many professions; the second focused on the degree to which parents, teachers, and administrators need to work together to communicate and support alternative career pathways for young people. Participants agreed that more information needs to be imparted to students earlier in their education, to advise them of the options available to them and not focus exclusively on the pursuit of four-year College programs.

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

The Board has the capacity to address the education and skill needs of the local workforce area. The WPWDB members represents economic and community development, labor organizations, apprenticeship community-based organizations, youth organizations and local businesses.

The WPWDB and the Career Center partners include:

- Adult, Dislocated Worker (DW) Youth under Title I of WIOA;
- Adult Education and Family Literacy Act programs under Title II of WIOA (Adult Ed.);
- New York State Education Department (NYSED) ;
- York State Department of Labor (NYSDOL) administered program (Wagner-Peyser program under Title III of WIOA (WP);
- Trade Adjustment Assistance (TAA) under Title II of Trade Act;
- Jobs for Veterans State Grants (Vets) under Title 38;
- U.S.C. State Unemployment Insurance (UI) programs;
- Vocational Rehabilitation—Adult Career & Continuing Education Services (ACCES-VR) under Title IV of WIOA;
- Vocational Rehabilitation—Office of Children and Family Services;
- New York State Commission for the Blind (OCFS/NYSCB) under Title IV of WIOA;
- Senior Community Service Employment Programs (SCSEP)—State Office for the Aging (SOFA) under Title V of Older Americans Act.

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

The WPWDB’s vision is use innovation, information, technology, education, and collaborative partnerships to provide individuals with tools to build in-demand job skills and credentials, thus developing a highly qualified workforce for businesses and strengthening the regional economy. Our partnerships with business sectors, service providers and the public education system offers career services and various training modalities to youth and adults to overcome barriers to employment.

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

The WPWDB strengthens partnerships with business sectors, service providers and the public education system to offer career services and various training modalities to youth and adults. The Board seeks innovative solutions driven by regional business needs, develops model programs, consciously pursues funding opportunities, and share leading edge practices.

The Westchester-Putnam Workforce Development Area website is a broad based interactive website designed to provide a description of the Career Center delivery system, information on the resources available to job seekers and businesses, and hot button linkages to all Career Center Partner's Websites, the Westchester Library System and other employment related sites. The address for this Website is www.westchesterputnamonestop.com

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

The WPWDB and the partners of the Career Center Network support the strategic vision by:

- Creating an Environment Where Businesses and Employees Succeed
- Matching Customer Training and Skills to Trending Business Needs
- Accountability and Transparency
- Innovation and Collaboration
- Customer Choice
- Streamlining Services for Efficiency
- Connections and Communication

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

The WPWDB ensures that staff at the Career Centers are trained to understand the performance accountability measures and to relate their daily interactions with job seekers with the outcomes needed to meet our goals. The Career Center uses the NYSDOL's One Stop Operating System (Internet Based Case Management system) to handle data entry, follow-up and job matching for both job seekers and businesses. One Stop Partners who use the OSOS are required to sign agreements with NYSDOL.

Each Career Center is staffed with members from the respective partner agencies. Customers who enter the full service centers will have access to a full menu of services to help customers prepare for entry into the workplace. Customers requiring services not provided by WIOA or the partners will be referred to other agencies, or a satellite center, depending on proximity and the service needs of the customer.

These measures support regional economic growth and self-sufficiency of the workforce needs by ensuring that our job seekers and business are receiving full access to all Career Center services.

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 workforce development system, including:

i. Core programs;

WIOA Title I: Adult and Dislocated Workers and Youth programs
WIOA Title II: Adult Ed and Family Literacy Act (AEFLA)
WIOA Title III: Wagner-Peyser
WIOA Title IV: Vocational Rehabilitation

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

Westchester Community College administers the Carl D. Perkins Career and Technical Education Act program in the local area.

iii. Other workforce development programs, if applicable.

Senior Community Service Employment
Carl D. Perkins Career and Technical Education
Temporary Assistance for Needy Families
Community Services Block Grant Employment and Training
Discretionary Grant Programs:
USDOL's Reentry Projects
Consolidated Funding Application (CFA) 8.0
USDOL's Trade and Economic Transition National Dislocated Worker Grant
National Health Emergency Demonstration Grant Program

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

Through an MOU with its partners, the WPWDB will continue to improve the service delivery to its jobs seekers and the business community by further training and informing its staff of current methods of service delivery.

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

Eligible providers are required to provide high-quality education, training, and other services that:

- aligns with the skill needs of industries in the economy;
- prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships;
- counseling to support an individual in achieving his/her education and career goals;
- education courses that are offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- enables an individual to attain a secondary school diploma or its recognized equivalent, if applicable, and at least one recognized postsecondary credential and;
- helps an individual enter or advance within a specific occupation or occupational cluster.

Describe the roles and resource contributions of the Career Center partners

**WESTCHESTER-PUTNAM WORKFORCE DEVELOPMENT BOARD
THE WESTCHESTER-PUTNAM ONE-STOP PARTNERSHIP
MEMORANDUM OF UNDERSTANDING**

Introduction: Local Workforce Development Board (LWDB: WESTCHESTER-PUTNAM WORKFORCE DEVELOPMENT BOARD

The following Memorandum of Understanding (MOU) entered into among the Westchester-Putnam Workforce Development Board and the One-Stop partners listed below shall set forth the terms governing the implementation and operation of the one-stop delivery system in the Westchester- Putnam Workforce Development Area in accordance with Section 20 CFR 678.500 of the Workforce Innovation & Opportunity Act (WIOA).

The term of this MOU is from July 1, 2017 to June 30, 2020 unless terminated sooner by repeal of WIOA, or otherwise by action of law. This agreement may be modified in writing at any time by mutual consent of the Westchester-Putnam Workforce Development Board and all signatory partners. Any party may withdraw from this agreement by providing written notice of intent to withdraw at least 90 calendar days in advance of the effective withdrawal date. Notice of withdrawal shall be given to all Partner Agencies in accordance with the contact information provided in Table 1 of this MOU.

A. Intent of the Service Delivery MOU

This MOU is meant solely to capture each partner’s (as listed below) roles and responsibilities in the New York State Career Center System (“System”). The partners executing this MOU acknowledge and agree that this document is not a contract, and the MOU does not create, or otherwise give rise to, any contractual rights or obligations between the partners and their representatives. Each partner’s responsibilities, which are generally summarized in this MOU, may only be legally enforced in the event the relevant partners execute a separate joint use or collaboration agreement. The MOU memorializes, in writing, the way the partners will work collaboratively together to satisfy the federal regulations for the System and is not designed to be contractual terms and conditions that would be enforced by court order.

This MOU does not replace or supersede any prior agreements entered into by any partner described in the MOU, including but not limited to separate agreements partners have executed.

This MOU was developed and executed in accordance with the MOU requirements set forth in 20 CFR 678.500, 20 CFR § 678.510(b) and Training and Employment Guidance Letter 17-16 (issued by the United State Department of Labor, Employment and Training Administration on January 18, 2017). An additional Infrastructure Funding and Shared Services MOU covering the sharing of costs for infrastructure and shared services is intended to be executed by the parties, on or before December 31, 2017 and for the purpose of complying with 20 CFR 678.500(b)(2).

