

[Chemung Schuyler Steuben Workforce Development Area]

Local Plan

July 1, 2021 – June 30, 2025

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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].

June 2021

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

The local Demand Occupation List was presented, updated, and approved at a full CSS WFNY Board meeting in June 2021.

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

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

The CSS Workforce Area will require a diverse range of job opportunities, with emphasis placed on creating jobs in the following target industry sectors:

- Healthcare
- Tourism and Hospitality
- Manufacturing
- Materials and other advanced manufacturing
- Transportation equipment manufacturing
- Food processing

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

Healthcare

The CSS Workforce Area population is aging and will require an increasingly demand for medical services and living environments. In addition, there must be a strong healthcare environment to attract talent.

Projected shortages include:

- Physicians
- Nurses
- Nurse practitioners
- Home healthcare
- Oral health specialists
- Geriatric educators
- Behavioral health specialists
- Public health professionals

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- Health IT workers

Tourism and Hospitality Industry

There are efforts underway to grow and strengthen the CSS Workforce Area's tourism and community assets, and use them to promote the region to visitors, prospective talent and investors. New business development is occurring among businesses in a broad-range of categories including lodging, food service, transportation, value-added food products, cultural venues, water and waterfront activities, sports venues, and recreation and entertainment.

Examples of education and professional training required:

- Museum management
- Museum curator
- Facilities management
- Hotel/conference sales
- Transportation and logistics
- Restaurant management
- Hotel management
- Catering
- Hospitality sales and marketing
- Public relations and promotion

Manufacturing

Investments in 3D printing, automated process control systems and robotics, and ongoing R&D with their academic partners will be critical factors for companies to maintain a competitive edge.

Key areas of innovation are forecasted for materials, information technology, production processes and manufacturing operations.

The CSS Workforce Area expects to see a resurgence in manufacturing through more highly skilled, niche manufacturing operations that require a technically savvy workforce.

Professional workforce demand:

- Manufacturing Software Engineers
- Automated Systems Engineers
- Manufacturing Process Engineers
- Supply Chain Engineers

Skilled Worker demand: Skilled labor with skills in new technologies including computer-controlled machinery, advanced robotics and '3-D printing' who will be:

- Assemblers & Fabricators
- Machine Operators
- Lathers
- Machinist
- Technicians

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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.

Healthcare

The CSS Workforce Area population is aging and will require an increasingly demand for medical services and living environments. In addition, there must be a strong healthcare environment to attract talent.

Projected shortages include:

- Physicians
- Nurses
- Nurse practitioners
- Home healthcare
- Oral health specialists
- Geriatric educators
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- Public health professionals
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Tourism and Hospitality Industry

There are efforts underway to grow and strengthen the CSS Workforce Area’s tourism and community assets, and use them to promote the region to visitors, prospective talent and investors. New business development is occurring among businesses in a broad-range of categories including lodging, food service, transportation, value-added food products, cultural venues, water and waterfront activities, sports venues, and recreation and entertainment.

Impact on Workforce: A wide range of training, skills and experience are required such:

Soft skills required:

- Social and interpersonal skills
- Communication skills, which include speaking, writing and body language
- Organizational skills: multi-tasking, problem solving, decision making, time-management

Examples of education and professional training required:

- Museum management
- Museum curator
- Facilities management
- Hotel/conference sales
- Transportation and logistics
- Restaurant management

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- Hotel management
- Catering
- Hospitality sales and marketing
- Public relations and promotion

Skill sets and experience

- Website and software development
- Culinary
- Bookkeeping and accounting
- Marketing
- Computers, IT, systems administration
- Event planning
- Multi-lingual
- E-commerce and social media
- Wine and beer-making

In addition, artistic and creative skills are highly desirable in this industry.

Manufacturing

Investments in 3D printing, automated process control systems and robotics, and ongoing R&D with their academic partners will be critical factors for companies to maintain a competitive edge.

Key areas of innovation are forecasted for materials, information technology, production processes and manufacturing operations.

Impact on Workforce: The CSS Workforce Area expects to see a resurgence in manufacturing through more highly skilled, niche manufacturing operations that require a technically savvy workforce. Consequently:

Technology advancements in manufacturing have created a skills gap in the workforce.

Manufacturing workers best suited to fill the gap possess technical skills that compliment automation and information technology.

There is still a high demand for workers that have trade-based skills. Professional workforce demand:

- Manufacturing Software Engineers
- Automated Systems Engineers
- Manufacturing Process Engineers
- Supply Chain Engineers

Skilled Worker demand: Skilled labor with skills in new technologies including computer-controlled machinery, advanced robotics and '3-D printing' who will be

- Assemblers & Fabricators
- Machine Operators
- Lathers

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- Machinists
- Technicians

Skill sets and experience required include:

- Basic working knowledge of computers, mathematics, and an ability to think critically
- Mechanical reasoning, logic trouble shooting and spatial visualization
- Basic technical and process automation skills
- Ability to work with computerized systems – computers and microprocessors
- Experience working with operating computers or computerized machinery and using computers for a wide range of critical functions
- Understanding of hydraulic pneumatic and electrical systems Programming, operation, and troubleshooting of a variety of electronic manufacturing devices, including CNC-based machines, robots, local area networks, and other programmable logic devices

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

i. Current labor force employment and unemployment numbers;

Data below is for the 2020/21 time period, except participation rates which are 2019 (latest data available by the Census Bureau.)

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

	Apr-21	May-21	May-20
Total Labor Force	82,600	82,700	84,200
CSS Employed	77,900	78,600	73,200
CSS Unemployed	4,700	4,100	11,000
CSS Unemployment Rate	5.70%	5.00%	13%
ST Regional Unemployment Rate NYS	7.70%	6.90%	15.70%
Unemployment Rate US	5.70%	5.50%	13%
Chemung County Employed	32,300	32,400	30,200
Unemployed	2,000	1,800	4,800

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Unemployment Rate	5.80%	5.20%	13.80%
Schuyler County			
Employed	7,200	7,400	6,800
Unemployed	400	400	1,000
Unemployment Rate			
Steuben County			
Employed	38,400	38,800	36,200
Unemployed	2,300	2,000	5,100
Unemployment Rate	5.50%	4.80%	12.30%
Labor Force Participation (Annualized 2019 - Latest Data)			
Chemung County	57.60%		
Schuyler County	58.50%		
Steuben County	58.50%		
New York State	63.20%		
US National	63.40%		

