

Westchester-Putnam Workforce Development Board

# Local Plan

July 1, 2021 – June 30, 2025; 2023 rev.

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Department of Labor

## Strategic Planning Elements

Local Workforce Development Areas (LWDAs) and Regional Demand Lists are now maintained online. Changes to the Demand Lists can be made by following the directions on the webpage.

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

July, 2023

How is this information shared with the Local Workforce Development Board (LWDB)? What was the last date on which it was shared?

Yes, Information was shared with the LWDB by email, most recently on July 31, 2023.

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

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

The region has recovered well from COVID. Unemployment is at record lows. The Westchester County Office of Economic Development has focused on supporting businesses in key sectors, including biotech, fintech (financial technology), advanced manufacturing and clean energy. These industries have proved resilient during the pandemic and offer well-paying jobs. Putnam County is focusing on the Gleneida Distillery Project in Carmel, the Logistics Center in Southeast and the Envision Brewster project (Jordon). The biotech giant Regeneron plans to build a new 200,000 square foot laboratory on the Tarrytown campus. Healthcare providers will continue to expand facilities in the region and commercial/residential real-estate in on the rise (Pofeldt). In addition to supporting these initiatives, the WPWDB will also focus on the healthcare, hospitality, not-for-profit, and professional services sectors. The WPWDB and career center is also partnering with Westchester County on sector specific job fairs, including Diverse Abilities Job Fairs.

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. Employers need talent to fuel their growth and remain competitive. While an average employer is willing to train new employees, most require basic soft and technical skills. Employers are struggling to find candidates with the educational requirement to fill positions that require higher skills jobs. As a result, employers are increasingly considering skills as an alternative or substitute for a formal degree. Training in clean energy/renewable technologies will be a particular focus in the remaining years of this plan.

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- 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. We work with our employers to address their specific needs but also work with job seekers to help them acquire the necessary skills to find and retain employment.

Required soft skills include: 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.

The increasing cost of college tuition and fees force many job seekers to weigh the costs along with the benefits. In response, employers are considering accepting micro-credentials to close the skills gap. Micro-credentials are small specific blocks of training that provide the job seeker with stackable credentials. Among other things, the WPWDB works with the NYSDOL to assist jobseekers who wish to register for online courses with Coursea.

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

- i. Current labor force employment and unemployment numbers;

The unemployment rate for Westchester County is 3.0%; the employment rate is 497.3 (data in the thousands). In Putnam County, the unemployment rate is 2.9%; the employment rate is 50.9 (data in the thousands).

Source : Mid-Hudson Labor-Market Analyst report, July, 2023.

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

The New York State Department of Labor's Division of Research and Statistics developed reports to identify "significant industries" in each of the ten regions in New York State. Industries 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 its 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

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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. Computer and electronic product manufacturing recorded job losses between 2013 and 2018, however 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 as New York City health care systems moved into the region and

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acquired 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 has 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, shows 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.

Market conditions and high employment has resulted in 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, and housing, child care and transportation challenges. Additionally, many 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 with many high skilled workers 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	5.0%	3.2%
9th to 12th grade, no diploma	5.1%	4.6%
High school graduate (includes equivalency)	19.2%	26.4%
Some college, no degree	13.0%	20.8%
Associate's degree	6.3%	7.0%
Bachelor's degree	25.4%	21.1%
Graduate or professional degree	25.90%	17.0%
High school graduate or higher	89.9%	92.2%
Bachelor's degree or higher	51.3%	38.1%

Source: U.S Census 2019 American Community Survey 1 Year

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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 Westchester and Putnam Counties: talent shortages, skills gaps, and reaching young people to prepare them for the careers of the future. Despite a history of low unemployment rates, the aftermath of the pandemic has drawn particular attention to those with barriers to employment, including those possessing only a high school diploma, those with housing, child care, transportation challenges and those with limited or no digital access. New opportunities for job seekers in clean and renewable energy careers will be a focus of WPWDB activity.

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 the employment needs of businesses? Please explain.

The Board has the capacity to address the education and skill needs of the local workforce area. The WPWDB members represent 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) ;
- New 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;

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- Senior Community Service Employment Programs (SCSEP)—State Office for the Aging (SOFA) under Title V of Older Americans Act.

- e. Describe the LWDB’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 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. 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’s workforce development programs, including programs provided by partner agencies, support this strategic vision?

The WPWDB strengthens partnerships with business sector partners, 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 shares leading edge practices. The WPWDB website is a broad-based interactive resource 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 Partners' Websites, the Westchester Library System and other employment related sites. The address for the Website is: [www.westchesterputnamonestop.com](http://www.westchesterputnamonestop.com). The soon to be launched NYS DOL Virtual Career Center will also be utilized.

- 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?