Parties to the Service Delivery MOU

B. Table 1: Partner Program Contact Information

The Westchester –Putnam Workforce Development Board, the CEO(s) and the following other partners are the parties to this MOU:

Partner Entity or Program Name	Point(s) of Contact
The Local Workforce Development Area (LWDA) administered: <ul style="list-style-type: none"> • LWDB • Re-entry Employment Opportunities (REO) programs under Second Chance Act 	Thom Kleiner, Director 120 Bloomingdale Rd White Plains, NY 10605 Phone: 914-995-3707 Email: ttka@westchestergov.com
YouthBuild under Title I of WIOA	Thom Kleiner, Director 120 Bloomingdale Rd White Plains, NY 10605 Phone: 914-995-3707 Email: ttka@westchestergov.com

<p>Chief Elected Officials (CEOs)</p>	<p>George Latimer, Westchester County Executive 148 Martine Avenue White Plains, NY 10605 Phone: 914-995-2911 GLatimer@westchestergov.com</p> <p>MaryEllen Odell, Putnam County Executive 40 Gleneida Avenue Carmel, NY 10512 maryellen.odell@putnamcountyny.gov</p>
<p>Adult, Dislocated Worker (DW), and Youth under Title I of WIOA</p>	<p>Thom Kleiner, Executive Director 120 Bloomingdale Rd White Plains, NY 10605 Phone: 914-995-3707 Email: ttka@westchestergov.com</p>
<p>Adult Education and Family Literacy Act programs under Title II of WIOA (- Adult Ed.), New York State Education Department (NYSED)</p>	<p>Elizabeth R. Berlin , Assistant in Continuing Education NYSED89 Washington Street, EBA 460 Albany, NY 12234 Phone: 518-474-8940Email: anne.frank@nysed.gov</p>
<p>New York State Department of Labor (NYSDOL) administered:</p> <ul style="list-style-type: none"> • Wagner-Peyser program under Title III of WIOA (WP) • Trade Adjustment Assistance (TAA) under Title II of Trade Act • Jobs for Veterans State Grants (Vets) under Title 38, U.S.C. <p>State Unemployment Insurance (UI) programs</p>	<p>Atul Sheffey, NYSDOL Career Center Manager New York State Department of Labor 120 Bloomingdale Road White Plains, NY 10605 Phone: 914-995-4994 Email: atul.sheffey@labor.ny.gov</p>
<p>Vocational Rehabilitation—Adult Career & Continuing Education Services (ACCES-VR) under Title IV of WIOA</p>	<p>Linda Schramm, District Office Manager ACCES-VR NYSED 75 South Broadway, Suite 200 White Plains, NY 10601 Phone: 914-946-2423 Email: Linda.Schramm@nysed.gov</p>

Vocational Rehabilitation—Office of Children and Family Services, New York State Commission for the Blind (OCFS/NYSCB) under Title IV of WIOA	Dereck Holtzclaw, Associated Commissioner for Financial Management Office of Children and Family Services, NYS Commission for the Blind 445 Hamilton Avenue, Room 503 White Plains, NY 10601 Phone: 914-993-5370 Email: Ana.Duraes@ocfs.ny.gov
Senior Community Service Employment Programs (SCSEP)—State Office for the Aging (SOFA) under Title V of Older Americans Act	Mae Carpenter Westchester County DSPS 9 South First Avenue, 10th floor Mt. Vernon, NY 10550 Phone: 914-813-6400 Email: mrc1@westchestergov.com
Indian and Native American Programs (INAP) under Title I of WIOA	N/A
Migrant and Seasonal Farmworker Programs (MSFW) under Title I of WIOA	N/A
Housing and Urban Development (HUD) employment & training	N/A

C. System Design and Services

1. Service Provision Locations/Resources

Table 2: Service Provision Locations

Type of Location (Comprehensive/Affiliate/ Specialized /Eligible Partner Program Site/ Self-Service Resource)	Location or Self- Services Resource Name	Location Contact (Address, web address, phone)
1. Comprehensive Center	Workforce1	Westchester One-Stop Career Center 120 Bloomingdale Rd White Plains, NY 10605 Phone: 914-995-3910 Website: https://www.westchesterputnamonestop.com

2. Affiliated Center	Workforce1	Career Center /Putnam Workforce Partnership 110 Old Route 6, Bldg. 3 Carmel, NY 10512 Phone: 845-808-1651 https://www.westchesterputnamonestop.com
3. Affiliated Center	Workforce1	Mount Vernon Career Center 130 Mount Vernon Ave Mt. Vernon, NY 10550 Phone: 914-813-6555 https://www.westchesterputnamonestop.com
4. Affiliated Center	Workforce1	Peekskill Career Center 201 South James Street Peekskill, NY 10566 Phone: 914-737-3490 https://www.westchesterputnamonestop.com
5. Self-Service Resource	JobZone	www.jobzone.ny.gov
6. Self-Service Resource	CareerZone	www.careerzone.ny.gov

2. Common Identifier for Branding

Partners will use/incorporate the nation’s designated branding, “American Job Center Network” or “A Proud Partner of the American Job Center Network” on branded electronic resources and any newly printed, purchased or created materials.

3. Applicable Career Services Coordination and Delivery

Vision: To use innovation, information, technology, education, and collaborative partnerships to provide individuals with tools to build in-demand job skills and credentials, thus developing a highly qualified workforce for businesses and strengthening the regional economy.

Mission: To provides an environment where job seekers and employers interact to meet the needs for a highly qualified regional workforce. The WPWDB strengthens partnerships with business sectors, service providers and the public education system to offer career services and various training modalities to youth and adults. The Board seeks innovative solutions driven by regional business needs, develops model programs, pursues funding opportunities, and share leading edge practices.

Values

- Creating an Environment Where Businesses and Employees Succeed
- Matching Customer Training and Skills to Trending Business Needs
- Accountability and Transparency
- Innovation and Collaboration
- Customer Choice
- Streamlining Services for Efficiency

- Connections and Communication

WEBSITE: The Westchester-Putnam Workforce Development Board website at <https://www.westchesterputnamonestop.com>, is a broad based interactive website which provides a description of the One Stop delivery system, information on resources available to job seekers and businesses, and hot button linkages to all Career Center Partner's websites, the Westchester Library System ,and other employment related sites.

ONE STOP OPERATING SYSTEM (OSOS): The Westchester-Putnam Workforce System is also using NYSDOL's One Stop Operating System (Internet Based Case Management system) to handle data entry, follow-up and job matching for both job seekers and businesses. One Stop Partners who use the OSOS are required to sign agreements with NYSDOL.

Each One-Stop Center is staffed with members from the respective partner agencies. Customers who enter the full service centers will have access to a full menu of services to help customers prepare for entry into the workplace. Customers requiring services not provided by WIOA or the partners will be referred to other agencies, or a satellite center, depending on proximity and the service needs of the customer.

All sites are in compliance with the American Disabilities Act (ADA). There is an established Grievance/Affirmative Action procedure in place as well as assurance of Equal Employment opportunities.

Table 3 : Applicable Career Service

Required Programs	Adult	DW	Youth	Adult Ed	WP	ACCES-VR	NYSCB	SCSEP	TAA	UI	Vets E&T	CTE	INAP	MSFW	CSBG E&T	HUD E&T	2 nd Chance	Job Corps	Youth Build	TANF E&T	
Basic Career Services																					
Eligibility for Title I services	x	x	x		x				x		x						x		x		
Outreach, intake, system orientation	x	x	x	x	x	x	x	x	x		x	x			x		x		x	x	
Initial assessment	x	x	x	x	x	x	x	x	x		x	x			x		x		x	x	
Labor exchange services	x	x	x		x			x	x		x				x		x		x	x	
Referrals to programs	x	x	x	x	x	x	x	x	x		x	x			x		x		x	x	
Labor market information	x	x	x		x	x	x	x	x		x						x		x		
Performance on local workforce system	x	x	x		x																
Performance & program cost of Eligible Providers	x	x							x		x										
Referrals to supportive services	x	x	x	x	x	x	x	x	x		x	x			x		x		x	x	
UI information and assistance	x	x	x		x				x	x	x										
Financial aid information	x	x	x	x		x	x		x		x	x			x						
Individualized and Follow-Up Career Services																					
Comprehensive assessment	x	x	x	x	x	x	x	x	x		x	x					x		x	x	
Individual employment plan	x	x	x		x	x	x	x	x		x						x		x	x	
Career planning & counseling	x	x	x	x	x	x	x	x	x		x	x			x		x		x	x	
Short-term pre-vocational services	x	x	x			x	x				x	x			x		x		x	x	
Internships and work experiences	x	x	x			x	x	x	x			x			x					x	
Out of area job search and relocation assistance	x	x	x		x	x	x		x												
Financial literacy services	x	x	x	x		x	x								x		x		x	x	
English language acquisition and integrated education	x	x	x	x					x			x			x		x				
Workforce preparation	x	x	x	x					x			x			x		x		x	x	
Follow-up services	x	x	x	x				x			x						x		x	x	

Applicable Career Services listed in Table 3 are provided in the local area through one-on-one appointments, group orientations, and self-service resources as defined below. In the following definitions, “customer” is equivalent to participant, consumer, client, student, or recipient, as these terms are used by the various partners. Where appropriate, partners who provide the same Applicable Career Services agree to deliver those services in a coordinated manner with appropriate points of contact, meaningful referrals, and through the required service delivery coordination role of the Career Center System Operator.