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

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	Chemung County, New York			Schuyler County, New York			Steuben County, New York		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
AGE BY EDUCATIONAL ATTAINMENT									
Population 18 to 24 years	6,964	3,489	3,475	1,241	668	573	7,430	3,792	3,638
Less than high school graduate	1,338	923	415	120	67	53	1,490	921	569
High school graduate (includes equivalency)	2,569	1,140	1,429	544	303	241	2,980	1,534	1,426
Some college or associate's degree	2,647	1,270	1,377	484	272	212	2,385	1,119	1,266
Bachelor's degree or higher	410	156	254	93	26	67	595	218	377
Population 25 years and over	59,604	29,346	30,258	13,229	6,505	6,724	68,086	33,519	34,567
Less than 9th grade	1,702	937	765	328	139	189	2,052	1,212	840
9th to 12th grade, no diploma	4,005	2,279	1,806	940	600	340	4,423	2,210	2,213
High school graduate (includes equivalency)	21,042	11,365	9,677	4,430	2,368	2,062	25,012	13,313	11,699
Some college, no degree	11,692	5,546	6,146	2,934	1,362	1,572	11,334	5,195	6,139
Associate's degree	7,220	2,947	4,273	1,484	737	757	9,166	4,154	5,012
Bachelor's degree	7,568	3,590	3,978	1,755	800	955	8,272	3,996	4,276
Graduate or professional degree	6,295	2,682	3,613	1,348	499	849	7,827	3,439	4,388
High school graduate or higher	53,817	26,130	27,687	11,961	5,766	6,195	61,611	30,097	31,514
Bachelor's degree or higher	13,663	6,272	7,391	3,103	1,299	1,804	16,099	7,435	8,664
Population 25 to 34 years	10,492	5,506	4,906	2,060	1,053	1,005	11,188	5,733	5,455
High school graduate or higher	9,413	4,800	4,613	1,812	905	907	10,270	5,342	4,928
Bachelor's degree or higher	2,580	1,137	1,443	420	161	259	3,170	1,306	1,864
Population 35 to 44 years	9,982	5,259	4,723	1,892	918	974	11,075	5,594	5,481
High school graduate or higher	9,242	4,797	4,445	1,766	822	944	10,368	5,139	5,229
Bachelor's degree or higher	2,582	1,029	1,553	578	225	353	3,487	1,463	2,024
Population 45 to 64 years	23,516	11,998	11,518	5,550	2,779	2,771	27,572	13,805	13,767
High school graduate or higher	21,528	10,422	11,106	5,156	2,534	2,622	25,048	12,377	12,671
Bachelor's degree or higher	4,948	2,186	2,762	1,239	521	718	5,865	2,765	3,100
Population 65 years and over	15,614	6,903	8,711	3,727	1,753	1,974	18,251	8,307	9,944
High school graduate or higher	13,634	6,111	7,523	3,227	1,505	1,722	15,924	7,239	8,685
Bachelor's degree or higher	3,753	1,520	1,833	866	392	474	3,577	1,901	1,676
RACE AND HISPANIC OR LATINO ORIGIN BY EDUCATIONAL ATTAINMENT									
White alone	53,736	25,645	28,091	12,854	6,307	6,547	64,927	31,752	33,175
High school graduate or higher	49,248	23,384	25,864	11,715	5,617	6,098	58,826	28,513	30,313
Bachelor's degree or higher	12,833	5,764	7,069	3,022	1,244	1,778	14,806	6,727	8,079
White alone, not Hispanic or Latino	52,896	25,173	27,723	12,666	6,244	6,422	64,434	31,513	32,921
High school graduate or higher	48,628	23,030	25,598	11,599	5,568	6,031	58,450	28,320	30,130
Bachelor's degree or higher	12,694	5,700	6,994	2,961	1,220	1,741	14,670	6,689	8,001
Black alone	3,557	2,451	1,106	144	92	52	1,094	692	402
High school graduate or higher	2,726	1,788	938	81	63	18	920	612	308
Bachelor's degree or higher	380	144	236	14	5	9	232	143	89
American Indian or Alaska Native alone	90	57	33	14	1	13	71	26	45
High school graduate or higher	73	52	21	13	0	13	67	22	45
Bachelor's degree or higher	0	0	0	0	0	0	28	0	28
Asian alone	786	424	362	66	22	44	1,156	605	551
High school graduate or higher	610	353	257	24	10	14	1,073	551	522
Bachelor's degree or higher	455	258	197	7	0	7	907	493	414
Native Hawaiian and Other Pacific Islander alone	7	0	7	0	0	0	3	3	0
High school graduate or higher	7	0	7	0	0	0	3	3	0
Bachelor's degree or higher	0	0	0	0	0	0	0	0	0
Some other race alone	407	257	150	11	0	11	258	170	88
High school graduate or higher	240	128	112	11	0	11	197	152	45
Bachelor's degree or higher	75	43	32	0	0	0	61	51	10
Two or more races	1,021	512	509	140	83	57	579	271	308
High school graduate or higher	913	425	488	117	76	41	525	244	281
Bachelor's degree or higher	120	63	57	60	50	10	63	21	44
Hispanic or Latino Origin	1,447	895	552	229	63	166	785	400	385
High school graduate or higher	977	592	385	123	49	74	576	332	244
Bachelor's degree or higher	200	93	107	61	24	37	176	86	88
MEDIAN EARNINGS IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS)									
Population 25 years and over with earnings	38,387	44,687	31,371	36,071	42,564	30,516	36,838	42,958	30,287
Less than high school graduate	23,051	25,682	18,462	22,371	25,000	8,355	20,993	29,415	14,448
High school graduate (includes equivalency)	31,331	36,731	25,756	30,944	38,906	21,875	30,551	35,567	23,428
Some college or associate's degree	34,938	46,782	29,439	38,156	48,099	32,154	34,240	43,507	27,480
Bachelor's degree	49,464	54,159	42,946	37,083	53,889	29,667	49,232	58,004	43,966
Graduate or professional degree	65,857	79,033	60,258	53,438	57,292	49,925	64,084	82,932	57,533

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

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

The CSS Workforce Area has a long history of tight collaboration between the WIOA Title 1 Partners and the education and training providers in the region. Recent years have seen individuals received training through a variety of providers including, but not limited to: Alfred State College, Corning Community College, Elmira College, GST BOCES, as well as a host of equipment (OEM) and business/skill-specific trainers (under our customized training modality offered in conjunction with local business and industry.) The variety and depth of the training provider network, particularly for a rural area, is a key strength of the CSS Workforce Area's workforce development activities helping us continue to overcome the traditionally weak network of a rural workforce region.

The CSS Workforce Area continues to work with area training providers to develop training programs/degrees/apprenticeships related to demand sectors such as manufacturing, healthcare and the travel/tourism sectors. We are also coordinating, when feasible, these and other initiatives regionally as appropriate; specifically as we align with the Regional Economic Development Council's (REDC) vision and initiatives.

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 CSS Workforce Area has the partnerships and systemic capacity to address the education and skill needs of the local workforce, including individuals with barriers to employment, and businesses however, the funding available to materially impact the workforce is lacking. Nationally the federal funding available for public sector workforce development is perennially under demand, and often threatened with reductions or outright elimination. The recent Regional Economic Development Council's (REDC) increased focus on workforce as a key driver to successful long term sustainable development is expected to produce key investments.

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 CSS Workforce Area's Board has been a key and active partner in many local initiatives in order to meet its goal of creating an economic and workforce advantage for both job seekers and employers of the area.

Towards this end, the CSS Workforce Development Board focuses tremendous resources on offering skill and training opportunities in multiple modalities to the full range of the workforce system. Examples:

1. On the Job Training (OJT) to help job seekers and employers acquire the skills needed form day one of employment.

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2. Customized Training (CT) to help employees and employers maintain the skill levels needed to stay competitive in the global marketplace.
3. Individualized Training Accounts (ITA) to maximize job seeker choice and to align with the demands of the local market.
4. Targeted Occupational Trainings (TOT) to align exactly with critical, immediate business skills gaps, and allow job seekers the ability to experience first-hand the most current skill training the market offers and interact with a variety of employers who will hire them.
5. Online Learning (Cousera) to provide the broadest, most convenient trainings to the job seeker.
6. A Youth program that utilizes the inherent flexibility offered through the Workforce Innovations and Opportunities Act to intentionally target out of school youth, identify and address their individual strengths/barriers, and attach them to the workforce in a meaningful way.

This focus on training (using so many techniques and styles), which strategically balances the need to stay aligned with business demands with the needs of the job seeker to be able to access skill and training upgrades in a modality that meets their learning style sets the CSS Workforce Area apart from many other local areas across the Country.

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

The CSS Workforce Area's system leverages partner agencies program specific requirements to simultaneously support the system as a whole; every partner has a role to play and by working collaboratively together the customers benefit.

An example of this approach is an initiative being piloted with a local school district. This pilot project identifies young people who are on a path to dropping out of school and helps map a career plan using existing resources from the K-12 system, WIOA Title 1 Youth/Adult, WIOA Title 2 Adult Education, Carl Perkins Title 4, and aligns with the local Labor's need for apprenticeship candidates. A system that leverages each partner's strengths to the benefit of a particularly vulnerable population.

- 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 CSS Workforce Area has developed the required MOU under the Workforce Innovation and Opportunity Act (WIOA) that outlines the roles of each of the core programs. The CSS Workforce Area's system leverages partner agencies program specific requirements to simultaneously support the system as a whole; every partner has a role to play and by working collaboratively together to the customers benefit.