By taking a collaborative approach, the WPWDB and core partner programs pool together expertise and resources to find solutions to address the toughest issues in workforce development. The strategy calls for:

1. Moving impoverished people into jobs that can sustain them and their families—. This is a Mid-Hudson Regional Economic Development Council (MHREDC) goal which focuses on Opportunity Agenda Communities, but one that is applicable to families living in poverty across the region.
2. Collaborating with strategic partners to provide training and education for target sectors to develop apprenticeship and credentialing programs that can address the shortage of middle-skilled workers. These partners include businesses, education providers, social service agencies and community-based organizations.
3. Developing job readiness and soft skills training programs of particular need by priority populations, such as the formerly incarcerated, long term unemployed, young adults with limited education, veterans, and recipients of public assistance.

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4. Collaborating with other counties to address the barriers to employment, such as transportation and childcare, each cited as obstacles to the region increasing its talent base and labor force participation in the MHREDC 2019 Progress Report. The collaboration will assist the region and the State in identifying childcare needs and solutions.
5. Conducting evaluation and benchmarking research to identify best practices and future needs. All partner agencies and resources will be channeled to maximize the benefits to our job seekers and area businesses.
6. The NYS DOL Virtual Career Center will be an important new tool in refining job searches, identifying employment opportunities and empowering customers to chart their own future with or without the assistance of workforce professionals.

- f. Describe the LWDB’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 NYS DOL’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 NYS DOL.

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.

## Local Workforce Development System

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

WIOA Title I: Adult and Dislocated Workers and Youth programs

WIOA Title II: Adult Ed and Family Literacy Act (AEFLA)

WIOA Title III: Wagner-Peyser

WIOA Title IV: Vocational Rehabilitation 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

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- 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;

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- 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;
- help individuals enter or advance within a specific occupation or occupational cluster.

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

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.

Referral of System Customers: The 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.

## Workforce Development and Career Pathways

a. Describe how the LWDB 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)

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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 LWDB 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 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. 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 LWDB and its partners will expand access to employment, training, education, and supportive services for eligible individuals, particularly individuals with barriers to employment.

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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](http://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](http://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

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- 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 care 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, 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.

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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

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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 needs any of the following support services, a referral will be made to following partner agencies:

Department of Social Services:

- Food/SNAP

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- 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 to staff, technical assistance, or methods of sharing information.

The WPWDB partnership with ACCES-VR (Adult Career and Continuing Education Services – Vocational Rehabilitation), provides 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 who 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 the employment, retention, earnings, and attainment of recognized postsecondary credentials of adults age 18 and older, particularly for individuals with barriers to employment, resulting in improving the quality of the workforce, reducing dependency on

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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

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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 the Workforce Innovation and Opportunity Act (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

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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, considering 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

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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; and

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

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(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

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- 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 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).

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, sharing information and best practices. 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 Director of the Office of Economic Development is also a WPWDB 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 LWDB will coordinate its workforce investment activities with statewide rapid response activities.

The New York State Department of Labor is responsible for the provision of Rapid Response (RR) services. The WPWDB maintains responsibility for ensuring compliance

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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

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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 LWDB will avoid duplication of services.

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.

- 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 a 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.

## Title II Program Coordination

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

The WPWDB strategic vision is to use innovation, information, technology, education, and collaborative partnerships to provide individuals with tools to build in-demand job skills

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and credentials, thus developing a highly qualified workforce for businesses and strengthening the regional economy. The goal is to provide an environment where job seekers and employers interact to meet the needs for a highly qualified regional workforce.

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

Strategies for preparing participants for employment are based on a comprehensive case management model that leads to personalized service plans that are tailored to each individual's skills, aspirations and needs. The program will provide access to needed supports and services to ensure that participants are able to attend training and then secure and retain employment.

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

Career Pathways is a series of organized steps with multiple entry and exit points that links education and occupational training to subsequent employment through a continuum of educational and training instruction combined with intensive case-management, career readiness, career exploration, retention, and follow-up. Career Pathways is a commitment up to two years.

The WPWDB established a Career Pathways model that seeks to guide job seekers and trainees through a series of courses and training that allows them to achieve their career goals. Participants will work toward careers with increased earning opportunities by providing industry recognized credentials, certificates, and/or licensures.

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

The WPWDB supports the State Plan and will work with partner agencies to address the aspects of workforce development that continue to challenge Westchester and Putnam counties. Offered program and services will leverage strategic partnerships that support employer's access to a short-term talent pool and long-term talent pipeline. At the local level, a suite of solutions focused on the needs of the individual worker and the barriers workers face will be developed.

By taking a collaborative approach to some of the most difficult issues in workforce development, the WPWDB will develop programs and services which address:

1. Moving impoverished people into jobs that can sustain them and their families. This is a Mid-Hudson Regional Economic Development Council (MHREDC) goal which focuses on

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Opportunity Agenda Communities but one that is applicable to families living in poverty across the region.

2. Collaborating with strategic partners to provide training and education for target sectors resulting in apprentice and credentialing programs that can address the shortage of middle-skilled workers. These partners include businesses, education providers, social service agencies and community-based organizations.

3. Developing job readiness and soft skills training programs of particular need by priority populations, such as the formerly incarcerated, long term unemployed, young adults with limited education, veterans, and recipients of public assistance.