Basic Career Services

(20 CFR §678.430(a) and §678.435)

- **Eligibility for Title I Services** – Determination of whether a customer is eligible to receive services from the Adult, Dislocated Worker, or Youth programs.
- **Outreach, Intake, and System Orientation** – Outreach is intended to promote awareness of the availability of the System services to/for individuals and businesses that may need these services. Intake and System orientation is the process of gathering basic information to determine the program(s) appropriate for the customer, and providing the customer with information on the services available to determine if he/she is interested in pursuing those services.
- **Initial Assessment** – The collection and assessment of information on a customer’s skill levels, including literacy, numeracy, and English language proficiency; work history; employment barriers; employment goal(s) and occupational knowledge; supportive service needs; and whether referrals to other programs are appropriate or necessary.
- **Labor Exchange Services** – Providing job search and placement services to the customer, including but not limited to, information on in-demand industry sectors and occupations and non- traditional employment, when appropriate; development of a work search plan; placement in workshops; posting jobs on the state job bank; providing job matching and referrals; and advising how to maintain a record of job search.

In some instances, programs may require their customers to maintain and submit a log detailing the amount of time spent on job search activities. including identifying, applying, and interviewing for potential jobs, and time spent preparing and sending follow-up material to businesses.

Labor exchange services also include appropriate recruitment and other business services, which may include, but are not limited to, customized screening and referral of qualified customers in training services to businesses; customized services to businesses, business associations, or other such organizations, on employment-related issues; customized recruitment events for businesses and targeted job fairs; human resource consultation services which may include writing/reviewing job descriptions and employee handbooks, developing performance evaluations and personnel policies, creating orientation sessions for new employees, honing job interview techniques for efficiency and compliance, analyzing employee turnover, creating job accommodations and using assistive technologies, and explaining labor law to help businesses comply; and customized labor market information for specific businesses, sectors, industries, or clusters.

- **Referrals to Programs** – Referrals and coordination of activities with other appropriate programs and services that meet specific customer needs, assist them in overcoming barriers to employment, and provide services to gain/retain employment. These other programs and services may include, but are not limited to, employment and training services; treatment for alcohol; substance abuse or mental health issues; unemployment insurance benefits; workers' compensation; NYS disability insurance; and vocational rehabilitation services.
- **Labor Market Information** – Staff provides workforce and labor market employment statistics to assist job seeking customers in the development of employment goals and businesses in the development and implementation of sector partnerships and career pathways. The employment statistics include local, regional, and national labor market conditions; career counseling and career exploration services; characteristics of industries, occupations, and the workforce area; business-identified skill needs; short and long-term industry and occupational growth and salary projections; worker supply and demand; and high-growth and high-demand industries.
- **Performance on the Local Workforce System** – The sharing of information, in usable and understandable formats and languages, about how the local area is performing on local performance accountability measures, as well as any additional performance information relating to the area's NYS Career Center System.
- **Performance and Program Cost of Eligible Providers** – The provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of provider.
- **Referrals to Supportive Services** – Staff provides customers with referrals to supportive services that enable the customer to participate in authorized WIOA activities. Based on various partners' programmatic rules and regulations, these supportive services may include, but are not limited to, transportation; child care; dependent care; housing; needs related payments; interpreter services; reasonable accommodation for youth with disabilities; legal aid services; assistance with uniforms or other appropriate work attire; assistance with books, fees, and school supplies; payments and fees for employment and training related applications, tests, and certifications; and tools or instruments. Depending on the program, when appropriate, information may also be provided to customers on how to continue these supportive services after program services are completed.
- **Unemployment Insurance (UI) Information and Assistance** – Career Center and UI staff provides information and meaningful assistance to individuals seeking assistance in filing a claim for unemployment compensation. Meaningful assistance includes providing assistance on-site using staff that is well trained in UI compensation claims filing and the rights and responsibilities of claimants or providing assistance by phone or via other technology as long as the assistance is provided by trained and available staff within a reasonable time.
- **Financial Aid Assistance** – Providing assistance in establishing eligibility, accessing, and applying for programs of financial aid for training and education programs not provided under WIOA.

Individualized Career Services

(20 CFR §678.430(b))

- **Comprehensive Assessment** – Staff conducts a specialized assessments of a job seekers’ barriers to employment, occupational thus employment goal(s), educational and skill levels, and personal circumstance to determine service needs. This may include diagnostic testing, use of other assessment tools, as well asin-depth interviewing and evaluation. Under WIOA Title I, the comprehensive assessment is used to develop the Individual Employment Plan (IEP), while under Title IV, it is used to develop the Individualized Plan for Employment (IPE).
- **Individual Employment Plan (IEP)/Individualized Plan for Employment (IPE)** – The IEP/IPE identifies the appropriate employment goal(s) chosen by the customer. The initial and comprehensive assessment is used to develop the IEP/IPE in consultation with the customer. The plan outlines the necessary services to be provided to achieve the planned goals; steps and timelines for achieving the goals; and the terms, conditions, and responsibilities associated with the plan. The IEP for Title I Adult/DW/Youth programs also includes information about eligible training providers, when applicable. The IPE for Title IV Vocational Rehabilitation Programs must also include those specific rehabilitation services needed to achieve the employment outcome, including assistive technology devices and services, when applicable.
- **Career Planning and Counseling** – One-on-one or intensive career planning and counseling with a professional counselor uses initial and comprehensive assessments and the IEP/IPE, and aims at enhancing job seeking and retention skills and career advancement of customers by:
 - i. Helping the customer analyze and understand career information, and gain a better understanding of his/herself using career information gained through assessment tools and counseling strategies to more realistically choose or change short and long-term occupational goals; and
 - ii. Preparing service strategies to assist in the achievement of occupational goal(s) and to ensure customers have access to necessary workforce activities and supportive services, which may include, but are not limited to, drug and alcohol abuse counseling, mental health counseling, and referrals to partner programs appropriate to the needs of the customer.

Counseling may also include notification of available training in entrepreneurial skills which may include, but is not limited to, taking initiative; creatively seeking out and identifying business opportunities; developing budgets and forecasting resource needs; understanding options for acquiring capital; and communicating effectively to market oneself and ideas.

- **Short-term Pre-Vocational Services** – Development of skills customers need to live independently and enter the workforce fully prepared to engage in employment. These services may include academic education and job readiness trainings for development of work readiness skills, including but not limited to, learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, higher-order reasoning, problem-solving skills, work attitudes, and professional conduct.

- **Internships and Work Experience** – Based on partners’ programmatic rules and regulations, the work experience is a planned, structured learning experience, in most cases linked to a career that takes place in a private for-profit, non-profit or public sector workplace. For most partner programs, work experiences may be in the form of internships, work-study, externship, on-the-job training, apprenticeship, summer employment for youth, and/or other work placement opportunities. The purpose of a work experience is to provide the customer with an understanding of the work environment and job responsibilities, specific work skills, and experience on how the customer performs in the work setting. WIOA Title I Youth work experiences also include an academic and occupational education component. Partners follow all applicable work experience requirements for their respective program’s State and Federal rules and regulations.
- **Out of Area Job Search and Relocation Assistance** – Staff provides information on labor exchange activities in other local areas, regions, or states and whether businesses the customer may be interested in offer assistance with relocation. Allowable relocation expenses may be paid to eligible customers by the appropriate program.
- **Financial Literacy Services** – Educate and support customers to gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality relevant learning strategies. The learning, where possible, may include, but is not limited to, creating a budget; initiating checking and/or savings accounts at banks; learning how to effectively manage spending, credit, and debt; learning how to protect against identity theft; and benefits advisement. These services may also include opportunities to put financial literacy lessons into practice, based on the needs of the customer.
- **English Language Acquisition and Integrated Education** – Adult Education staff provides an integrated program of services that incorporates English literacy and civics education concurrently and contextually with workforce preparation and training for a specific occupation/sector for the purpose of educational and career advancement of customers. These services allow customers to attain economic self-sufficiency and are designed for partnerships among adult education programs and postsecondary educational institutions, training providers, and/or businesses. Other partners provide direct linkages and information on how to locate and enroll in English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL) classes.
- **Workforce Preparation** – Activities to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education, training, or employment and other employability skills that increase an individual’s preparation for the workforce. For Adult Education these activities are incorporated into all literacy instruction.