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Table 3 : Applicable Career Services

Required Programs	Adult	DW	Youth	Adult Ed	WP	ACCES-VR	NYSB	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	NA	X	NA	NA	NA	X	NA	X	NA	NA	X	NA	NA	NA	NA	NA	NA
Outreach, intake, system orientation	X	X	X	X	X	X	X	X	X	NA	X	X	NA	X	X	NA	NA	NA	NA	X
Initial assessment	X	X	X	X	X	X	X	X	X	NA	X	X	NA	X	X	NA	NA	NA	NA	X
Labor exchange services	X	X	X	NA	X	NA	NA	X	X	NA	X	NA	NA	X	X	NA	NA	NA	NA	X
Referrals to programs	X	X	X	X	X	X	X	X	X	NA	X	X	NA	X	X	NA	NA	NA	NA	X
Labor market information	X	X	X	NA	X	X	X	X	X	NA	X	NA	NA	X	X	NA	NA	NA	NA	NA
Performance on local workforce system	X	X	X	NA	X	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Performance & program cost of Eligible Providers	X	X	X	NA	NA	NA	NA	NA	X	NA	X	NA	NA	NA	NA	NA	NA	NA	NA	NA
Referrals to supportive services	X	X	X	X	X	X	X	X	X	NA	X	X	NA	X	X	NA	NA	NA	NA	X
UI information and assistance	X	X	X	NA	X	NA	NA	NA	X	X	X	NA	NA	NA	NA	NA	NA	NA	NA	NA
Financial aid information	X	X	X	X	NA	X	X	NA	X	NA	X	X	NA	X	X	NA	NA	NA	NA	NA
Comprehensive assessment	X	X	X	X	X	X	X	X	X	NA	X	X	NA	X	NA	NA	NA	NA	NA	X
Individual employment plan	X	X	X	NA	X	X	X	X	X	NA	X	NA	NA	X	NA	NA	NA	NA	NA	X
Career planning & counseling	X	X	X	X	X	X	X	X	X	NA	X	X	NA	X	X	NA	NA	NA	NA	X
Short-term pre-vocational services	X	X	X	NA	NA	X	X	NA	NA	NA	X	X	NA	NA	X	NA	NA	NA	NA	X
Internships and work experiences	X	X	X	NA	NA	X	X	X	X	NA	NA	X	NA	X	X	NA	NA	NA	NA	X
Out of area job search and relocation assistance	NA	NA	NA	NA	X	X	X	NA	X	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Financial literacy services	X	X	X	X	NA	NA	NA	NA	X	NA	NA	NA	NA	X	X	NA	NA	NA	NA	X
English language acquisition and integrated education	NA	NA	NA	X	NA	NA	NA	NA	X	NA	NA	X	NA	NA	X	NA	NA	NA	NA	NA
Workforce preparation	X	X	X	X	NA	NA	NA	NA	X	NA	NA	X	NA	X	X	NA	NA	NA	NA	X
Follow-up services	X	X	X	X	NA	NA	NA	X	X	NA	X	NA	NA	X	NA	NA	NA	NA	NA	X

- f. Describe the LWDB’s goals relating to performance accountabilities measures. How do these measures support regional economic growth and self-sufficiency?

CSS Workforce area performance goals are negotiated with New York State Department of Labor and will be met or exceeded.

The goals set will help support local businesses with a skilled workforce and with retention. Job seekers will have the skills to move into jobs that will help promote self-sufficiency. Both groups will have a positive impact on the economic growth in the community.

Performance Measure Indicators

Performance Measure	Program Group	WIOA
Placement in Employment, Education, or Training	Youth	Measures in Q2 After Exit
Retention in Employment, Education, or Training	Youth	% of Participants in Education, Training, or Unsubsidized Employment; Measured in Q4 After Exit
Earnings after Entry into Unsubsidized Employment	Youth	Median Earnings of Participants in Unsubsidized Employment During Q2 After Exit
Credential Rate	Youth	% of Participants who Obtain a Recognized Credential or Secondary Diploma During Participation or within 1 Year After Program Exit
Literacy and Numeracy Gains	Youth	Eliminates Measure
In Program Skills Gains	Youth	% of Participants in Education Leading to Credential or Employment During Program Year, Achieving Measurable Gains. Measured in Real Time.
Entry into Unsubsidized Employment	Adults & Dislocated Workers	Measured in Q2 After Exit
Retention in Unsubsidized Employment	Adults & Dislocated Workers	Measured in Q4 After Exit
Earnings Change After Entry into Unsubsidized Employment (Average Earnings)	Adults & Dislocated Workers	Measured as Median Earnings in Q2 After Exit Only.
Credential Rate	Adults & Dislocated Workers	% of Participants who Obtain a Recognized Post-Secondary Credential or Diploma During Participation or within 1 Year After Program Exit
In Program Skills Gain	Adults & Dislocated Workers	% of Participants in Education leading to a Credential or Employment During Program Year, Achieving Measurable Gains. Measured in Real Time
Indicators of Effectiveness in Serving Employers	Employers	One or More Employer Measures to be Implemented Before Commencement of Year 2

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;

The core programs are listed on the required MOU under the Workforce Innovation and Opportunity ACT (WIOA).

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

Corning Community College operates the program that support alignment under the Carl D. Perkins Career and Technical Education Act of 2006. They are a fully aligned partner under the required MOU under the Workforce Innovation and Opportunity ACT (WIOA).

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iii. Other workforce development programs, if applicable.

At this time, only the core programs are functioning as part of the MOU

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

As part of the required MOU under the Workforce Innovation and Opportunity ACT (WIOA), Partners agree to develop and refine as part of a continuous improvement process, services. The services will be reviewed by the partners as part of the quarterly meetings to be convened by the System Operator. Additionally, reports to the full CSS Workforce Board are presented for review by the full Board for input and quality assurance purposes.

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

Eligible providers of services will meet the employment needs of local businesses, workers, and jobseekers by providing the following array of services outlined in the required MOU under the Workforce Innovation and Opportunity ACT (WIOA):

Basic Career Services

- 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,

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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 goal(s) 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; businessidentified 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 provision 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.

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- 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 means 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

- Comprehensive Assessment – Staff conducts a specialized assessment of a job seeker’s barriers to employment, occupational and employment goal(s), educational and 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. 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:

- 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

- 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

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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

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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.

Follow-Up Services

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 business and education provider, including assistance in addressing work-related or education-related problems that arise.

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

The roles and resource contributions of the Career Center partners are outlined in the required MOU under the Workforce Innovation and Opportunity ACT (WIOA):

Roles:

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Table 3 : Applicable Career Services

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	NA	X	NA	NA	NA	X	NA	X	NA	NA	X	NA	NA	NA	NA	NA	NA	NA
Outreach, intake, system orientation	X	X	X	X	X	X	X	X	X	NA	X	X	NA	X	X	NA	NA	NA	NA	NA	X
Initial assessment	X	X	X	X	X	X	X	X	X	NA	X	X	NA	X	X	NA	NA	NA	NA	NA	X
Labor exchange services	X	X	X	NA	X	NA	NA	X	X	NA	X	NA	NA	X	X	NA	NA	NA	NA	NA	X
Referrals to programs	X	X	X	X	X	X	X	X	X	NA	X	X	NA	X	X	NA	NA	NA	NA	NA	X
Labor market information	X	X	X	NA	X	X	X	X	X	NA	X	NA	NA	X	X	NA	NA	NA	NA	NA	NA
Performance on local workforce system	X	X	X	NA	X	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Performance & program cost of Eligible Providers	X	X	X	NA	NA	NA	NA	NA	X	NA	X	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Referrals to supportive services	X	X	X	X	X	X	X	X	X	NA	X	X	NA	X	X	NA	NA	NA	NA	NA	X
UI information and assistance	X	X	X	NA	X	NA	NA	NA	X	X	X	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Financial aid information	X	X	X	X	NA	X	X	NA	X	NA	X	X	NA	X	X	NA	NA	NA	NA	NA	NA
Comprehensive assessment	X	X	X	X	X	X	X	X	X	NA	X	X	NA	X	NA	NA	NA	NA	NA	NA	X
Individual employment plan	X	X	X	NA	X	X	X	X	X	NA	X	NA	NA	X	NA	NA	NA	NA	NA	NA	X
Career planning & counseling	X	X	X	X	X	X	X	X	X	NA	X	X	NA	X	X	NA	NA	NA	NA	NA	X
Short-term pre-vocational services	X	X	X	NA	NA	X	X	NA	NA	NA	X	X	NA	NA	X	NA	NA	NA	NA	NA	X
Internships and work experiences	X	X	X	NA	NA	X	X	X	X	NA	NA	X	NA	X	X	NA	NA	NA	NA	NA	X
Out of area job search and relocation assistance	NA	NA	NA	NA	X	X	X	NA	X	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Financial literacy services	X	X	X	X	NA	NA	NA	NA	X	NA	NA	NA	NA	X	X	NA	NA	NA	NA	NA	X
English language acquisition and integrated education	NA	NA	NA	X	NA	NA	NA	NA	X	NA	NA	X	NA	NA	X	NA	NA	NA	NA	NA	NA
Workforce preparation	X	X	X	X	NA	NA	NA	NA	X	NA	NA	X	NA	X	X	NA	NA	NA	NA	NA	X
Follow-up services	X	X	X	X	NA	NA	NA	X	X	NA	X	NA	NA	X	NA	NA	NA	NA	NA	NA	X

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.

The CSS Workforce Area's focus is to support a clearly articulated employment career ladder and a no wrong door philosophy designed to effectively deliver training and supportive services that parallel the specific skills required for our region's in-demand jobs across all programs. The Workforce Development Board, building upon its strength, will work alongside our highly skilled educators and training providers to make this goal a reality for all job seekers, including youth and individuals with barriers to employment. Our focus will remain fixed upon the in-demand job opportunities throughout the area, while simultaneously working with our partners to ensure that our regional training and educational support systems are strategic and effective. We will continue to work toward

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the development and refinement of “career ladders” that are based upon (certificate and/or credit-bearing) a clear educational and training pathway.