4. Collaborating with other counties to address barriers to employment such as transportation and childcare, each cited as obstacles to the region increasing its talent base and labor force participation in the MHREDC 2019 Progress Report. The collaboration will assist the region and the State in identifying childcare needs and solutions.

5. Conducting evaluation and benchmarking research to identify best practices and future needs.

## Youth Activities

- a. Provide contact details of Youth Point(s) of Contact for your local area including: Name of organization, name(s) of Youth Point(s) of Contact, title, address, phone number, and email address. Youth Point(s) of Contact details are primarily used to refer young adults, parents, and partners about youth programs and posted on the [NYS DOL webpage](#).

Elizabeth Oliveto, Program Administrator for Youth Development

Address: 120 Bloomingdale Road White Plains, NY 10605

Phone: (914) 419-5907      Email: eqo9@westchestergov.com

- b. Provide the number of planned enrollments in PY 2021 for new Out-of-School Youth (OSY), carry-over OSY, new In-School Youth (ISY), carry-over ISY, and work experience. \*

- i. New OSY

290

- ii. Carry-over OSY

56

- iii. New ISY

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N/A. The Youth employment serves only out-of-school youth ages 18-24.

iv. Carry-over ISY

N/A. There are no carry over ISY.

v. Work experiences

100

\*Please note that PY 2021 enrollments will provide the baseline estimate for the remaining three years of the Plan.

c. In Attachment F, Youth Services, located on the New York State Department of Labor (NYSDOL) [website](#) under the Local Planning section, identify the organization providing the Design Framework which includes: Intake & Eligibility, Objective Assessments, and Individual Services Strategies (ISS), and 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 the Objective Assessments and ISS; and

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.

ii. Are made available to youth with disabilities by describing specific program practices, tools, and services that are tailored to serve 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. Describe successful models for youth services from your local area, including but not limited to virtual work experiences, OSY recruitment, and engagement strategies.

The Workforce Development Academy for Youth ( WDAY) serves out-of-school youth who are 18 to 24 years old. 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

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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 leads 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 educational opportunities and

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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 the 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. Does your local area plan to serve ISY and/or OSY using the “Needs Additional Assistance” qualifying barrier for eligibility?

Yes (Attach a Needs Additional Assistance policy that defines reasonable, quantifiable, evidence-based, and specific characteristics of ISY and OSY as described in Technical Advisory (TA) #19-2.

No (Not required to attach a policy)

g. Attach a Basic Skills Deficiency policy of youth program as described in the in TA #19-2.

## Administration

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

Westchester County Department of Finance

b. Describe the competitive process to be used to award subgrants 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 CEO(s) to be used to measure the performance of the local area and to be used by the LWDB for measuring the performance of the local fiscal agent (when applicable), eligible providers, and the One-Stop delivery system, in the local area.

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Program Year 2021			
	Adult	Dislocated Worker	Youth
<b>TARGET OUTCOME</b>			
Employment Rate 2nd Qtr. After Exit	62.0%	61.9%	66.3%
Employment Rate 4th Qtr. After Exit	63.1%	63.0%	63.5%
Median Earnings 2nd Qtr. After Exit	\$5,670	\$6,930	\$3,100
Credential Attainment 4th Qtr. After Exit	22.6%	5.9%	50.0%
Measurable Skill Gains	45.5%	45.5%	50.5%

- d. Describe the actions taken toward becoming or remaining a high-performing LWDB, consistent with factors developed by the State Workforce Investment Board (SWIB). The LWDB will be defined as high performing if it meets the following criteria:
- i. It is certified and in membership compliance;
  - ii. All necessary governance actions and items have been accomplished, including executing a local Memorandum of Understanding (MOU), selecting a One-Stop System Operator, and implementing all required local policies, etc.;
  - iii. All One-Stop Career Centers in the LWDA have achieved at least an 80% score in the Career Center Certification process; and
  - iv. The LWDA meets or exceeds all performance goals.

i. 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. 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. The Career Centers Certification process was completed and approved by NYSDDL.

iv. The WPWDB exceeds all performance goals.

## Training Services

- a. Describe how training services will be provided in the local area. This may include incumbent worker, on-the-job, and customized training programs.

Training services will be provided by the 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 Individual Training Accounts (ITAs).

The 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 to select a school that offers the best training methodology.

- c. Describe how the LWDB 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 LWDB 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 the WPWDB/Career Center website. A draft plan was shared with our Board members and our NYSDOL representative.

## List of Attachments

Please complete all attachments listed below.

**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)

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**Attachment E – Federal and State Certifications**

**Attachment F – Youth Services Chart**

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

- Electronic signature (if the LWDB has the capability for it) – Note that electronic signatures must follow the requirements and guidelines of the Electronic Signature and Records Act ([ESRA](#)). LWDBs 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, NY 12240**

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

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 is preferable to provide a list of hyperlinks to these agreements available on the LWDB website.

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