Business Services

(20 CFR §678.435)

- **Training Services:** Services to respond to the demand for the skilled workers businesses are looking for, and identify trends that will inform, train, build and maintain a skilled workforce
- **Customized Incumbent Worker Training:** Customized classroom training is designed to upgrade the skill set of the incumbent worker while meeting the skill requirements of an employer and is often provided in partnership with an education or training provider. Participating employers are required to contribute towards some of the total cost of a classroom training project. The employer's contribution may be in the form of the wage of trainees while they are engaged in the classroom training or the employer's share of other training costs.
- **On-The-Job Training (OJT):** On-the-job training means training provided by an employer to an employee who is engaged in productive work and to assist business in finding skilled workers while enhancing access to other workforce services. Reimbursement of up to 50 percent of the wage rate can be paid, to compensate the employer for the cost of providing the training and additional supervision related to the training. OJT is limited in duration as appropriate to the occupation for which the participant is being trained, as well as the prior work experience of the participant.
- **Business Sector Customized Training:** Industry-sector customized training is collaboration among three or more businesses in an industry designed to meet the skill requirements of an employer and is often provided in partnership with an education or training provider. Participating employers are required to contribute towards some of the total cost of a classroom training project. The employer contribution may be in the form of the wage of trainees while they are engaged in the classroom training or the employer's share of other training costs.

Follow-Up Services

(20 CFR §678.430(c))

Depending upon the individual partner's programmatic rules and regulations, follow-up services may include counseling regarding the workplace for customers in adult or dislocated worker programs, who are placed in unsubsidized employment, for up to 12 months after the first day of employment. For youth programs, the follow-up services include critical services provided following a youth's exit from the program to help ensure the youth is successful in employment and/or postsecondary education and training. These services may include regular contact with a youth's employer and education provider, including assistance in addressing work-related or education-related problems that arise.

4. Referral of System Customers

Partners agree to:

- Participate in a customer focused referral system that seamlessly accesses resources from involved partners to increase quality outcomes. Partners agree to communicate regarding the status of interagency referrals.
- Offer customers information on how to apply for a partner's services and/or arrange an appointment for the customer.
- Continually develop agreed-upon standards and protocols for making quality referrals between program partners.
- Identify a partner referral liaison for each System partner.

- Provide ongoing training to all partner frontline staff in partner services and eligibility.
- Consistently strategize to improve referrals toward a standard of real-time referrals to all applicable local program partners.
- Use the established referral standard and protocols when referring customers to partner's programs.

Referral standards and protocols:

- Use the Westchester-Putnam Workforce System, accessible on the internet at <https://www.westchesterputnamonestop.com>, to make referral to all partner agencies.
- One-Stop staff and partner agencies will make customer referrals to partner's as deemed appropriate for customers to receive the services not provided at the one-stop center. Partners will provide a summary of each of their direct service programs. The summary will be disseminated to all the centers, satellites and staff on an on-going basis.
- Partners will communicate regarding interagency referrals and arrange appointments for the customers.
- Staff in each location will complete a referral form for the customer. This referral form will be added in the customer's folder and forwarded to the partner agency and entered into OSOS.
- When the partner agency receives the referral sheet, they are to indicate on that form, the outcome of that customer referral and return it to the employment counselor who will then ensure that it is updated in OSOS, or enter the information in OSOS directly indicating:
 - If the customer meets the guidelines for the partner agency program
 - If the customer has exhausted the resources available at the point of entry or any point in the system without accomplishing the intended goal;
 - Availability of the service needed to help the customer move toward employment.
 - If the customer belongs to a special population in which services will be provided by the partner agency.
- Partners agree to provide timely and efficient referrals to customers and will provide follow-up with five (5) business days.
- Partners understand and agree that these referral standards and protocols are subject to the confidentiality requirements identified in Section C(5) below. Partners understand and agree that program requirements and regulations, particularly as they relate to client confidentiality, will supersede any referral standards and protocols outlined herein.

5. Confidentiality

Partners agree to the requirements of their individual program in making customer information available to a partner program. Customer information, for the purpose of making a referral to a partner program, will only be shared in accordance with each partner's respective confidentiality requirements. Information will be shared within a reasonable timeframe.

Information may only be shared by the Vocational Rehabilitation partners with a signed written release from the customer. The time limited release form will specify the information that can be released and to whom the information can be released.

Personally identifiable information obtained from customers of specific programs during outreach, intake, system orientation, initial assessment, referral to a partner programs, referral to supportive services, or otherwise is confidential and will not be released, disclosed or re-disclosed without obtaining the proper program specific release. Programs for which program specific releases may be required to ensure customer confidentiality include but are not limited to TANF, NYSDOL programs, and Vocational Rehabilitation programs.

6. System Access

This section speaks to the plan by partners to serve the needs of all workers, especially youth and individuals with barriers to employment, through the System.

In a Comprehensive Career Center, at a minimum, staff will provide direct linkage (i.e., direct connection within a reasonable time by phone or real-time web-based technology to program staff that can provide program information to the customer).

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

Partners commit to periodically reassess program accessibility and adjust strategies to improve access as needed.

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

Physical Accessibility

One-stop centers will maintain a culture of inclusiveness and the physical characteristics of the facility, both indoor and outdoor, will comply with ADA requirements for accessible design.. Services will be available in a convenient, high traffic, and accessible location, taking into account reasonable distance from public transportation and adequate parking (including parking clearly marked for individuals with disabilities). Indoor space will be designed in an "equal and meaningful" manner providing access for individuals with disabilities.

Virtual Accessibility

The Westchester-Putnam LWDB will work with the State Workforce Investment Board (SWIB) to ensure that job seekers and businesses have access to the same information online as they do in a physical facility. Information must be clearly marked and compliant with Section 508 of the U.S. Department of

Health and Human Services code. Partners will comply with the Plain Writing Act of 2010; the law that requires that federal agencies use "clear Government communication that the public can understand and use" and all information kept virtually will be updated regularly to ensure dissemination of correct information.

Partners should either have their own web presence via a website and/or the use of social media, or work out a separate agreement with the LWDB to post content through its website.

Communication Accessibility

Communications access, for purposes of this MOU, means that individuals with sensory disabilities can communicate (and be communicated with) on an equal footing with those who do not have such disabilities. All Partners agree that they will provide accommodations for individuals who have communication challenges, including but not limited to individuals who are deaf and hard of hearing, individuals with vision impairments, and individuals with speech-language impairments.

Programmatic Accessibility

All Partners agree that they will not discriminate in their employment practices or services based on gender, gender identity and/or expression, age, race, religion, national origin, disability, veteran's status, or based on any other classification protected under state or federal law. Partners must assure that they have policies and procedures in place to address these issues, and those policies and procedures have been disseminated to their employees and otherwise posted as required by law. Partners further assure that they are currently in compliance with all applicable state and federal laws and regulations regarding these issues. All Partners will cooperate with compliance monitoring that is conducted at the Local level to ensure that all American Job Center programs, services, technology, and materials are physically and programmatically accessible and available to all. Additionally, staff members will be trained to provide services to all, regardless of range of abilities, mobility, age, language, learning style, or comprehension or education level. An interpreter will be provided in real time or, if not available, within a reasonable timeframe to any customer with a language barrier. Assistive devices, such as screen-reading software programs (e.g., JAWS and DRAGON) and assistive listening devices must be available to ensure physical and programmatic accessibility within the Westchester-Putnam Workforce System.

The partners recognize that NYS Human Rights Law prohibits discrimination or harassment against any employee, applicant for employment or customer due to age, race, creed, color, national origin, sexual orientation, military status, sex, disability, predisposing genetic characteristics, familial status, marital status, or domestic violence victim status of any individual.

The partners understand that the NYS Human Rights Law affords protections from employment discrimination for persons with prior conviction records, or prior arrests, youthful offender adjudications, or sealed records.

D. Applicable Career Services System Operating Budget

Table 4: Applicable Career Services System Operating Budget

Partner Entity Name (as applicable to the LWDA)	Average Annual Budget to Support the System
1. Adult/DW/Youth	\$2,066,772
2. Job Corps	n/a
3. YouthBuild	\$275,000
4. INAP	n/a
5. MSFW	n/a
6. Adult Ed.	\$855,927
7. NSYDOL administered programs (WP, TAA, Vets, UI)	\$3,226,159
8. ACCES-VR	\$3,128,394
9. OCFS/NYSCB	\$1,610,345
10. SCSEP— SOFA	\$298,182
11. SCSEP—National Grantee	\$554,936
12. CTE, postsecondary level	\$600,000
13. CSBG employment & training	\$119,000
14. HUD employment & training	n/a
15. Re-entry Employment Opportunities (REO) grantee(s)	\$500,000
16. TANF employment & training	\$1,000,000
Total	\$14,234,715

E. General Provisions and Assurances for the Service Delivery MOU

The Service Delivery MOU is a product of local discussion and negotiation. This MOU shall be in effect from July 1, 2017 and shall remain in effect until all partners to this MOU agree to modify it, as necessary, with written mutual consent. This MOU will be reviewed and re-implemented not less than once every three (3) years from the effective date to ensure appropriate funding and delivery of services, and every three (3) years thereafter. In the event that it becomes necessary for one or more partners to cease being a part of this MOU, the partner(s) shall notify the other partners, in writing, 30 days in advance of that intention.