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

The Workforce Development Board, building upon its strength, will work alongside our highly skilled educators and training providers to identify and bring to the area activities leading to recognized postsecondary credentials in line with what employers are requesting. Currently, both GST BOCES and Corning Community College are certified testing sites for the leading recognized industry certifications/credentials including but not limited to MicroSoft, Pearson, and Prometric.

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

The Workforce Development Board, building upon its strength, continues to work alongside our highly skilled educators and training providers to identify and bring to the area activities leading to recognized postsecondary credentials in line with what employers are requesting. Currently, both GST BOCES and Corning Community College are certified testing sites for leading recognized industry certifications/credentials including but not limited to MicroSoft, Pearson and Prometric. Many of the certifications offered through these testing sites are transferrable across occupations, industries, State, and Federal lines.

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

Yes, as these credentials are recognized standards, they have an inherent stackable component to them that will vary by specific certification/credential.

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.

A full description of 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 outlined in the required MOU under the Workforce Innovation and Opportunity ACT (WIOA):

Accessibility to the services provided by the Chemung Schuyler Steuben American Job Centers and all Partner agencies is essential to meeting the requirements and goals of the Chemung Schuyler Steuben Workforce Development Area’s workforce development 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 sex, gender identity or expression, sexual orientation, age, race, color, religion, marital status,

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domestic violence victim status, familial status (including pregnancy), national origin (including limited English proficiency), predisposing genetic characteristics, disability, military status, prior arrest or conviction record or on the basis of any other classification protected under local, state or federal law.

Physical Accessibility

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

Virtual Accessibility

The Chemung Schuyler Steuben Workforce Development Board will work with the New York 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 of Human Services code. Partners will comply with the Plain Writing Act of 2010; the law that requires 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 Chemung Schuyler Steuben Workforce Development Board to post content through its website or other online resources.

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 and internship practices, advertising, subcontracting, or in providing of their services on the basis of age, religion, race, color, national origin (including limited English proficiency), sex, sexual orientation, gender identity, gender expression, marital status, disability, military status, prior arrest record, prior conviction record, familial status (including pregnancy), domestic violence victim status, predisposing genetic characteristics, or on the basis of any other

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classification protected under local, state, or federal law. Partners must assure that they have policies and procedures in place to address these issues, and that these 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 local, state and federal laws and regulations regarding anti- discrimination practices. All Partners will cooperate with compliance monitoring that is conducted at the local level to ensure that all 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. Interpreter services will be provided in real time or, if not available, within a reasonable timeframe to any customer with a language barrier. Assistive technology and 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 Chemung Schuyler Steuben Workforce Development Area's workforce development system.

In the Comprehensive American Job 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.

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. 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).

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

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A full description of 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 outlined in the required MOU under the Workforce Innovation and Opportunity ACT (WIOA):

Accessibility to the services provided by the Chemung Schuyler Steuben American Job Centers and all Partner agencies is essential to meeting the requirements and goals of the Chemung Schuyler Steuben Workforce Development Area's workforce development 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 sex, gender identity or expression, sexual orientation, age, race, color, religion, marital status, domestic violence victim status, familial status (including pregnancy), national origin (including limited English proficiency), predisposing genetic characteristics, disability, military status, prior arrest or conviction record or on the basis of any other classification protected under local, state or federal law.

Virtual Accessibility

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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 Chemung Schuyler Steuben Workforce Development Board to post content through its website or other online resources.

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

The CSS Workforce Area utilizes the NYS DOL required case management system - Americas One Stop Operating System. This system has been fully implemented since 2000, and continues to be refined and improved.

- 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 CSS Workforce Area provides the following array of services outlined in the required MOU under the Workforce Innovation and Opportunity ACT (WIOA): Basic Career Services

- Eligibility for Title I Services – Determination of whether a customer is eligible to receive services from the Adult, Dislocated Worker, or Youth programs. (Assessment: Fully Implemented)

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- 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. (Assessment: Fully Implemented)

- 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. (Assessment: Fully Implemented)

- 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. (Assessment: Fully Implemented)

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. (Assessment: Implemented, focus of continuous improvement)

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- Labor Market Information – Staff provides workforce and labor market employment statistics to assist job seeking customers in the development of employment goal(s) 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. (Assessment: Fully Implemented)
 - Performance on the Local Workforce System – The provision 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. (Assessment: Currently negotiating with NYSDOL, focus of continuous improvement)
 - 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. (Assessment: Implemented, focus of continuous improvement)
 - 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. (Assessment: Implemented, focus of continuous improvement)
 - 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 means 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. (Assessment: Fully Implemented)
 - 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. (Assessment: Fully Implemented)
- Individualized Career Services
- Comprehensive Assessment – Staff conducts a specialized assessment of a job seeker’s barriers to employment, occupational and employment goal(s), educational and

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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. 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). (Assessment: Fully Implemented)

- 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. (Assessment: Fully Implemented)
- 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:
 - 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
 - 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. (Assessment: Fully Implemented)

- 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. (Assessment: Implemented, focus of continuous improvement)

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- 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. (Assessment: Implemented, focus of continuous improvement)
- 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. (Assessment: Implemented, focus of continuous improvement)
- 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. (Assessment: Implemented, focus of continuous improvement)
- 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. (Assessment: Fully Implemented)
- 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

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Education these activities are incorporated into all literacy instruction. (Assessment: Fully Implemented)

Follow-Up Services

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 business and education provider, including assistance in addressing work-related or education-related problems that arise. (Assessment: Implemented, focus of continuous improvement)

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

The CSS Workforce Area ensures that its facilities are located either on, or within easy walking distance to, public transportation. Additionally, CSS Workforce Staff are engaged partners on the committees overseeing public transportation initiatives in all three Counties.

- 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.

A full description of how the local board and its partners will provide access to employment, training, education, and supportive services for eligible individuals, particularly individuals with barriers to employment (inclusive of any identified disability) outlined in the required MOU under the Workforce Innovation and Opportunity ACT (WIOA):

Accessibility to the services provided by the Chemung Schuyler Steuben American Job Centers and all Partner agencies is essential to meeting the requirements and goals of

the Chemung Schuyler Steuben Workforce Development Area's workforce development 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 sex, gender identity or expression, sexual orientation, age, race, color, religion, marital status, domestic violence victim status, familial status (including pregnancy), national origin (including limited English proficiency), predisposing genetic characteristics, disability, military status, prior arrest or conviction record or on the basis of any other classification protected under local, state or federal law.

Physical Accessibility

The Chemung Schuyler Steuben American Job Centers will maintain a culture of inclusiveness and the physical characteristics of the facility, both indoor and outdoor, will

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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 Chemung Schuyler Steuben Workforce Development Board will work with the New York 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 of Human Services code. Partners will comply with the Plain Writing Act of 2010; the law that requires 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 Chemung Schuyler Steuben Workforce Development Board to post content through its website or other online resources.

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 and internship practices, advertising, subcontracting, or in providing of their services on the basis of age, religion, race, color, national origin (including limited English proficiency), sex, sexual orientation, gender identity, gender expression, marital status, disability, military status, prior arrest record, prior conviction record, familial status (including pregnancy), domestic violence victim status, predisposing genetic characteristics, or on the basis of any other classification protected under local, state, or federal law. Partners must assure that they have policies and procedures in place to address these issues, and that these 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 local, state and federal laws and regulations regarding anti- discrimination practices. All Partners will cooperate with compliance monitoring that is conducted at the local level to ensure that all 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.

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Interpreter services will be provided in real time or, if not available, within a reasonable timeframe to any customer with a language barrier. Assistive technology and 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 Chemung Schuyler Steuben Workforce Development Area's workforce development system.

In the Comprehensive American Job Center, at a minimum, staff will provide direct linkage (i.e., direct connection within a reasonable time by phone or real-time webbased 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.

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. 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).

- 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.

CSS Workforce has implemented a Priority of Service policy compliant with all laws and regulations as follows:

As approved by the CSS WFNY Board: Full Board Approval December 15, 2019 Policy: Effective December 15, 2019, the CSSWFNY Policy for Priority of Service is as follows:

Priority of Service is always in place and shall be given to veterans and their spouses, recipients of public assistance, other low-income individuals and individuals who are basic skills deficient for receipt of career services and all training services. WIOA §134(c)(3)(E), WIOA § 680.210 (d), § 680.600, TA#12-12.4 Veterans and eligible spouses should be given priority over all other qualified individuals. Veterans are defined as "a person who has served at least one day in the active military, naval or air service and who was discharged or released from such service with other than a dishonorable discharge."