In the event of changes in State and/or Federal law, which necessitate changes to this MOU, the MOU shall be automatically amended to comply with the current law while still furthering the intent of the MOU. The partners will collaborate to amend the MOU to comply with the State and/or Federal requirements.

Nothing in this agreement shall violate or supersede existing contracts. Each partner agency reserves the right to modify the scope, direction, structure and content of this agreement based upon legislative

changes, LWDB directives, availability of funding, or other circumstances as warranted and agreed upon by partner agencies. This MOU may be executed in counterparts, which together shall constitute an original MOU. This MOU shall not be deemed valid until executed by all partners.

Workforce Development and Career Pathways

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

Career Pathways “is a series of connected education and training strategies and support services that enables individuals to secure industry relevant certifications, to obtain employment within an occupational area and to advance to higher levels of future education and employment in that area” (National Career Pathways Technical Assistance Center, 2016). The Westchester Putnam Workforce Development Board's (WPWDB) implementation of career pathways encompasses sector partnerships, work experience, on-the-job training and apprenticeships. The priority sectors in our region are advanced manufacturing, healthcare, hospitality, and professional services. The WPWDB serves as the backbone to lead the career pathways and sector partnership initiative through the identification of in-demand occupations and outlining roadmaps to achieve postsecondary credentials. These career pathways roadmaps are equipped with detailed occupational information, including labor market information, institutions that provide the training, requirements to gain entrance into training programs, and the credentials needed to function in the occupation. Career center staff uses the career pathways roadmaps to guide customers in obtaining high growth, in demand occupations through subsequent training. Our Career Pathways strategy is implemented throughout all Workforce Development core programs and federal programs.

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

The Career Pathways roadmap will serve as an occupational guide for program staff to ensure each customer has access to activities that lead to recognized postsecondary credentials.

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

The credentials obtained are transferable to other occupations or industries. These credentials are trusted by employers and educational institutions throughout the country. For example, a customer who has achieved a Licensed Practical Nurse Credential in NYS and decides to relocate; some states, will allow the customer to move to their state and work as an LPN without obtaining in a new license. This is called reciprocity. Other states will require endorsement, working actively as an LPN while the new state of residence

reviews specific criteria in order to issue a license for their state.

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

The credentials obtained in our Career Pathways Strategy are stackable and will move customers to higher paying and higher skilled positions with opportunity to train and work. This strategy allows customers to gain experience and become more marketable.

Access to Employment and Services

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

The WPWDB oversees one comprehensive Career Center located in White Plains, Westchester County and three satellite Career Centers located in Mount Vernon and Peekskill, Westchester County and Carmel, Putnam County. The Career Centers are strategically located in these Counties to enable residents to gain access to the Career Centers. Westchester County has a viable transportation system connecting residents to all corners of the county in addition to neighboring counties and states such as Putnam, Rockland, New York City, Connecticut and New Jersey through public transportation such as bus and train. In some instances, the Centers are located within walking distance. Residents that are in need of services and unable access the Career Center through public transportation can gain access to the services, resources and tools through the Career Center website at www.westchesterputnamonestop.com. The website allows those seeking services to access and complete the ES100 online, sign up for workshops, create a profile, upload their resume, search for and apply to jobs and learn about new programs and resources. Our partners are also able to connect residents to the Career Centers.

The WPWDB and its partners continue to expand access to employment, training, education and supportive services for eligible individuals, particularly those with barriers to employment, by enhancing the equipment, and technology to include, but not limited to: enhancing the website, utilizing social media and other online/internet based platforms and tools, and/or services that guarantee people with barriers and disabilities have equal access to available services. Individuals with poor literacy skills, English language deficiency, those that do not possess a High School diploma access to onsite TASC prep, English as a Second Language, provided by our partner agency Southern Westchester BOCES. ACCES-VR provides vocational rehabilitation services for eligible individuals with disabilities including youth. The WPWDB and its partners will continue to provide services to at-risk disadvantaged in-school youth by providing contracted staff to work with school staff and students during and after school hours and at risk disadvantaged out-of-school youth by continuing to provide contracted staff located in the Career Centers to connect youth to additional resources and services. Westchester and Putnam Counties Department of Social Services has staff located in the Career Centers to assist their customers with accessing resources and services through the Career Center delivery system.

- 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.

The WPWDB and its partners currently use technology as a means to reduce and remove barriers accessing Career Centers' services through utilization of its website www.westchesterputnamonestop.com. The website has allowed the WPWDB and its partners to outreach to those that may not be connected or are aware of the delivery system and its services to provide greater access to supportive services, education, training, and other workforce development services. The Career Center website allows those seeking services to:

- Access and complete the ES100 online
- Sign up for job readiness workshops to include workshops such as resume preparation, interviewing techniques, winning cover letters, mock interviews, networking and computer workshops to include Word, Excel and PowerPoint
- Create a profile
- Upload resume
- View jobs in real time
- Search for and apply for jobs
- Apply for an Individual Training Account (ITA)
- Access listing of approved WPWDB Eligible Training Providers
- Allow businesses to post job orders
- Allow businesses to view candidate resumes and profiles
- Allow businesses to contact candidates directly
- Learn about new programs and resources

**Note: The website is not a case management system. Assessments, case notes and comments are kept in the One Stop Operating System (OSOS). All jobs posted on the One-Stop website are inputted into OSOS.*

The WPWDB and its partners utilize social media website, such as Facebook, LinkedIn and Twitter, to provide additional promotion of the Career Center delivery system services.

The Career Center has installed MyBenefits on all of its computers in the resource room so that customers can easily access and become aware of the various public benefit programs such as TANF, Supplemental Nutrition Assistance Program (SNAP), Nutrition Education, Home Energy Assistance Program (HEAP), Women Infants, and Children (WIC), School Meals, and the Supplemental Security Income (SSI) State Supplement Program.

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

The Career Center staff is required to utilize the One-Stop Operating System (OSOS) to record customer data and eligibility for all customers such as UI claimants, Adults, Dislocated Workers, Youth, Displaced Homemakers, and other populations. Under WIOA, partner agency staffs are responsible for collecting and entering the required information for registration into the OSOS database. OSOS allows the Career Center and partner staff to view case history and services rendered and reduce the duplication of services, allow for

better service coordination, and data collection and reporting.

- 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.

The WPWDB will use WIOA Title I funding (Adult and Dislocated Worker) towards training to upskill, enhance and/or support eligible jobseekers in entering and/or maintaining employment.

Type of Assessments

Initial Assessment: Staff will collect information and conduct an assessment on a customer's skill levels, including literacy, numeracy, and English language proficiency; work history; employment barriers; employment goal(s) and occupational knowledge; supportive service needs; and whether referrals to other programs are appropriate or necessary.

Comprehensive Assessment: An eligible individual is one whose comprehensive assessment identifies a skills gap and identifies a training program to remediate the skills gap.

Staff will conduct specialized assessment of a job seeker's barriers to employment, occupational and employment goal(s), educational, skill levels, and personal circumstance to determine his/her service needs. This may include diagnostic testing and use of other assessment tools, and in-depth interviewing and evaluation. The comprehensive assessment will be used to develop an IEP.

Career Center Staff who have responsibility for providing comprehensive assessment services also have the authority to develop and submit an ITA for funding approval.

Approval of ITAs is based on the participant's comprehensive assessment, (including education, skills and work history), in accordance with local occupational demand as reflected on the Priority Occupation list.

Individual Employment Plan: Career Center staff will, in partnership with the customer, use the information collected during the assessment process to develop the plan; will outline the necessary services to be provided to achieve the planned goals; the steps and timelines for achieving the goals including vocational training, if appropriate; and the terms, conditions, and responsibilities associated with the plan.

Programs And Services Provided To Adults And Dislocated Workers

Resource Room/Self-Service: Including telephones for customers to talk privately to prospective employers; fax and copy machines; a Career Resource Library consisting of books, newspapers, videos, special directories and other career-related materials such as LMI related to the most in-demand occupations. There are banks of computers available to

conduct job search, revise resumes, access LinkedIn accounts, or complete online employment applications.

Career Planning and Counseling: One-on-one intensive career planning and counseling with an Employment Counselor using the initial and comprehensive assessments and the IEP to enhance the customer's chances of entering or reentering the labor market. Staff will help the customer analyze and understand career related information and the information generated through the use of self-assessment tools provided at the Career Center. During these sessions, Career Center staff will make referrals to workforce activities and supportive services, which may include child care resources, housing, mental health counseling and substance abuse counseling as well as partner programs appropriate to the needs of the customer.

Short-term Pre-Vocational Services: These services may include academic education and job readiness trainings for development of work readiness skills, including but not limited to, learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, higher-order reasoning, problem-solving skills, work attitudes, and professional conduct.

Short-term Computer Training: Workshops in Microsoft applications, such as Word, Excel and PowerPoint, are taught at the Career Center. Workshops are available five days a week and offered for beginners, intermediate and advanced users. In addition, the Career Center offers Metrix online learning tool that has hundreds of self-paced tutorials covering topics ranging from soft skills to complete vocational training courses. This tutorial option can be accessed at the Career Center or from the privacy of the customer's home. A workshop is given to new users to help navigate through the program.

Financial Literacy Services: Workshops are provided to customers to gain and or enhance their knowledge and have a better understanding in order to make financial decisions that enable them to gain self-sufficiency. Topics may include: how to create and manage a budget; managing credit and debt; how to protect against identity theft and saving for the future.

Job Preparedness Workshops: Includes such workshops as How to Search for Employment, Networking, Preparing a Winning Resume and Cover Letter, Interviewing Techniques, Mock Interviews, Soft Skills for Interview Prep, Behavioral Interviewing, Career Change, Managing Stress Before It Manages You, Job Search Round Table and How to Keep the Job.

Job Opportunities: Job Recruitments are conducted onsite at the Career Centers and geared to a specific industry or employer. Customers possessing the skill sets needed are invited to attend. Job listings and postings are available at the Career Center, on the Career Center website and America's Job Bank. In addition, customers have access to On-the-job training opportunities, Work Tryouts/Internships and Vocational Training.

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

Supportive Services will be accessed through our partners and community based agencies in Westchester and Putnam counties. Should a customer disclose the need for supportive services and/or it is established that a customer is in need of any of the following Support Services, a referral will be made to following partner agencies:

Department of Social Services:

- Food/SNAP
- Public Assistance
- Child and Dependent Care - the Child Care Council of Westchester
- Transportation
- Housing/Shelter
- Substance Abuse

Career Closet: Work Attire

ACCESS-VR:

- Disabilities
- Language and or Education Barriers

The WPWDB and its partners are working on a streamlined referral process to ensure the referral is connected to a designated and or appropriate staff, feedback and follow up.

- 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.

The WPWDB partnership with ACCES-VR (Adult Career and Continuing Education Services – Vocational Rehabilitation), provides to assistance to available individuals with disabilities striving to achieve and maintain employment. ACCES-VR also provide training and technical assistance in training staff on ADA compliance regulations and how to access workforce employment programs for people with disabilities.

ACCES-VR provides information and training to the Career Center and partner staff at least these times per year on various topics such as engagement, resources and services, sensitivity awareness and services and resources ACCES-VR offers. The Career Center has a designated staff member that attends the WEN meetings to keep abreast of the programs offered at the Career Center. ACCES-VR facilitates cross-training of partners in areas such as the ADA, Title IV services, and assistive technology. All partner agencies will have a better understanding of how to serve people with disabilities. In compliance with the ADA and section 188 of WIOA, partners will provide individuals with disabilities with physical and programmatic accessibility to facilities, programs, services, technology and materials.

- 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 WIOA Title IB Adult program provides workforce activities that increase, particularly for individuals with barriers to employment, the employment, retention, earnings, and attainment of recognized postsecondary credentials of adults age 18 and older resulting in improving the quality of the workforce, reducing dependency on public assistance, increasing economic self-sufficiency, and enhancing the productivity and competitiveness of the nation.

The WIOA Title IB Dislocated Worker (DLW) program provides services to individuals who have been terminated through no fault of their own, laid-off, or have received notice of termination or layoff, from employment generally due to plant closures or downsizing. Self-employed individuals who are unemployed due to general economic conditions and individuals who meet the WIOA definition of a displaced homemaker may also be eligible for services.

- A.** Priority of Service for Training under Individual Training Accounts is based on the individual's need for and the ability to benefit from training as documented by the customer's application for training and other assessment results: i.e. comprehensive assessments.

Priority of service for career and training services is based on the following categories:

1. The first population to receive intensive and training services is veterans (or their eligible spouses).
2. The second priority is for public assistance and low-income adults.
3. The third priority is for those Adults and Dislocated Workers who are deemed suitable for individualized career services and/or training service and who are not deemed veterans and low income, and/or receiving public assistance. Preference will be granted to those individuals who are a member of one or more of the following populations:
 - Dislocated Workers in any Category 1- 3
 - Single Parent (not eligible for Public Assistance)
 - Older individuals
 - Individuals with disabilities
 - Youth who have aged out of the foster care system
 - Family income below 50% of Median Income
 - Limited English Proficient
 - Basic skills deficient
 - Individuals with connection to criminal justice system

This category is further prioritized according a Point System

Category	Points
First Priority Group	5
Second Priority Group	4
Third Priority Group	3

B. Definitions:

Low Income Individual: One who qualifies under various criteria, including an individual in a family with total family income for a six-month period that does not exceed the higher level of the poverty line or 70 percent and/or is considered:

- Foster Child
- Homeless
- Receives or is eligible to receive free or reduced price lunch

Public Assistance: Customer receives or is a member of a family that receives (currently or in the past six months) one of the following:

- Temporary Assistance for Needy Families (TANF)
- Supplemental Nutritional Assistances Program (SNAP)
- Other Public Assistance

Deficient in Basic Skills: An individual who is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.

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

In a Comprehensive Career Center, at a minimum, staff will provide direct linkage (i.e., direct connection within a reasonable time by phone or real-time web-based technology to program staff that can provide program information to the customer).

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

Partners commit to periodically reassess program accessibility and adjust strategies to improve access as needed.

Accessibility to the services provided by the American Job Centers and all Partner agencies is essential in meeting the requirements and goals of the Westchester-Putnam American Job Center network. Job seekers and businesses must be able to access all information relevant to them via visits to physical locations as well as in virtual spaces, regardless of

gender, age, race, religion, national origin, disability, veteran status, or any other classification protected under state or federal law.

Physical Accessibility

Career Centers will maintain a culture of inclusiveness and the physical characteristics of the facility, both indoor and outdoor and will meet the latest standards of accessible design. Services will be available in a convenient, high traffic, and accessible location, taking into account reasonable distance from public transportation and adequate parking (including parking clearly marked for individuals with disabilities). Indoor space will be designed in an “equal and meaningful” manner providing access for individuals with disabilities.

Virtual Accessibility

The WPWDB will work with any State Workforce Development Board to ensure that job seekers and businesses have access to the same information online as they do in a physical facility. Information must be clearly marked and compliant with Section 508 of the U.S. Department of Health and Human Services code. Partners will comply with the Plain Writing Act of 2010; the law that requires that federal agencies use "clear Government communication that the public can understand and use" and all information kept virtually will be updated regularly to ensure dissemination of correct information.

Partners will either have their own web presence via a website and/or the use of social media, or work out a separate agreement with the WPWDB to post content through its website.

Communication Accessibility

Communications access, means that individuals with sensory disabilities can communicate (and be communicated with) on an equal footing with those who do not have such disabilities. All Partners agree that they will provide accommodations for individuals who have communication challenges, including but not limited to individuals who are deaf and hard of hearing, individuals with vision impairments, and individuals with speech-language impairments.