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Eligible spouses must meet one qualification:

A spouse of any veteran who died of a service-connected disability

A spouse of any member of the Armed Forces serving on active duty who, at the time of application for the priority, is listed in one or more of the following categories and has been so listed for a total of more than 90 days:

Missing in action

Captured in the line of duty by a hostile force; or

Forcibly detained or interned in the line of duty by a foreign government or power.

A spouse of any veteran who has a total disability resulting from a service-connected disability, as evaluated by the Department of Veterans Affairs. A spouse of any veteran who died while a disability was in existence.

Public Assistance is defined as "Federal, State or local government cash payments for which eligibility is determined by a needs or income test." (I.e.: SSI, SSD, local general relief payments to homeless individuals)

Low Income Individuals is defined as an individual who:

Receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the supplemental nutrition assistance program established under the Food and Nutrition Act of 2008, the program of block grants to States for temporary assistance for needy families program under part A of title IV of the Social Security Act, or the supplemental security income program established under title XVI of the Social Security Act, or State or local income-based public assistance

Is in a family with total family income that does not exceed the higher of The poverty line or 70 percent of the lower living standard income level

Is a homeless individual Receives or is eligible to receive a free or reduced price lunch

Is a foster child on behalf of whom State or local government payments are made?

Is an individual with a disability whose own income meets the income requirement of clause above but who is a member of a family whose income does not meet the requirements

Basic skills deficient is defined in WIOA 3(5)(B) as

A youth that has English, reading, writing or computing skills at or below the 8th grade level on a generally accepted standardized test or

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A youth or adult that is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individuals' family or in society

Eligibility for Training Services: (WIOA § 680.210) Under WIOA sec 134(c) (3)(A) training services may be made available to employed and unemployed adults and dislocated workers who:

A one-stop center or one-stop partner determines, after an interview, evaluation, or assessment, and career planning, are:

Unlikely or unable to obtain or retain employment leading to economic self-sufficiency or wages comparable to or higher than wages from previous employment through career services:

In need of training services to obtain or retain employment leading to economic self-sufficiency or wages comparable to or higher than wages from previous employment; and

Have the skills and qualifications to participate successfully in training services; Select a program of training services that is directly linked to the employment opportunities in the local area or the planning region, or in another area to which the individuals are willing to commute or relocate;

Are unable to obtain grant assistance from other sources to pay the costs of such training, including such sources to pay the costs of such training.

If training services are provided through the adult funding stream, are determined eligible in accordance with the State and local priority system in effect for adults under WIOA § 680.600. Priority for individualized career services and training services funded with Adult funds must be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient in the local area.

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;

The One-stop Operator and One stop partners will comply with the non-discrimination requirements of WIOA and applicable provisions of the Americans with Disabilities Act of 1990 regarding the physical and programmatic accessibility of facilities, programs and services by:

-ensuring that all AJC and partner staff receive training on these requirements;

-include language related to these requirements in all contracts and agreements to ensure all contractors abide by these regulations in the delivery of services; delivering services

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and maintaining a culture of inclusiveness;-continually assessing physical and program accessibility to ensure compliance with the law

ii. Technology and materials for individuals with disabilities; and

The technology and materials available for individuals with disabilities include:

- Accessible Computer
- 25" Monitor
- Split-Level Work Station
- Ergonomic Mouse

To allow better communication with individuals who are deaf or hard of hearing

- Read Software to support reading and writing
- Speaking software using recognition of natural speech to create Documents
- TTY Text Telephone System

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

The CSS Workforce Area schedules staff trainings in all of its Career Centers on the use of the equipment and current best practices. The last staff development training took place 1st quarter of 2021 and will again the first quarter of 2022

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.).

A full description of how the local board and its partners will provide access to employment, training, education, and supportive services for eligible individuals, particularly individuals with barriers to employment (inclusive of any identified disability) outlined in the required MOU under the Workforce Innovation and Opportunity ACT (WIOA):

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ensure that all programs, services, technology, and materials are physically and programmatically accessible and available to all.

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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. 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). Resources committed are also outlined in the MOU

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?

The CSS Workforce Area has a long history of broad and coordinated services directed towards businesses, including small businesses and businesses in in-demand sectors and occupations. The CSS Workforce Board has long recognized that integration with economic development agencies plays a vital role, and therefore maintains participation at the Board level of all three County's identified agencies in addition to the required 51% private Sector requirement.

The CSS Workforce Area offers the following services to the business customer:

- The New York State Job Bank and NYTalent
- Customized Recruitments and Career Fairs Hiring Incentives: Tax Credits
- Workforce Intelligence Apprenticeship Programs
- New York Job Service Employer Committee (JSEC) Human Resource Consultation Services
- Layoff Aversion

Additionally, the CSS Workforce Area offers generous training opportunities:

- On the Job Training contracts up to \$2,000 per new hire.
- Customized Training contracts supporting up to 50% of qualified training costs. Participation in the design and delivery of the Targeted Occupational Training program, at no cost.

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

Currently there are no identified business intermediaries functioning in the CSS Workforce Area.

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

The CSS Workforce Area has a long history of broad and coordinated services directed towards businesses, including small businesses and businesses in in- demand sectors and occupations. The CSS Workforce Board has long recognized that integration with economic development agencies plays a vital role, and therefore maintains participation at the Board level of all three County's identified agencies in addition to the required 51% private Sector requirement. This strategy ensures tight alignment with economic development and the business community at large.

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

The CSS Workforce Area has a long history of broad and coordinated services directed towards businesses, including small businesses and businesses in in- demand sectors and occupations. The CSS Workforce Board has long recognized that integration with economic development agencies plays a vital role, and therefore maintains participation at the Board level of all three County's identified agencies in addition to the required 51% private Sector requirement. This strategy ensures tight alignment with economic development and the business community at large.

Additionally, the CSS Workforce area has representation on the Regional Economic Development Council's Board ensuring alignment at the regional level.

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

The CSS Workforce area offers a comprehensive array of services to businesses of all sizes as noted below. In addition to those services, the CSS Workforce administrative, program and fiscal office is co-located with the Small Business Development Center staff, as well as a regional economic development revolving loan fund for start-ups and small businesses. This co-location has allowed tight alignment and the opportunities to engage with their clientele including a recent speaking engagement to the Women's Entrepreneurial sub-committee.

The CSS Workforce Area offers the following services to the business customer:

- The New York State Job Bank and NYTalent
- Customized Recruitments and Career Fairs Hiring Incentives: Tax Credits
- Workforce Intelligence Apprenticeship Programs
- New York Job Service Employer Committee (JSEC) Human Resource Consultation Services
- Layoff Aversion

Additionally, the CSS Workforce Area offers generous training opportunities:

- On the Job Training contracts up to \$2,000 per new hire.
- Customized Training contracts supporting up to 50% of qualified training costs.
- Participation in the design and delivery of the Targeted Occupational Training program, at no cost.

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

Rapid Response activities are coordinated by a Regional Rapid Response Coordinator at the New York State Department of Labor. The Coordinator takes the lead in reaching out to impacted companies, and disseminating relevant information to the LWDB and partner agencies. General announcements of anticipated plant closures or lay-offs are shared with career center staff. The Regional Coordinator involves career center staff in the actual delivery of program services.

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?

Reemployment services are delivered to unemployment insurance recipients at the American Jobs Center. Staffs include both partner and NYSDOL staff who have worked together and established common processes to deliver services in a coordinated and

seamless manner. These include a common application used by all staff, a common orientation providing an overview of the services available through the career center, and common procedures for customers to access the full array of services through the system. Regular communication and information sharing through all staff meetings and trainings further enhance the linkages between the one stop delivery system and unemployment insurance programs.

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

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

The Workforce Development Board, building upon its strength, continues to work alongside our highly skilled educators and training providers - running the full continuum of secondary, adult education, post secondary - to coordinate the effort to identify and bring to the area training opportunities and programs leading to recognized postsecondary credentials in line with what employers are requesting. Currently, both GST BOCES and Corning Community College (our WIOA Title 2 and Title 4 partners) are intensively engaged on expanding programs and opportunities - in some cases industry cluster or sector related. Examples include the TOT training program expansion, creating a career pipeline with a local school district, expanding apprenticeships in to non-traditional sectors, among other daily opportunities for alignment and execution.

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

The Workforce Development Board, building upon its strength, continues to work alongside our highly skilled educators and training providers - running the full continuum of secondary, adult education, post secondary - to coordinate the effort to identify and bring to the area training opportunities and programs leading to recognized postsecondary credentials in line with what employers are requesting. Currently, both GST BOCES and Corning Community College (our WIOA Title 2 and Title 4 partners) are intensively engaged on expanding programs and opportunities - in some cases industry cluster or sector related. Examples include the TOT training program expansion, creating a career pipeline with a local school district, expanding apprenticeships in to non-traditional sectors, among other daily opportunities for alignment and execution.

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

The CSS Workforce Area has always operated under guiding principles of collaboration and aligning partner program strengths to assure that it is responsive, innovative, strategic, resourceful and passionate; integrates education, economic development and workforce development aligned with mission; is business driven; is data and demand driven; is proactive with the help of trending and forecasting.

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

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

The CSS Workforce Area has developed the required MOU under the Workforce Innovation and Opportunity ACT (WIOA) that outlines the roles of each of the core programs. The CSS Workforce Area's system leverages partner agencies program specific requirements to simultaneously support the system as a whole; every partner has a role to play and by working collaboratively together the customers benefit and avoiding duplication of effort.

- 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 CSS Workforce Area has developed the required MOU under the Workforce Innovation and Opportunity ACT (WIOA) that outlines the roles of each of the core programs. The CSS Workforce Area's system leverages partner agencies program specific requirements to simultaneously support the system as a whole; every partner has a role to play and by working collaboratively together the customers benefit and avoiding duplication of effort.

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Table 3 : Applicable Career Services

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	NA	X	NA	NA	NA	X	NA	X	NA	NA	X	NA	NA	NA	NA	NA	NA	NA
Outreach, intake, system orientation	X	X	X	X	X	X	X	X	X	NA	X	X	NA	X	X	NA	NA	NA	NA	NA	X
Initial assessment	X	X	X	X	X	X	X	X	X	NA	X	X	NA	X	X	NA	NA	NA	NA	NA	X
Labor exchange services	X	X	X	NA	X	NA	NA	X	X	NA	X	NA	NA	X	X	NA	NA	NA	NA	NA	X
Referrals to programs	X	X	X	X	X	X	X	X	X	NA	X	X	NA	X	X	NA	NA	NA	NA	NA	X
Labor market information	X	X	X	NA	X	X	X	X	X	NA	X	NA	NA	X	X	NA	NA	NA	NA	NA	NA
Performance on local workforce system	X	X	X	NA	X	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Performance & program cost of Eligible Providers	X	X	X	NA	NA	NA	NA	NA	X	NA	X	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Referrals to supportive services	X	X	X	X	X	X	X	X	X	NA	X	X	NA	X	X	NA	NA	NA	NA	NA	X
UI information and assistance	X	X	X	NA	X	NA	NA	NA	X	X	X	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Financial aid information	X	X	X	X	NA	X	X	NA	X	NA	X	X	NA	X	X	NA	NA	NA	NA	NA	NA
Comprehensive assessment	X	X	X	X	X	X	X	X	X	NA	X	X	NA	X	NA	NA	NA	NA	NA	NA	X
Individual employment plan	X	X	X	NA	X	X	X	X	X	NA	X	NA	NA	X	NA	NA	NA	NA	NA	NA	X
Career planning & counseling	X	X	X	X	X	X	X	X	X	NA	X	X	NA	X	X	NA	NA	NA	NA	NA	X
Short-term pre-vocational services	X	X	X	NA	NA	X	X	NA	NA	NA	X	X	NA	NA	X	NA	NA	NA	NA	NA	X
Internships and work experiences	X	X	X	NA	NA	X	X	X	X	NA	NA	X	NA	X	X	NA	NA	NA	NA	NA	X
Out of area job search and relocation assistance	NA	NA	NA	NA	X	X	X	NA	X	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Financial literacy services	X	X	X	X	NA	NA	NA	NA	X	NA	NA	NA	NA	X	X	NA	NA	NA	NA	NA	X
English language acquisition and integrated education	NA	NA	NA	X	NA	NA	NA	NA	X	NA	NA	X	NA	NA	X	NA	NA	NA	NA	NA	NA
Workforce preparation	X	X	X	X	NA	NA	NA	NA	X	NA	NA	X	NA	X	X	NA	NA	NA	NA	NA	X
Follow-up services	X	X	X	X	NA	NA	NA	X	X	NA	X	NA	NA	X	NA	NA	NA	NA	NA	NA	X

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.

CSS Workforce has developed a strong partnership with our Title II partners. Individuals coming through our Career Centers, Pathways to Employment or Emerging Workforce who are without a high school diploma or GED are referred to GST BOCES for TASC classes. All individuals have the opportunity to apply for WIOA ITA dollars to obtain a post secondary credential. In addition to ITA dollars, OJT and Customized training are also available to upskill the workforce.

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- 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.

CSS's Emerging Workforce and Pathways to Employment work closely with our Title II providers for individuals who are in need of education/training to secure employment. In addition the Emerging Workforce provides supportive services when needs are identified. CSS's Offender Workforce Development program also works closely with Title II as many times individuals with barriers in are in need of more training or education. We also utilize OJT and customized training to fill training gaps.

In addition, CSS has business present their hiring needs to customers and training providers are also present to discuss their training that aligns with the skills that the business is looking for.

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

All of CSS's programs work closely with our Title II partners to create a career path for the individuals we work with. The ITA, OJT and customized training programs has continued to train an impressive amount of individuals even during Covid.

Title II programs are part of the Career Center weekly orientations. This gives the training providers an opportunity to discuss their current training programs and the occupation.

- 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.

CSS are working closely with Title II programs to identify stacking career pathways that mirror business 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](#).

CSS Workforce New York Keith Guthrie, Program Lead 607-346-2413
Keith.guthrie@csswfny.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

75

ii. Carry-over OSY

34

iii. New ISY

3

iv. Carry-over ISY

0

v. Work experiences

30

*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

CSS Workforce has in-housed the Youth Program and created effective firewalls and processes in accordance with WIOA regulations and with concurrence from the Chief Elected Officials. As the provider, CSS WFNY Emerging Workforce Program provides the WIOA Youth Program Design Framework, which includes Intake and Eligibility, Objective Assessment, and the Individual Service Strategy (ISS).

ii. Are made available to youth with disabilities by describing specific program practices, tools, and services that are tailored to serve youth with disabilities.

All WIOA Youth Services are made available to eligible youth without regard to disability status.

e. Describe successful models for youth services from your local area, including but not limited to virtual work experiences, OSY recruitment. and engagement strategies.

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CSS's Emerging Workforce began offering virtual services back in March 2020 when Covid hit. This allowed the program to continue to enroll individuals in the program virtually and gave individuals the opportunity to attend workshops and case management through our virtual platforms. The program will continue the virtual activities in addition to in person contacts.

Emerging Workforce has developed an aggressive plan to reach out to individuals who have graduated high school through the schools and our local SYEP.

Emerging Workforce has developed an incentive piece to programming that encourages activity.

- 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.

CSS Workforce New York is the Fiscal Agent as determined by the Chief Elected Official, Christopher Moss, County Executive, Chemung County.

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

Purchasing & Procurement

Policy: Effective immediately, the CSS WFNY policies related to Purchasing and Procurement are amended as follows:

Procurement Methods

CSS WFNY shall use one of the following methods of procurement:

1. Micro-purchases

- a. Procurement by micro-purchase is the acquisition of supplies or services in which the aggregate dollar amount is less than \$3000. To the extent practicable, CSS WFNY must distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if CSS WFNY considers the price to be reasonable.
- b. Purchases under \$1000 require the approval of a designee appointed by the Executive Director.