Programmatic Accessibility

All Partners agree that they will not discriminate in their employment practices or services based on gender, gender identity and/or expression, age, race, religion, national origin, disability, veteran status, or based on any other classification protected under state or federal law. Partners must assure that they have policies and procedures in place to address these issues, and those policies and procedures have been disseminated to their employees and otherwise posted as required by law. Partners further assure that they are currently in compliance with all applicable state and federal laws and regulations regarding these issues. All Partners will cooperate with compliance monitoring that is conducted at the Local level to ensure that all American Job Center programs, services, technology, and materials are physically and programmatically accessible and available to all. Additionally, staff members will be trained to provide services to all, regardless of range of abilities,

mobility, age, language, learning style, or comprehension or education level. An interpreter will be provided in real time or, if not available, within a reasonable timeframe to any customer with a language barrier. Assistive devices, such as screen-reading software programs (e.g., JAWS and DRAGON) and assistive listening devices must be available to ensure physical and programmatic accessibility within the American Job Center network.

The partners recognize that NYS Human Rights Law prohibits discrimination or harassment against any employee, applicant for employment or customer due to age, race, creed, color, national origin, sexual orientation, military status, sex, disability, predisposing genetic characteristics, familial status, marital status, or domestic violence victim status of any individual.

The partners understand that the NYS Human Rights Law affords protections from employment discrimination for persons with prior conviction records, or prior arrests, youthful offender adjudications, or sealed records.

ii. Technology and materials for individuals with disabilities.

The WPWDB has updated its accessibility equipment in some of its Career Centers. The Career Centers in the WPWDB are equipped with assistive technology. The WPWDB and One-Stop Operator utilized NYSDOL, ACCES-VR, and the Commission for the Blind to review and ensure that each Center possesses the most up to date assistive technology. The WPWDB is partnering with ACCES-VR and Westchester County IT department to enhance the Career Center website to add features that will allow individuals with various disabilities to access the website with ease.

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

ACCES-VR provides information and training to the One-Stop and partner staff at least 3X per year on various topics such as engagement, resources and services, sensitivity awareness and services and resources ACCES-VR offers. The Career Center has a designated staff member that attends the WEN meetings to keep abreast of the programs offered at the /career Center. ACCES-VR facilitates cross-training of partners in areas such as the ADA, Title IV services, and assistive technology. All partner agencies will have a better understanding of how to serve people with disabilities. In compliance with the ADA and section 188 of WIOA, partners will provide individuals with disabilities with physical and programmatic accessibility to facilities, programs, services, technology and materials.

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

The WPWDB and its Partners have agreed through the Partner Memorandum of

Understanding regarding each partner's roles and responsibilities in the One-Stop delivery system and memorializes the way partners will work together collaboratively to satisfy the federal, state and local regulations related to nondiscrimination required by WIOA (section 188), and applicable provisions of the American with Disabilities Act of 1990 (42 U.S.C. 12101 et set.).

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?

A key strategy used to facilitate the engagement of businesses was the implementation of our business sector partnership. This collaboration allows us to work with key people representing in demand sectors to identify the needs of businesses. In this process, we use an employer survey to gather feedback on local business needs, including soft skill development, technical and training needs and credentialing requirements. The results from the surveys are being used to inform the vision for the workforce system, and to engage local employers by encouraging participation in sector based initiatives and the development of career pathways in response to locally identified needs.

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

The WPWDB uses business intermediaries to promote business training programs: On-the-Job Training (OJT), Customized Incumbent Worker Training (CIWT) and Business Sector Training (BST).

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

Services are provided based on the members of the WPWDB staff and Business Sector partnerships working closely with regional businesses and learning their needs. These services include both employer services and business services.

The following is a list of possible services that are provided:

- Job Listings
- Referral System
- Job Matching
- Online Assessments
- On-Site Recruitment
- Labor Market Information
- Point of contact for employer
- Delivering detailed market information
- Referrals to partnering Agencies
- Marketing the needs of Business Sector Partnership to workforce partners

- Industry Specific employee recruitment
- Business service partnerships that identify the needs for each sector and work on resolving needs
- Tax Credit Information
- On-Site Visits
- Customized Training to upgrade the skills of incumbent workers
- On-the-Job Training subsidies to offset the cost of training workers

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

The WPWDB and Westchester County’s Office of Economic Development (WCED) work hand in hand by sharing information. WCED informs the WPWDB of new businesses opening in the area and the WPWDB keeps the Office of Economic Development up to date on new programs/grants that the businesses could benefit from. The Executive Director from the Office of Economic Development is also a Board member.

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

Participants interested in entrepreneurial skills training will be referred to SCORE staff that has a small business entrepreneurial mentorship program, one-on-one session, and a variety of workshops at the career center. In addition, customers are referred to Just Add One program which is being offered by Westchester Community College to assist eligible small business owners create strategies to strengthen their business models/operations and make them more efficient, with the goal of helping each participating business grow and contribute to economic growth in the region.

Services include:

- Strengthen your business operations and making them more efficient.
- Learning new tools and processes to implement right away.
- Monitoring those changes with the help of a coach and focus on the growth potential of businesses.
- Learning from your peers about ways to address business challenges.

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

The New York State Department of Labor (NYSDOL) is responsible for the provision of Rapid Response (RR) services. The WPWDB maintains responsibility for ensuring compliance with federal and state requirements, implementation of program initiatives, and providing support, guidance, technical assistance and financial resources to the Career Center Staff.

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?

The WPWDB and its partners with One-Stop delivery system and unemployment insurance programs as seamless continuum of services, resources and tools that will strengthen and grow our communities to meet today's and future workforce needs. This is accomplished through constant evaluation, communication, including:

- Formulized Partners MOU
- Ongoing Staff Development
- Co-location (at least 1 comprehensive Career Center)
- Functional Alignment
- Communication at all levels
- Self-Evaluation and Correction

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

- i. Coordination of relevant secondary and postsecondary education programs;

According to the National Skills Coalition, middle-skills jobs, which require education beyond high school but not a four-year degree, make up the largest part of America's and New York's labor market. Key industries in New York are unable to find enough sufficiently trained workers to fill these jobs. Demand for middle skills jobs is expected to remain strong through 2024, with 45 percent of job openings falling in this category. The WPWDB coordinates with secondary and postsecondary education partners to discuss alternative career pathways, the labor skills gap, middle skills, and soft skills training. The goal was to illuminate options for mapping sector specific career paths as a viable choice for high school students as well as the significance of teaching and nurturing soft skills.

Youth aged 16 -24 make up about 13% of the workforce, however their unemployment rate is more than double the state rate at 15.4%. This means a generation of workers is missing out on valuable work experience and reduced future earning potential and cannot replace the retiring workers at an adequate rate. About a third of the region's labor force has a high school equivalency or less. The increase in skills needed as technology advances will likely widen the relative wage gap between high skill and low skill workers.

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

The WPWDB will continue to bring together workforce, business leaders and education partners to dialogue, plan and implement projects, activities and programs that will inform and educate the public, parents and students to create a pipeline of informed and educated youth and adults.

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

The WPWDB's One-Stop Operator oversees and monitors the coordination of the One-Stop delivery system to ensure services are seamless reduces the duplication and works with all the partners to create strategies to enhance customer service and resources to shared customers, priority of service customers and targeted populations. Should duplication of service be identified, it will be the responsibility of the One-Stop Operator to recommend corrective action and work with the partners to ensure corrective action plan is being implemented. The One-Stop Operator will provide feedback to the partners and WPWDB.

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.

Partner staff is co-located at the Career Centers and services are provided to job seekers by qualified staff, trained to deliver the services or make the appropriate referrals. The One Stop Partnership MOU clearly explains how partners provide the needed services. Through the same MOU, the partnership avoids duplication of services and helps in the coordination of the services delivery. We are building an online referral system that will connect all the partners for a better delivery of all services to our job seekers.

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.

The WPWDB uses the Memorandum of Understanding (MOU) between the partners that requires integration of and access to the services available in the One-Stop delivery System. The MOU sets forth the terms governing the implementation and operation of the one-stop delivery system in the Westchester-Putnam Workforce Development Area in accordance with Section 20 CFR 678.500 of the Workforce Innovation & Opportunity Act (WIOA).The term of the MOU is from July 1, 2017 to June 30, 2020.

Youth Activities

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

i. Name of Youth Point of Contact

Ali Tarchoun

ii. Email Address

att1@westchestergov.com

iii. Name of Organization

Westchester-Putnam WDB

iv. Title

Manger I

v. Phone

(914)-995-7580

vi. Address

120 Bloomingdale Road
White Plains, NY 10605

a. Provide the number of planned enrollments in PY 2018 for:

i. Out-of-School Youth

265

ii. New In-School Youth

80

iii. Carry-Over In-School Youth

254

iv. Work Experience

100

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

The WPWDB entered into contracts with local agencies to provide WIOA Youth services. The current contractors (Children's Village Inc., WestCOP Inc., WestHab Inc., Peekskill Youth Bureau, Mount Vernon Youth Bureau and the White Plains Youth Bureau) are responsible for Intake and Eligibility, Objective Assessment, and the ISS.

i. Describe how Career Pathways is included in the ISS.