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- c. Purchases \$1000.01-\$2999.99 require the approval of the appointed designee, as well as, the Executive Director.
2. Small Purchase
- a. Procurement by small purchase are those relatively simple and informal procurement methods for securing services, supplies or other property that do not cost \$25,000.00 or more.
 - b. Purchase's using the Small Purchase Policy shall be as follows:
 - i \$3000-\$4,999.99 will require a minimum of 2 quotes that must be documented in the procurement file. Acceptable quotes are oral, verbal, phone, email, written or website quotes. This requires the Executive or Deputy Directors approval.
 - ii \$5000-\$24,999.99 will require the transmission of written invitations for quotes from at least 3 vendors and the subsequent receipt of at least 3 written or faxed quotes. This requires the Executive or Deputy Directors approval.
 - iii \$25,000 and over will require the use of the sealed bid or RFP method, and requires written or emailed NYSDOL approval before purchase. A cost or price analysis must be performed on any procurement in excess of \$25,000.00, including contract modifications. The method and degree of the analysis shall be dependent on the facts surrounding the particular procurement situation. As a starting point, independent estimates must be gathered prior to receiving bids or proposals.
3. Sealed Bids
- a. Procurement by sealed bids are publicly solicited and shall be prepared by CSS WFNY. A firm fixed-price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with the terms and conditions of the invitation for bid, is the lowest in price.
 - b. In order for a sealed bidding to be feasible the following conditions should be present:
 - i CSS WFNY shall prepare a complete, adequate and realistic specification or purchase description. The invitation for bids shall be publicly advertised and bids must be solicited from a minimum of 5 potential suppliers, providing them sufficient response time prior to the date set for opening the bids. Any and all sealed bids may be rejected if there is a sound, documented reason.
 - ii Two or more responsible bidders are willing and able to compete effectively for the business.
 - iii All bids received must be sealed. All bids shall be opened at the time and place specified in the invitation for bids.
 - iv The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price. The

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contract must be in writing. Where specified in bidding documents, factors such as discounts, transportation costs, and life cycle costs must be considered in determining which bid is lowest.

4. Sole Source

- a. Procurement by noncompetitive proposals through solicitation of a proposal from only one source.
- b. May be used when the following apply:
 - i The item is only available only from a single source.
 - ii The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation.
 - iii Sole source documents granted for goods or services, due to emergency, shall only be valid for that specific emergency.
 - iv After solicitation of a number of sources, competition is determined inadequate.
 - v The sole source procurement log shall detail competition is inadequate. Solicitation for goods and services shall provide the following:
 - 1) A clear and accurate description of the technical requirements for the material, product or service to be procured. In competitive procurements, such a description shall not contain features which unduly restrict competition.
 - 2) Requirements which the bidder/offeror must fulfill and all other factors to be used in evaluating bids or proposals
 - 3) A description, whenever practicable, of technical requirements in terms of functions to be performed or performance required, including the range of acceptable characteristics or minimum acceptable standards.
 - 4) When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description may be used as a means to define the performance or other salient requires of procurement.
 - 5) The acceptance, to the extent practicable and economically feasible, of products and services dimensioned in the metric system of measurement.

5. Requests For Proposals (RFP's)

- a. RFP's are used to solicit proposals from sub-contractors for all work sub-contracted by CSS WFNY. Their main use is in hiring Program Operators for such programs as WIA/WIOA Adult, DW and Youth, but may be used for more specialized services such as information technology, marketing or other skilled projects that CSS WFNY staff may not have demonstrated expertise. CSS WFNY

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Program Managers are responsible for preparing RFP's for their programs; fiscal staff may assist as requested.

Public Notices

Each RFP issued by CSS WFNY will be printed in all official newspapers of CSS WFNY. Public notices will contain, at a minimum, the following:

- The program for which the RFP is requested
- Deadline for submitting a sealed RFP (date, time and place)
- Place of RFP opening and public reading
- CSS WFNY contact person and phone number
- Equal Opportunity Employer tag lines

Federal regulations require that the RFP remain open for at least 15 business days after the printing of the last legal ad in the newspaper(s) of record.

Official Newspapers

The following are designated as official newspapers of the CSS WFNY:

- Elmira Star Gazette
- Corning Leader
- Hornell Evening Tribune

Additional newspapers may be used as desired.

Applicants List

CSS WFNY maintains a list of organizations such as school, community based organizations, small businesses, minority-owned firms, women's enterprises or educational services companies can request to be placed on the list. Notification of available RFP's may be sent to the organizations on the list.

Content of RFP's

As a minimum the following information must be included in every RFP:

- Date, place and time of RFP submission deadline
- Date, place and time of public reading, if applicable
- CSS WFNY contact person and phone number
- Sate of Non-Collusion
- Evaluation Criteria

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- Specific information on the program to be run; or services or equipment to be required.
- Requirements of RFP submission, such as budget information or other cost data, information on the proposer and their experience, credentials of program operators, placement goals, etc.
- Require insurance information

Public Opening and Reading

RFP's which have a specific deadline must be publicly opened and read by an employee designated to do so by the Board of Directors. The designee for CSS WFNY is the Executive Director, who may, in turn designate another employee. The public reading should take place at the time of the RFP deadline at the CSS WFNY Administrative Office. A record of the RFP's should be made at the RFP opening and presented to the Board of Directors along with any staff and/or committee recommendations.

Statement of Non-Collusion

In accordance with NYS General Municipal Law Section 103-d, all applicants must sign a Statement of Non-Collusion and return it with their RFP's. The content of the statement is as follows:

"By submission of this RFP, each proposer and each person signing on behalf of its own organization, under penalty or perjury, that to the best of knowledge and belief:

The prices of this RFP have been arrived at independently without collusion, consultation, communication or agreement for the purpose of restricting competition, as to any matter related to such prices with any other proposer or with any competitor; unless otherwise required by law, the prices which have been quoted in this RFP have not been knowingly disclosed by the proposer and will not knowingly be disclosed by the proposer prior to opening, directly or indirectly, to any other proposer or to any competitor; and no attempt has been made or will be made by the proposer to induce any other person, partnership or corporation to submit or not to submit a RFP for the purpose of restricting competition."

The statement must be signed by the CEO of the proposer or other individual responsible for submitting the RFP.

Evaluation Criteria

Each RFP must list the criteria for RFP evaluation. Criteria can be as broad as desired, but no criteria can be used to evaluate a proposal unless it was specifically listed in an evaluation criteria in the RFP. Criteria can include cost, cost per participant, prior experience, program length, program goods etc.

Insurance Requirements

Proposer is required to present proof of insurance in order to conduct programs with participants. Those requirements are:

- Liability Insurance
- Workman's Compensation Insurance
- Employee Bonding Policies
- Temporary Disability Insurance

Requirements may be adjusted accordingly to the services being purchased.

Amendments to RFP's

State Law requires that all applicants have an equal opportunity to respond to RFP's. Any information supplied to a proposer in response to questions or as corrections to RFP's must be given to all applicants. Pre-award conferences will take place when deemed necessary and appropriate. When additional information is to be provided to applicants, an RFP amendment will be issued. Amendments will be subsequently numbered and proposer required to sign-off that they have received the amendment.

Late and/or Non-Responsive RFP's

Any RFP received after the due date and time, for any reason, will not be considered by CSS WFNY and will be returned unopened. Additionally, RFP responses which fail to address the RFP requirements or provide required information will be deemed non-responsive by staff and not evaluated further.

Solicitations should provide for sufficient time to permit the preparation and submission of offers before the specified due date. However, in the event that a prospective offeror requests an extension to a due date specified in a solicitation, and such an extension is both justified and compatible with the requirements of CSS WFNY, an extension may be granted.

Open RFP Process

CSS WFNY allows the use of an open, or on-going, RFP process for non-specific programs. All RFP requirements must be met except the deadlines. No RFP can be received that was not advertised for and thus requested.

Evaluation Process

CSS WFNY staff will prepare an analysis of each responsive RFP received. The fiscal department may be asked to provide a comparison financial analysis. Evaluations and staff recommendations are submitted to the respective committee for their review, if a Committee was formed, otherwise, it will go directly to the Board of Directors. An evaluation rating form is shown in Appendix I.

Awards

RFP Awards shall be made by the Board of Directors to the proposer who, in its judgement, best meets the requirements of the RFP. When time limits prevent bringing the entire Board of Directors together, the Executive Committee may award RFP's.

Contract Amendments

Contract amendments only require Board approval if they increase the total dollar amount. Other changes may be made by staff as directed by the Executive or Deputy Director. All changes must be within the framework of the original RFP.

Competition

All procurement transactions must be conducted in a manner providing full and open competition. In order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work and/or invitations for bids or requests for proposals will be excluded from competing for such procurements.

Awards shall be made to the bidder whose bid or offer is responsive to the solicitation and is most advantageous to the CSS WFNY, price, quality and other factors considered.

Solicitations shall clearly set forth all requirements that the bidder shall fulfill in order for the bid or offer to be evaluated by requirements that the bidder shall fulfill in order for the bid or offer to be evaluated by the CSS WFNY. Any and all bids or offers may be rejected when it is in the CSS WFNY's interest to do so.

CSS WFNY shall conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state or local geographical preferences in the evaluation of bids or proposals, except in those cases where applicable Federal statutes expressly mandate or encourage geographic preference.

CSS WFNY shall ensure that all prequalified lists of persons, firms or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition.

Where appropriate, an analysis shall be made of lease and/or purchase alternatives to determine which would be the most economical and practical procurement for the Federal Government.

CSS WFNY shall avoid purchasing unnecessary items.