Depending on their interests and abilities, WIOA youth are introduced to our career pathways model by showing them different paths that could embark on and how the WPWDB could support their choice.

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

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

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

Upon completion of the assessment process, contractors will develop an ISS for each youth. This document will be used to establish an individual plan of activities, skill goals, and services specific to the plan. Implementation of the 14 WIOA elements will be integrated and the ISS will become a living document changing as youth proceeds from goal to goal.

- ii. Are made available to youth with disabilities.

Participants with disabilities receive an array of services based on individual need. Direct referrals are made to ACCES-VR. In addition, contractors will utilize resources within the framework of their organizations.

- e. Identify successful models for youth services.

The WPWDB has identified three models to address barriers to employment for at-risk youth:

Model 1: Workforce Development Academy For Youth Construction Plus: This program model is built on the concept of the YouthBuild program, which is a comprehensive youth and community development program. YouthBuild simultaneously addresses several core issues facing low-income communities: education, housing, jobs, and leadership development. It uniquely addresses the status of unemployed young men and women who have dropped out of school and have no apparent path to a productive future. It allows them to simultaneously serve their communities and build their own future by completing construction based projects in the communities where they reside. Model elements include:

- Mental Toughness boot camp
- Four-week work readiness boot camp
- Youth policy committee
- Academic re-engagement
- Community service
- Employer engagement
- Paid/unpaid work experience

Model 2: Workforce Development Academy For Youth Justice Involved: This model is designed to support at-risk justice involved youth with a series of integrated systems of workforce development strategies linked to positive youth development which address social emotional learning. The goal is for the youth to become productive, responsible and law-abiding members of society while achieving economic stability through a living wage. The model is committed to offering youth access to occupational

skills training that lead to industry recognized credentials.

Model elements include:

- Four week work readiness boot camp
- Academic re-engagement
- Career exploration
- Employer engagement
- Mentoring
- Civic engagement
- Legal services
- Financial literacy
- Paid/unpaid work experience

Model 3: Workforce Development Academy For Youth Work-Based Learning/ Apprenticeship: This model is designed to support the concept of Work-based learning (WBL) which is an educational strategy that provides youth with real-life work experiences where they can apply academic and technical skills and develop their employability. In addition, this model will launch the WPWDB's pilot "Apprenticeship" program. Apprenticeship is a valuable work-based learning opportunity that can provide youth with academic and workplace skills that lead to post-secondary education opportunities and careers. The collaboration of Work-based learning and apprenticeship will build on businesses existing recruitment, onboarding, mentoring, and training and advancement systems. Occupational skills training must be focused within following sectors identified by the WPWDB as high demand /high occupation: healthcare, information technology, professional services, and hospitality. Model elements include:

- Four-week work readiness boot camp
- Project-based classroom learning (Academic re-engagement)
- Career exploration
- Business Services and Sector Partnership Engagement (Employer engagement)
- Mentoring
- Occupational Credential Attainment
- Paid/unpaid work experience
- On the Job Training

f. 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.

The WPWDB has established guidance on the criteria for youth qualifying for program services through the "requires additional assistance" to enter or complete an educational program or to secure or hold employment eligibility category. The specific guidelines and requirements allow youth to be eligible based on their need for increased support to achieve their educational and/ or employment goals.

The WPWDB certifies that the established are reasonable, quantifiable, and based on evidence that specific characteristics of the youth identified objectively requires additional assistance.

Policy #:3.301-19 Effective Date: March 28, 2019 Latest; Revision Date September 30, 2019

The WPWDB program staff held its monthly WIOA- WDAY meeting on January 25, 2019, with all year round WIOA youth contractors. Case managers were able to list the reasons why they use the term "Youth in Need of Additional Assistance". All terms were compiled with the understanding that the WPWDB will make the final determination in incorporating these terms into policy. The WPWDB defines "an individual who requires additional assistance to enter or complete an educational program or to secure or hold employment" for a low income youth as one:

- Has not held a job for longer than three (3) months, or has been terminated from employment within six (6) months of application;
- Has experienced a recent traumatic event within two (2) years of application or is a victim of abuse, or resides in an abusive environment, as documented by school official or professionals;
- Has a substance abuse, mental health, and lack of family support issues.
- Has a lack of necessary resources to communicate, i.e. phone, computer, internet;
- Resides in a high intensity gang involved area;
- Lacking motivation, resources, and skills necessary to find employment;
- Immigration matter, who is involved in is undocumented or is new to country;
- Who does not meet criteria to be considered "Homeless" but needs assistance with housing.

TEGL 8-15 requires a 5% cap of total enrollment on In-School youth using the "requires additional assistance" however there is no limitations on using the "requires additional assistance" criterion for Out-Of-School youth.

Administration

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

Westchester County Department of Finance

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

To procure services for WIOA Title 1 Adult and Dislocated Worker and Youth services a competitive process is used. The WPWDB issues RFPs or RFQs as per the Westchester County procurement process that aligns with Federal and State regulations.

- 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.

	Program Year 2018					
	Adult		Dislocated Worker		Youth	
	Proposed	Negotiated	Proposed	Negotiated	Proposed	Negotiated
TARGET OUTCOME						
Employment Rate 2nd Qtr After Exit	65.5%		66.6%		77.1%	
Employment Rate 4th Qtr After Exit	64.2%		65.9%			
Median Earnings 2nd Qtr After Exit	\$6,011		\$8,459		N/A	
Credential Attainment 4th Qtr After Exit					53.1%	
	Program Year 2019					
	Adult		Dislocated Worker		Youth	
	Proposed	Negotiated	Proposed	Negotiated	Proposed	Negotiated
TARGET OUTCOME						
Employment Rate 2nd Qtr After Exit	66.5%		67.6%		78.1%	
Employment Rate 4th Qtr After Exit	65.2%		66.9%		71.8%	
Median Earnings 2nd Qtr After Exit	\$6,131		\$8,628		N/A	

Credential Attainment 4th Qtr After Exit						54.1%
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d. Describe the actions taken toward becoming or remaining a high-performing board, consistent with factors developed by the SWIB. A board will be defined as high performing if it meets the following criteria:

i. The board is certified and in membership compliance;

Each program year, the WPWDB Director ensures that the Board members formula is intact. With 57% of the Board representing Businesses and 21% of the Board representing workforce development professionals, the Board is in compliance with SWIB. When Board members leave, they are replaced by someone from the same background to ensure that the formula remain the same.

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

An MOU was approved and signed by the all the partners and a One Stop Operator was selected. All local policies are being implemented according to our plan.

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

The career Centers Certification process was completed and approved by NYSDOL

iv. The LWDA meets or exceeds all performance goals.

The WPWDB exceeds all performance goals.

Training Services

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

Training services will be provided in WPWDB using several tools and resources, including labor market information, WPWDB’s demand occupation list, customer interest, aptitude, abilities and input and guidance from staff to assist the customer in making an informed choice as to the industry and related training. Career Center staff provides guidance to customers as to the growing industries, the related titles and required skillsets. This information allows customers along with guidance from staff to develop a sound approach to their job development/career strategy. The Career Center has developed a partnership with a variety of education institutions to create our eligible training provider list. In addition, we have contracts with each training provider

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

WPWDB has contracts with each training provider on our eligible training provider list. The WPWDB solicits new eligible training providers quarterly in order to create a well-rounded list of providers that will offer customers a choice in which to select a school that offers the best training methodology.

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

Customers are provided with a list of eligible training providers and a list of the course offerings. The customer decides where to attend the training. Customers are encouraged to contact and visit the school so they can make an informed decision.

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.

A draft plan was posted on our career center website and on the County website. A draft plan was shared with our Board members and our NYSDOL representative.

- 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.

List of Attachments:

Please complete all attachments.

Attachment A – Units of Local Government

Attachment B – Fiscal Agent

Attachment C – Signature of Local Board Chair

Attachment D – Signature of Chief Elected Official(s)

Attachment E – Federal and State Certifications

Attachment F – Youth Services Chart

Attachment G – Local Plan Budget 2017

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

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

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

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

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