CSS WFNY must take all necessary affirmative steps to assure that minority businesses, women's business enterprises and labor surplus area firms are used when possible.

Affirmative steps must include:

- Placing qualified small and minority businesses and women's business enterprises on solicitation lists.
- Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources.

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- Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women’s business enterprises.
- Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women’s business enterprises.
- Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce.
- Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed above.

The type of procuring instruments used shall be determined by the CSS WFNY but shall be appropriate for the particular procurement and for promoting the best interest of the program or project involved. The “cost-plus-a-percentage- of-cost” or “percentage of construction cost” methods of contracting shall not be used.

Profit must be negotiated as a separate element of the price for each contract in which there is no price competition and in all cases where cost analysis is performed. To establish a fair and reasonable profit, considerations must be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor’s investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.

Costs or prices estimated for any RFP, Sealed Bid, or Sole Source in excess of \$25,000.00 must comply with the Cost Principles located on the OMB Circular sections §200.400-§200.475.

Any competitor that is unhappy with the final selection may file complaint or protest. Please see the Complaint and Grievance policy for procedures.

Oversight of Files and Contract Administration

It will be the responsibility of the designee appointed by the Executive Director to maintain the required documentation, be it an equipment purchase or a RFP solicitation and to ensure that all vouchers and payments correspond to the original RFP, solicitation guidelines and contract terms.

Code of Conduct

Each Director, Officer and employee of CSS WFNY shall:

- Uphold the Constitution, laws and legal regulations of the United States and all governments therein and never be a party to their evasion.
- Never discriminate unfairly by the dispensing of special favors or privileges to anyone, whether for renunciation or not; and never accept for himself/herself;

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his/her family or friends; gifts or benefits under circumstances which might be construed by reasonable persons as influencing the performance of his/her duties.

- Engage in no business with or for the CSS WFNY, which is inconsistent with the conscientious performance of his/her duties for the Workforce Investment area.
- Never use any information coming to him/her confidentially in the performance of his/her duties for the Workforce Investment area as a means for making profit.
- Seek to find and employ the most efficient and economical ways of getting tasks accomplished.
- Expose corruption, fraud, or abuse wherever discovered.
- Be ever conscious that the receipt, control and expenditure of public funds require conduct in accordance with the highest moral principles and standards.
- Provide for penalties for violations of standards.
- The CSS WFNY shall set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. (29 CFR 97.36(b)(3)(iv)).

Conflicts of Interest

CSS WFNY, its Board Members or its Employees have an obligation to conduct business within the guidelines that prohibit actual or potential conflict of interest. This policy establishes only the framework within which the CSS WFNY wishes the business to operate. The purpose of these guidelines is to provide general direction so that employees can seek further clarification on issues related to the subject of acceptable standards of operation.

An actual or potential conflict of interest occurs when an employee or board member is in a position to influence a decision that may result in a personal gain for the employee or board member or for relatives as a result of the

Workforce Investment Area's business dealings. For the purpose of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with outside firms. However, when the employee has any influence on transactions involving purchase, contracts or leases it is imperative that they disclose to the Executive Director as soon as possible that existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.

Personal gain by CSS WFNY, board members or employees is prohibited where the employee or relative significant ownership in a firm with which the Workforce Investment Area does business, and also when the employee or relative receives any kickback, bribe, substantial gift or special consideration as a result of any transaction or business dealings

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involving the Workforce Investment Are in which the employee or board member had influenced.

Authority, Responsibility and Delegation

The employees authorized to execute small purchases are all staff with permission from the Executive Director. Sealed bids, RFP's and sole source procurements are done by the Executive Director and Fiscal Manager. Responsibility for review of proposed procurements to avoid purchase of unnecessary/duplicate items is the Fiscal Manager's. The use of State contracts is reviewed by the Executive Director. Use of Federal surplus equipment is utilized when available. Award to responsible contracts is the responsibility of the Fiscal Manager.

Closeout Procedures

CSS WFNY shall close-out both the Federal Award and any contracts associated when it determines that all applicable administrative actions and all required work has been completed. At the end of the period of performance, CSS WFNY shall complete the following:

- Within 90 calendar days after the end date of the period of performance, submit all financial, performance and other reports as required by the terms and conditions of the award. Extensions may be approved when requested.
- Unless an extension has been granted, CSS WFNY must liquidate all obligations incurred under the award and not later than 90 calendar days after the end date of the period of performance as specified.
- CSS WFNY must promptly refund any balances of unobligated cash they have received in advance.
- CSS WFNY shall complete all closeout actions no later than one year after receipt and acceptance of all required final reports.
- Refer to the "Audits Policy" and "Sub-Recipient Monitoring Policy" for additional year end actions for Contracts.

- 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.

As submitted and approved by NYSDOL, CSS Workforce will negotiate all goals when the state level data is made available.

Program Year	Adult		Dislocated Worker		Youth	
2020	Propose	Negotiate	Propose	Negotiate	Propose	Negotiate
	d	d	d	d	d	d

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TARGET OUTCOME						
Employment Rate 2nd Qtr After Exit	74.00%	69.00%	72.00%	67.00%	60.10%	60.00%
Employment Rate 4th Qtr After Exit	73.00%	68.00%	72.00%	67.00%	51.00%	51.00%
Median Earnings 2nd Qtr After Exit	\$5,565	\$5,300	\$6,825	6,500	3,000	3,000
Credential Attainment 4th Qtr After Exit	33.40%	33.40%	45.40%	45.40%	51.00%	50%
Measurable Skill Gains	45.00%	45.00%	45.00%	45.00%	50.00%	50.00%
Program Year 2021						
	Adult		Dislocated Worker		Youth	
	Proposed	Negotiated	Proposed	Negotiated	Proposed	Negotiated
TARGET OUTCOME						
Employment Rate 2nd Qtr After Exit	74.50%	69.50%	72.50%	67.50%	61.10%	61.00%
Employment Rate 4th Qtr After Exit	73.50%	68.50%	72.50%	67.50%	52.00%	52.00%
Median Earnings 2nd Qtr After Exit	\$5,670	\$5,400	\$6,930	6,600	3,100	3,100
Credential Attainment 4th Qtr After Exit	34.40%	34.40%	46.40%	46.40%	52.00%	51.00%
Measurable Skill Gains	45.50%	45.50%	45.50%	45.50%	50.50%	50.50%

- 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;

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- 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.

All above are met, and the CSS Workforce Area will comply with Job Center recertification when process guidance is available from NYSDOL.

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.

The CSS Workforce Area's focuses tremendous resources on offering skill and training opportunities in multiple modalities to the full range of the workforce system. Examples:

1. On the Job Training (OJT) to help job seekers and employers acquire the skills needed form day one of employment.
2. Customized Training (CT) to help employees and employers maintain the skill levels needed to stay competitive in the global marketplace.
3. Individualized Training Accounts (ITA) to maximize job seeker choice and to align with the demands of the local market.
4. Targeted Occupational Trainings (TOT) to align exactly with critical, immediate business skills gaps, and allow job seekers the ability to experience first-hand the most current skill training the market offers and interact with a variety of employers who will hire them.
5. Online Learning (Metrix System) to provide the broadest, most convenient trainings to the job seeker.
6. A Youth program that utilizes the inherent flexibility offered through the Workforce Innovations and Opportunities Act to intentionally target out of school youth, identify and address their individual strengths/barriers, and attach them to the workforce in a meaningful way.

This focus on training (using so many techniques and styles), which strategical balances the need to stay aligned with business demands with the needs of the job seeker to be able to access skill and training upgrades in a modality that meets their learning style sets the CSS Workforce Area apart from many other local areas across the Country.

Currently, individuals seeking to access ITA, TOT, and Metrix do so via Job Center Staff. Businesses wishing to access OJT, CT, TOT, or Metrix may begin the interaction with the

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- 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.

Business Services team, then coordinate any individual's enrollment through the Job centers as appropriate.

The CSS Workforce Board is designing additional access points for both the job seeker and the employers through competitive RFP. Expected award announcement September 2021.

- b. Describe how contracts will be coordinated with the use of Individual Training Accounts (ITAs).

CSS Workforce has developed thorough guidance inclusive of all steps in the ITA process.

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

CSS Workforce Area has developed thorough process guidance that reinforces the need for the customer to initiate, drive, and coordinate his/her training service selection, while providing all of the required resources to make the best, educated decision. Further, this process is always in coordination with a trained counselor/staff person to answer any questions and provide expert input as appropriate.

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.

CSS Workforce will make the document available on its website, www.csswfny.com.

Comment period results (summary):

We received no questions or comments this period.

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)

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:

