

Chemung-Schuyler-Steuben Workforce Development Area

Local Plan

July 1, 2025 – June 30, 2029

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Strategic Planning Elements

Local Workforce Development Area (LWDA) in-demand occupation lists are now maintained on the Labor Market Information for Workforce Planning [webpage](#) under the **Occupations in Demand** section. To submit an updated in-demand occupation list, LWDBs must utilize **Attachment A: In-Demand Occupation List Template**, update the spreadsheet, and submit it to LWDB@labor.ny.gov. The list will then be added to the corresponding region's in-demand occupation list on this webpage.

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

Dec. 12, 2024

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

An updated Local Demand Occupation List was presented and approved by the Chemung-Schuyler-Steuben Workforce Board of Directors on Dec 12, 2024. Our agency is aligned with our local NSYDOL Labor Market Analyst to review any future changes and additions to the list.

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

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

The Chemung-Schuyler-Steuben Workforce area offers a wide range of services and programs to assist job seekers of any age and experience level. Our collaboration with regional businesses and training providers allows us to extend our reach to address specific workforce needs. We have and will continue to support job creation, career growth and workforce development in numerous industries in our area.

Our emphasis will be placed on programs, training and business partnerships in the following sectors:

- Healthcare
- Manufacturing
- Skilled Trades
- Tourism and Hospitality

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

Healthcare

Healthcare personnel in a variety of settings continues to be a focus area. Our three-county area has an aging population that will require increased healthcare, medical

services and living environments. US Census data* illustrates how our three counties exceed New York State's total average of 19% for residents aged 65 and over:

- Chemung County - 21%
- Schuyler County - 24%
- Steuben County - 21%

It is essential that our region addresses this current and growing need by attracting and retaining a number of talent to a number of roles: physicians, nurses, nurse practitioners, home health care practitioners, dentists and oral health specialists, behavioral health specialists, public health officials, and geriatric specialists / educators.

A 2023 study from the University at Albany School of Public Health** provides context on the need for healthcare workers as the Southern Tier region has higher levels of poverty and also notes the older population of our area compared New York state overall. Rates of death due to heart disease, cancers and diabetes are also higher by comparison to New York State. The report draws out several observations:

- Registered nurses (RNs) and licensed practical nurses (LPNs) are among the most difficult to recruit and retain.
- Hospitals find laboratory technicians, laboratory technologists, respiratory therapists and surgical technicians among the most difficult to recruit and retain.
- Certified nurse aids, home health aides and personal care aids are also difficult to attract and retain at nursing homes and in home health care settings.

In terms of work location, 50% of our Southern Tier health care workforce is located in a hospital, with nearly 30% in Ambulatory / Outpatient care, and 20% in residential care. We are aware of the growing concern of a lack of caregivers working in a person's home and how there is a lack of clear data regarding the title direct support professional.

As with many of New York's Workforce Development Boards, we are aware that continued growth in computer technology and AI will impact healthcare fields across our area. This impact might range from automating tasks to streamlining work and the summarization and analysis of patient data.

A care giver's role may be transformed with technology in the years ahead. Smart, medication dispensing devices will ensure accuracy while also generating data. These devices will be paired with AI technology and be "trained" to respond to specific patient conditions. Medical technology companies are producing prototype "Care Bots" that have medical knowledge, triage protocols, and detailed patient data. Though robotics, and automation won't replace healthcare workers in the near future, we are seeing a convergence of technology and traditional healthcare. The effective and safe use of these technologies will require oversight, sound infrastructure and technology training for everyone working in the field.

We will work with local training providers and area employers in the years ahead to gauge how this technology growth impacts worker training, and overall workforce development. We will encourage youth and adult job seekers to “future proof” their careers by developing technology know-how specific to their chosen healthcare profession.

Manufacturing

Our workforce area is home to numerous manufacturing operations ranging from large, international corporations to mid-size plants and smaller, customized businesses. Glass manufacturing and processing remains a key industry with other advanced materials and various equipment also produced locally for various industries. Skilled trades are often viewed as a different sector in our workforce area, though there are definite skills that overlap with technical workers performing such tasks as measurements, welding, fabricating and industrial processing in a manufacturing setting.

Our workforce area is not immune to an overall decrease in manufacturing jobs that comparable markets have seen. Industry statistics point to a decrease in the last ten years driven by competition from foreign markets, increased use of automation and productivity gains that have increased output while requiring less workers. However, we still see many stable areas in local manufacturing and growth in specific sectors ahead.

Our local area is seeing current and growing demand for workers in the Transit industry. This is currently led by Alstom in Hornell and CAF USA in Elmira for railcar manufacturing. Alstom and CAF have each been awarded significant new manufacturing contracts for domestic rail customers. Alstom recently opened Plant Four in Hornell. This \$75 million investment is dedicated to rail car body production and will create an estimated 250 jobs.

Siemens Mobility has announced plans to construct a \$60 million railcar plant in Horseheads. It will be the first in our country dedicated to high-speed rail production and is projected to create 300 jobs.

Even at present, there is still demand for employees with manufacturing and skilled trades experience to support current manufacturing operations. We see job creation due to coming retirements for experienced trades workers, positions to sustain current operations and to drive new business growth.

CSS Workforce New York will collaborate with employers, eligible training providers and economic developers to assist in this overall workforce need. Corning Community College offers a Manufacturing Tech Program at no cost to participants, in addition to other trade and manufacturing programs. Greater Southern Tier (GST) BOCES offers their own programs for high school age students as well as adult workers in technical, medical, and business skills - among many other programs. Alfred State College is already closely aligned with Alstom and will support future transit workforce development with programs in CNC machining, heavy equipment operation, welding and electrical technology.

As in healthcare, CSS Workforce NY is aware of how increased computer technology and AI will continue to transform manufacturing. In addition to AI, increased automation will play a larger role in manufacturing across our workforce area. An example of this is the

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increased use of automation and data-generation now underway at Alstom in Hornell. Our business partners, training providers and trainees will all have to understand how increasing automation and AI tools will be utilized in manufacturing across our area.

Skilled trades

We continue to have strong demand for workers with trade-based skills in our area. This includes but is not limited to the fields of electrician, plumbing, carpentry, welding, machining, auto repair, HVAC technicians, and general construction workers. Area schools, training providers and hiring companies are stressing the current and future need for employees in skilled trades.

Our Southern Tier region is also experiencing growth in clean energy manufacturing and clean energy generation. Regional businesses and industrial development agencies (IDAs) are preparing for this future growth in renewables such as wind and solar, electric grid modernization, energy storage and overall green energy supply chains. Research and development in green energy is conducted by regional industry and academic institutions including Cornell University, SUNY Binghamton and Alfred State University - among others. These institutions and other training providers offer a growing number of degrees and training programs in clean tech.

We have a number of CNC and machine shops located throughout our area that have in-house operations to enable local industry and those that contract out to local manufacturers.

Within skilled trades, our three-county area has approximately 341 Construction "Establishments" as of 2023. This includes independent contractors, service firms, home and large business commercial developers as well as service, repair and remodeling companies. Several school and vocational programs in our area provide training in specific construction trades.

CSS Workforce New York is positioned to help job seekers and local industry with training funding as numerous Skilled Trades positions continue to be on our Local Demand Occupation Training List.

Tourism and Hospitality

The Finger Lakes Region of New York, and the Southern Tier area have long been a tourism destination. Visitors are drawn to the area's many wineries, seasonal festivals as well as museums and cultural centers. The region has a growing number of restaurants that cater to our region and see a summer, seasonal increase and resulting higher employment. A challenge in sustaining this workforce is the seasonal nature of the work and the lower overall wage compared to more specialized fields and occupations such as healthcare and manufacturing.

A number of food service occupations (Cooks, Chefs, Food Service Worker) remain on our Local Demand Occupation Training List.

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Many local agencies work to grow and strengthen our area's tourism and community assets to promote them to visitors, prospective job talent and investment. New business continues to develop with lodging, dining / food service, transportation, water and waterfront activities and recreation and entertainment. This will create current and future demand for positions in restaurant and hotel management, catering, hospitality sales / marketing, property / building maintenance and transportation.

*US Census Bureau, Population estimates, 2024

**The Healthcare Workforce in New York State, Center for Health Workforce Studies, School of Public Health, University at Albany, 2023

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

CSS Workforce New York will work in partnership with training providers and local industry to help prepare the current and future workforce with the skills needed to support Healthcare professions, manufacturing and skilled trades and tourism and hospitality. A combination of classroom training leading to credentials and or a degree combined with on-the-job training and customized trainings allows CSS Workforce New York to address job seeker needs and local employer workforce demands.

A qualified workforce will need a combination of technical, business and communication skills to meet this demand.

Healthcare

A broad range of clinical knowledge, technical skills and soft skills are needed in healthcare professions. Knowledge of anatomy and physiology is essential for doctors and nurses as well as the skill to diagnose and treat a number of health conditions. Strong communication, empathy and critical thinking are essential to all healthcare industry occupations. Health care technicians, technologists and those in supporting roles must be familiar with technology, insurance and administrative policies.

Manufacturing

Technical competence in operating and maintaining equipment are workforce essentials skills. Specific skills and experience might include fabrication and assembly line experience, measurements, inspection and quality control. Computer and related software experience will also be important as in all major industries.

Skilled Trades

Those pursuing skilled trades will have credentials, degrees or specific experience as an electrician, plumber, HVAC technician or machinist. As in our targeted healthcare and manufacturing industries, this training will be a combination of formal classroom and on-the-job training as well as apprenticeships / job shadowing and work experiences.

Specific manufacturing and trade skills tailored to clean tech will require a workforce with skills in renewable energy, battery and energy storage as well as supply chain and project management skills.

Tourism / Hospitality

Key skills include a strong emphasis on customer service, responsiveness and overall communication skills. The hospitality industry requires operational and management experience, scheduling skills and supervision skills for managers and operators.

As with all targeted career segments, these four areas will require a combination of technical / business skills as well as soft skills. Key soft skills include communication, problem-solving, ability to work as a team, and adaptability among many others. Adaptability will be key as technology, increased automation and artificial intelligence (AI) impact specific work tasks.

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

i. Current labor force employment and unemployment numbers;

Chemung-Schuyler-Steuben Workforce New York Summary			
	Mar 2025	Feb 2025	Mar 2024
CSS Resident Civilian Labor Force	82,200	82,100	82,800
CSS Employed	78,500	77,800	79,300
CSS Unemployed	3,700	4,200	3,600
CSS Unemployment Rate	4.4%	5.1%	4.3%
NYS Unemployment Rate	4.1%	4.3%	4.3%
US Unemployment Rate	4.2%	4.5%	3.9%
Chemung Resident Civilian Labor Force	35,300	35,100	35,300
Chemung Employed	33,800	33,500	33,800
Chemung Unemployed	1,500	1,600	1,400
Chemung Unemployment Rate	4.2%	4.7%	4.0%
Schuyler Resident Civilian Labor Force	7,900	7,900	7,800
Schuyler Employed	7,400	7,400	7,400
Schuyler Unemployed	400	500	400
Schuyler Unemployment Rate	5.4%	6.6%	5.4%
Steuben Resident Civilian Labor Force	39,000	39,100	39,800
Steuben Employed	37,300	37,000	38,000

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Steuben Unemployed	1,700	2,000	1,800
Steuben Unemployment Rate	4.5%	5.2%	4.4%
Labor Force Participation Rate (2023: ACS 5-Year Estimates)			
Area	Rate		
Chemung County	58.0%		
Schuyler County	58.3%		
Steuben County	59.4%		
New York	63.0%		
United States	63.5%		

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

Several sources were used to identify trends in the CSS Workforce area including NYS DOL statistics, reports from our local industrial development agencies (IDAs), US Census and Chmura Economics and Analytics. Market reports specific to manufacturing were referenced for increased understanding of regional trends.

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

Our workforce board's programs for Youth (Emerging Workforce) and Adult / Dislocated Workers (Pathways to Employment) often have individuals with recognized barriers to employment. The main barriers are often lack of education and poverty. Other barriers may include substance abuse, justice involvement, and physical and / or psychological abuse.

An analysis of the Youth served in Emerging Workforce over the last three years indicates that 60% had one identifiable barrier to employment, 24% had two barriers, while 16% had multiple barriers (3 or more) to employment.

The US Census data below provides a detailed view of income level and educational attainment for our three-county region. Chemung and Schuyler counties exceed New York State's 14.2% (*below poverty level*). Steuben County has lower poverty vs. the state overall.

The chart then provides a detailed breakdown of educational level for our three-county workforce region.

	Chemung County			Schuyler County			Steuben County		
	Total	Below poverty level	% below poverty level	Total	Below poverty level	% below poverty level	Total	Below poverty level	% below poverty level
Population	79,307	12,500	15.8%	17,605	2,663	15.1%	91,687	12,537	13.7%
AGE									
Under 18 years	17,074	3,662	21.4%	3,270	673	20.6%	19,691	3,617	18.4%
Under 5 years	4,177	1,099	26.3%	845	130	15.4%	5,019	962	19.2%
5 to 17 years	12,897	2,563	19.9%	2,425	543	22.4%	14,672	2,655	18.1%
Related children of householder under 18 years	17,039	3,631	21.3%	3,249	652	20.1%	19,603	3,529	18.0%
18 to 64 years	46,210	7,223	15.6%	10,344	1,633	15.8%	53,728	6,896	12.8%
18 to 34 years	15,528	2,923	18.8%	2,979	566	19.0%	17,591	2,857	16.2%
35 to 64 years	30,682	4,300	14.0%	7,365	1,067	14.5%	36,137	4,039	11.2%
60 years and over	21,942	2,403	11.0%	5,537	570	10.3%	25,543	2,948	11.5%
65 years and over	16,023	1,615	10.1%	3,991	357	8.9%	18,268	2,024	11.1%
SEX									
Male	38,658	5,537	14.3%	8,834	1,292	14.6%	45,935	6,284	13.7%
Female	40,649	6,963	17.1%	8,771	1,371	15.6%	45,752	6,253	13.7%
RACE									
White alone	68,988	9,687	14.0%	16,489	2,478	15.0%	84,671	11,205	13.2%
Black or African American alone	3,942	1,205	30.6%	177	50	28.2%	1,453	623	42.9%
American Indian and Alaska Native alone	209	184	88.0%	27	15	55.6%	93	12	12.9%
Asian alone	1,167	148	12.7%	117	0	0.0%	1,475	38	2.6%
Native Hawaiian and Other Pacific Islander alone	0	0	-	0	0	-	0	0	-
Some other race alone	600	210	35.0%	56	4	7.1%	726	157	21.6%
Two or more races	4,401	1,066	24.2%	739	116	15.7%	3,269	502	15.4%
Hispanic or Latino origin (of any race)	2,688	1,136	42.3%	330	15	4.5%	1,705	555	32.6%
White alone, not Hispanic or Latino	67,982	9,201	13.5%	16,361	2,463	15.1%	84,258	11,063	13.1%
EDUCATIONAL ATTAINMENT									
Population 25 years and over	56,406	7,620	13.5%	13,215	1,738	13.2%	65,358	7,723	11.8%
Less than high school graduate	4,543	1,319	29.0%	1,217	392	32.2%	5,317	1,859	35.0%
High school graduate (includes equivalency)	18,204	3,253	17.9%	4,413	706	16.0%	22,591	3,552	15.7%
Some college, associate's degree	18,018	2,381	13.2%	4,227	473	11.2%	20,326	1,728	8.5%
Bachelor's degree or higher	15,641	667	4.3%	3,358	167	5.0%	17,124	584	3.4%

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

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

The CSS Workforce Area is characterized by strong collaboration between the WIOA Title 1 Partners and education and training providers in our region. Workers of all ages are able to receive training from a range of providers including Corning Community College, Alfred State College, Elmira College, GST BOCES, in addition to business / skill-specific training offered directly by local business and industry partnerships. Our Workforce Board participates in this through customized, on-the-job trainings, and individual training accounts.

As in years past, CSS Workforce continues to work with training providers by referring both adult and youth workers to their programs. More importantly, we strive to partner with local training providers on programs/degrees/apprenticeships to satisfy workforce needs in health care, manufacturing / skilled trades, and tourism / hospitality.

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 partnerships and the capacity to address the education and skills needs of the local workforce. This includes both youth and adult workers with barriers to employment as well as working with local businesses to address workforce needs. However, national funding for public sector workforce development is underfunded, with reductions and even elimination proposed in recent months. Despite any economic headwinds and future funding uncertainties, our workforce board will continue to be a good steward of federal funding, distributed to our state and specifically intended for regional workforce development.

CSS Workforce NY gives consideration to non-WIOA funding that would support our mission.

e. Describe the LWDB's strategic vision and goals for preparing an educated and skilled workforce, including youth and individuals with barriers to employment.

Mission

To establish a region that becomes the preferred location for employers, characterized by a workforce that is highly employable and motivated, dedicated to personal growth and skill enhancement through continuous training and education.

Vision

To provide a no-cost, business-oriented workforce development system that guarantees employers have access to workers possessing the necessary skills.

The CSS Workforce Board is an active participant in many local and regional initiatives to meet the goals of creating economic and workforce advantage for job seekers of all ages and employers in the area.

We apply considerable resources to provide skill and training opportunities across multiple industries, various employers, and locations in our three-county area. Examples of our programs include:

- On the Job Training (OJT) - To enable job seekers and employers to acquire skills needed from day one of employment.
- Customized Training (CT) - To assist employees and employers in maintaining skill levels needed to stay competitive in the local, regional, and global marketplace.
- Individualized Training Accounts (ITAs) - To maximize job seeker options and create alignment with the demands of the local market.
- Youth Program - Utilizes resources and flexibility inherent in the Workforce Innovations and Opportunities Act (WIOA) with intentional focus on out-of-school youth. We seek to identify and address individual barriers to employment, and engage them in meaningful workforce participation.

We are in our second year of the Twin Tiers Arise Program. This grant through the Appalachian Regional Commission, is focused on improved outcomes for in-school and out-of-school youth through training, credentialing, and hiring. Additional funding from the grant supports our overall goal of youth engagement for in-demand occupations, participation in regional job fairs and career events and training dollars for youth participants.

Our focus on training (through various programs and partnerships) must balance job seeker needs with an alignment of overall business trends and resulting workforce needs in our area.

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

The CSS Workforce Area leverages partner agencies to support the system as a whole. Recent examples include:

- We have partnered with Steuben County Youth Bureau to have a career navigator on site once per week at their center in Bath, NY. This allows us to do outreach on CSS Workforce NY's programs to a wider range of youth in our area.

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- We've also grown our connection to a local homeless shelter which has led to new referrals to our youth programs.
- CSS Workforce is also exploring the potential for a new youth employment program. This would enable an existing summer youth program to become a year-round offering that would bring additional benefits through our related services in youth employment as well as access to our CSS American Job Centers.

- 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 WIOA that outlines the roles of each of the core programs. Our Workforce system leverages partner agency programs to support the overall system.

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

The CSS Workforce Area performance goals are negotiated with the NYS Department of Labor and will be met or exceeded.

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 supports alignment under the Carl D. Perkins Career and Technical Education Act of 2006. They are a fully aligned partner under the required MOU under WIOA.

- iii. Other workforce development programs, if applicable.

Corning Community College has a complete Workforce Education and Community Engagement (WECE) department. It is designed for adult learners to advance in their current career or transition to a new field. WECE offers credit and non-credit programs, certifications, and micro-credentials. Our Career Center staff refers individuals to these programs as appropriate. Our Elmira NY Career Center is located within Corning Community College's Elmira Center, and this proximity allows us to partner on promoting job seeker services, an annual regional job fair as well as other services.

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Like Corning Community College, Greater Southern Tier BOCES is another eligible training provider that works closely with CSS Workforce NY. BOCES offers a variety of educational programs and services, including career and technical education, and adult education. Individuals of all ages can be referred to BOCES programs and our training dollars are utilized for In-demand occupations.

CSS Workforce NY has board member representation from each of these two organizations.

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

As part of the required MOU under WIOA, partners agree to develop and refine services. Services are reviewed by the partners on a quarterly basis by the System Operator (The WorkPlace). Reports are presented to the CSS Workforce Board monthly for input and quality assurance.

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

Eligible providers will meet the workforce needs of local job seekers and businesses by providing a range of services outlined in the required MOU under WIOA.

Basic Career Services

- Eligibility for Title 1 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.

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

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

- Referrals to Programs – Referrals and coordination of activities with other appropriate programs and services that meet specific customer needs, assist them in overcoming barriers to employment, and provide services to gain/retain employment. These other programs and services may include, but are not limited to, employment and training services; treatment for alcohol, substance abuse or mental health issues; Unemployment Insurance benefits; Workers' Compensation; NYS Disability Insurance; and vocational rehabilitation services.
- Labor Market Information – Staff provides workforce and labor market employment statistics to assist job seeking customers in the development of employment 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.
- 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.
- **Unemployment Insurance (UI) Information and Assistance** – Career Center staff provides information and meaningful assistance to individuals seeking assistance in filing a claim for unemployment compensation. Meaningful assistance requires on-site staff that are knowledgeable on 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** – Aiding 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

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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.
 - Preparing service strategies to assist in the achievement of occupational goal(s) and to ensure customers have access to necessary workforce activities and supportive services, which may include, but are not limited to, drug and alcohol abuse counseling, mental health counseling, and referrals to partner programs appropriate to the needs of the customer.
 - Counseling may also include notification of available training in entrepreneurial skills which may include, but is not limited to, taking initiative; creatively seeking out and identifying business opportunities; developing budgets and forecasting resource needs; understanding options for acquiring capital; and communicating effectively to market oneself and ideas.
- Short-term Pre-Vocational Services – Development of skills customers need to live independently and enter the workforce fully prepared to engage in employment. These services may include academic education and job readiness trainings for the 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 may offer relocation assistance. 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 post-secondary educational institutions, training providers, and/or businesses. Other partners provide direct linkages and information on how to locate and enroll in English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL) classes.
- Workforce Preparation – Activities to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education, training, or employment and other employability skills that increase an individual's preparation for the workforce. For Adult Education, these activities are incorporated into all literacy instruction.

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.

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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 the 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 WIOA.

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 overall career development with a "no wrong door" philosophy that delivers training and supportive services required for our region's in-demand occupations, across our programs.

Our Workforce Board works alongside qualified training providers and with local industry to place job seekers in training programs and work experience related to regional demand. Our focus remains on in-demand occupations, though has flexibility for training programs to meet job seeker and local business specific needs.

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

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 transferable across occupations, industries, State, and Federal lines.

We see an increase in "Micro-Credentials" offered by local training providers. A micro-credential is a recognized credential for a short unit of study. They range in category, though many can also be found for local in-demand occupations.

A group of stacked micro-credentials can result in credential attainment. An example of this is Corning Community College offering micro-credentials in health-related areas such as Direct Support Professional and Recovery Peer Advocacy. They also offer micro-

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credentials in topics such as Bookkeeping/Accounting and Teaching Assistant - among others.

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

Yes, these credentials are recognized standards that can often be transferred to other occupations and industries.

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

Yes, these credentials have a "stackable" component to them, though they can vary by specific certification / credential. They may be accumulated to work toward a certificate or full degree.

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.

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 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

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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 plan, 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. 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 through the One-Stop delivery system, including remote areas, though the use of technology.

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

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.

- 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.

- d. Provide a description and assessment of the type and availability of programs and services provided to Adults and Dislocated Workers (DWs) 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)
- 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)
- 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 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)

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- 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)
- 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 post-secondary 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 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 walking distance to public transportation. CSS Workforce staff are also engaged on transportation committees in our three-county workforce area.

- 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

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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 plan, 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 accommodation 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 ensure that they have policies and procedures in place to address these issues, and that these policies and procedures have been issued 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).

- 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.

Priority of Service Requirements under the WIOA Title I Adult Program

Priority of Service will be provided in the following order for the delivery of individualized career services and all training services in compliance with WIOA §134(c)(3)(E), WIOA § 680.210 (d), § 680.600, TEGL 19-16, TA #12-12.5, TA 23-01.

CSS Workforce NY Priority of Service Policy*

Recipients of public assistance, other low-income individuals, individuals who are basic skills deficient, and veterans and their eligible spouses must receive priority of service in all NYSDOL-funded training programs, including WIOA programs. However, as described in TEGL No. 10-09, when programs are statutorily required to provide priority for a particular group of individuals, such as the WIOA priority for Adult funds, priority must be provided in the following order:

- I. First, to Veterans and Eligible Spouses who are included in the groups given statutory priority for WIOA Adult formula funding. This means that Veterans and Eligible Spouses who are also recipients of Public Assistance, Other Low-Income individuals, or individuals who are Basic Skills Deficient receive first priority for individualized and career services with WIOA Adult formula funds;
- II. Second, to individuals who are not Veterans or Eligible Spouses who are included in the three populations given priority for WIOA Adult formula funds (recipients of Public Assistance, Other Low-Income individuals, or individuals who are Basic Skills Deficient).
- III. Third, to Veterans and Eligible Spouses who are not included in WIOA's three priority Adult groups (recipients of Public Assistance, Other Low-Income individuals, or individuals who are Basic Skills Deficient);
- IV. Fourth, to additional priority populations established by NYSDOL (Individuals with Disabilities, Justice-involved Individuals and Single Parents) and/or the LWDBs; and
- V. Last, to non-covered persons outside the populations given priority under WIOA (including the three additional priority populations identified by NYSDOL listed in item 4 above and underemployed individuals).

*As approved by the CSS Workforce NY Board 4-27-2023

- 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.

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- 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 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

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

The technology and materials available for individuals with disabilities include:

- Accessible Computer
- 25" Monitor
- Split-Level Workstation
- 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

The CSS Workforce Area schedules staff trainings in its Career Centers on the use of the equipment and current best practices.

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):

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

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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 plan, 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. 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).

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
- Customized Recruitments and Career Fairs
- 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 \$2,500 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.

Our Elmira NY Career Center benefits from being co-located in Corning Community College's building that also houses a NYS DOL office, IncubatorWorks (training and resources for business start-ups) as well as the college's own workforce and community engagement initiatives.

- 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 regional economic development activities.

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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.

The three directors of Chemung, Schuyler and Steuben County's industrial development board sit on our CSS Workforce Board of Directors. These same IDA directors and other CSS Workforce NY board members also serve on the Southern Tier Regional Economic Development Council (ST REDC) and the Southern Tier Regional Planning and Development Board (STC). This cross-board membership provides guidance and coordination on workforce and economic development activities in our region.

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

- The New York State Job Bank
- Customized Recruitments and Career Fairs
- 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 \$2,500 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. Staff 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.

- 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 engaged on expanding programs and opportunities - in some cases industry cluster or sector related.

- 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, and resourceful; 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.

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Additionally, our regional approach includes coordination with regional economic developers in each of our three counties of operation. This coordination and collaboration helps ensure that workforce needs are met and duplication of services becomes far less likely.

- 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.

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 a strong partnership with our Title II partners. Individuals coming through our Career Centers, Pathways to Employment (Adult / Dislocated Worker) or Emerging Workforce Program (Youth) without a high school diploma or GED are referred to GST BOCES for TASC classes. All individuals have the opportunity to apply for WIOA Individualized Training Account (ITA) dollars to obtain a post-secondary credential. In addition to ITA dollars, On-the-Job Training (OJT) and Customized training are also available to upskill the workforce.

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

Our Emerging Workforce (Youth) and Pathways to Employment (Adult / Dislocated Workers) programs work closely with Title II providers for individuals in need of education and training to secure employment. Supportive services can be provided.

CSS also works with Steuben County Jail to assist individuals with barriers to additional training and education. Our work focuses on individuals close to release with a six-week program that educates them about Career Center services and job training programs.

As a participant in the Twin Tiers Arise (TTAP) program through The Appalachian Regional Commission, we have some additional flexibility in how we can serve workforce program participants.

- c. Identify how the LWDB will facilitate the development of 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 have continued to provide training funds for a large number of individuals in multiple industries.

- 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 Workforce NY works closely with Title II programs to identify stacking career pathways that align with business need. We support strategies identified in the State Plan with our contractors and Carl D. Perkins Providers.

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.

CSS Workforce New York
Kelly McGowan
Emerging Workforce, Program Lead
607-346-2831
kelly.mcgowan@csswfny.com

b. Provide the number of planned enrollments in Program Year (PY) 2025 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

49

iii. New ISY

5

iv. Carry-over ISY

6

v. Work experiences

30

***Note:** PY 2025 enrollments will provide the baseline estimate for the remaining three (3) years of the Local Plan.

c. In Attachment G, Youth Services, located on the New York State Department of Labor (NYSDOL) LWDB Resources [website](#) under the Planning Templates filter, 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.

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

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 has the ability to continue virtual activities, though places emphasis on in-person contact.

Emerging Workforce has developed a 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) #[19-02](#)).

Requires Additional Assistance Policy

Policy: Effective July 1, 2017, the CSS WFNY policy related to the definition of Requires Additional Assistance in compliance with WIOA §681.300 is as follows:

The local definition of eligible youth who require additional assistance may include one or more of the following:

- At risk of substance abuse
 - At risk is defined as a child or sibling to an individual with substance abuse problems
- Victim of physical/sexual or psychological abuse
- Poor/no work history
- Underemployed
- At risk of becoming pregnant and/or parenting

☐ No (Not required to attach a policy).

- g. Attach a Basic Skills Deficiency policy of youth program as described in the in TA #[19-02](#).

Administration

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

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

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

Policy: Effective 8/25/2022, CSS WFNY policies related to Purchasing and Procurement are 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 \$3,000. 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 \$1,000 require the approval of a designee appointed by the Executive Director.
 - c. Purchases \$1,000.01-\$2,999.99 require the approval of the appointed designee, as well as the Executive Director.
- 2.) Small Purchase
 - a. Procurement by small purchases are those simple and informal procurement methods for securing services, supplies or other property that do not cost \$49,999.99 or more.
 - b. Purchase's using the Small Purchase Policy shall be as follows:
 - i. \$3,000-\$4,999.99 will require a minimum of two quotes that must be documented in the procurement file. Acceptable quotes are oral, verbal, phone, email, written or website quotes. This requires the Executive Director or appointed designees' approval.
 - ii. \$5,000-\$49,999.99 will require the transmission of written invitations for quotes from at least three vendors and the subsequent receipt of at least three written or faxed quotes. This requires the Executive Director or appointed designees' approval.
 - iii. Capital expenditures for special purpose equipment are allowable as direct costs if items with a unit cost of \$5,000 or more have the prior written approval of the Federal awarding agency or pass-through entity. CFR §200.439 (b) (2)
 - iv. Capital Expenditures for improvements to land, building or equipment which materially increase their value or useful life are unallowable as a direct cost with the exception being prior written approval of the Federal awarding agency or pass-through entity. CFR §200.439 (b) (3)
 - v. \$50,000 and over will require the use of the sealed bid or RFP method. Equipment purchases or facility renovation requires written or emailed NYSDOL approval before purchase. A cost or price analysis must be performed on any procurement more than \$50,000, including contract modifications. The method and degree of the analysis shall be dependent on the facts surrounding the procurement situation.

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3.) Sealed Bids

- a. Procurement by sealed bids is 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. 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 five potential suppliers, providing them sufficient response time prior to the date set for opening the bids. 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 based on price. The 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 sole source.
 - ii. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation.
 - Sole source documents granted for goods or services, due to emergency, shall only be valid for that specific emergency.
 - iii. After solicitation of a number of sources, competition is determined inadequate.
 - 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 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.

Requests For Proposals (RFPs)

RFPs 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 WIOA Adult, DW and Youth, but may be used for more specialized services such as information technology, marketing, single audit services or other skilled projects that CSS WFNY staff may not have demonstrated expertise. CSS WFNY Program Managers are responsible for preparing RFPs for their programs; fiscal staff may assist as requested.

- 1.) Public Notices
 - a. 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:
 - i. The program for which the RFP is requested
 - ii. Deadline for submitting a sealed RFP (date, time, and place)
 - iii. Place of RFP opening and public reading
 - iv. CSS WNFY contact person and phone number
 - v. Equal Opportunity Employer tag lines
 - b. Federal regulations require that the RFP remain open for at least thirty business days after the printing of the last legal ad in the newspaper(s) of record. - TEGL #15-16
- 2.) Official Newspapers
 - a. The following are designated as official newspapers of the CSS WFNY:
 - i. Elmira Star Gazette
 - ii. Corning Leader
 - iii. Hornell Evening Tribune
 - b. Additional newspapers may be used as desired.
- 3.) Applicants List
 - a. 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 RFPs may be sent to the organizations on the list.
- 4.) Content of RFPs
 - a. As a minimum the following information must be included in every RFP:
 - i. Specific information on the program to be run; or services or equipment to be required.
 - ii. Date, place, and time of Bidders Conference
 - iii. Date, place, and time of RFP submission deadline
 - iv. Date, place, and time of public reading, if applicable
 - v. CSS WFNY contact person and phone number
 - vi. Statement of Non-Collusion
 - vii. Evaluation Criteria
 - viii. 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, last completed single audit etc.

- ix. Require insurance information Insurance Requirements- Proposer is required to present proof of insurance 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

5.) Public Opening and Reading

- a. RFPs which have a specific deadline must be 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 RFPs should be made at the RFP opening and presented to the Board of Directors along with any staff and/or committee recommendations.

6.) Statement of Non-Collusion

- a. In accordance with NYS General Municipal Law Section 103-d, all applicants must sign a Statement of Non-Collusion and return it with their RFPs. The content of the statement is as follows:
- i. "By submission of this RFP, each proposer and each person signing on behalf of its own organization, under penalty or lying under oath, 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."
- ii. The statement must be signed by the CEO of the proposer or other individual responsible for submitting the RFP.

7.) Evaluation Criteria

- a. 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 criterion in the RFP. Criteria can include cost, cost per participant, prior experience, program length, program goods etc.

8.) Amendments to RFPs

- a. State Law requires that all applicants have an equal opportunity to respond to RFPs. Any information supplied to a proposer is response to questions or as

corrections to RFPs 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.

9.) Late and/or Non-Responsive RFPs

- a. 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.
- b. 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.

10.) Open RFP Process

- a. 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.

11.) Evaluation Process

- a. 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.

12.) Awards

- a. 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 RFPs, however the actions taken by the Executive Committee still need to be ratified by the full board.

13.) Contract Amendments

- a. 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- CFR §200.319(a)

- 1.) All procurement transactions must be conducted in a manner providing full and open competition. 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.
- 2.) 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 for the bid or offer to be evaluated by requirements that the bidder shall fulfill for

the bid or offer to be evaluated by the CSS WFNY. All bids or offers may be rejected when it is in the CSS WFNY's interest to do so.

- 3.) 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.
- 4.) 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.
- 5.) 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.
- 6.) CSS WFNY shall avoid purchasing unnecessary and duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. **CFR §200.318(d)**
- 7.) 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:
 - a. Placing qualified small and minority businesses and women's business enterprises on solicitation lists.
 - b. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources.
 - c. 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.
 - d. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises.
 - e. 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.
 - f. Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed above.
- 8.) The type of procuring instruments used shall be determined by the CSS WFNY but shall be appropriate for the 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.
- 9.) 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.
- 10.) Costs or prices estimated for any RFP, Sealed Bid, or Sole Source must comply with the Cost Principles located on the OMB Circular sections §200.400- §200.475.

- 11.) 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 an 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:

- 1.) Uphold the Constitution, laws and legal regulations of the United States and all governments therein and never be a party to their evasion.
- 2.) Never discriminate unfairly by the dispensing of special favors or privileges to anyone, whether for renunciation or not; and never take for himself/herself; his/her family or friend's gifts or benefits under circumstances which might be construed by reasonable persons as influencing the performance of his/her duties.
- 3.) 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.
- 4.) 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.
- 5.) Seek to find and employ the most efficient and economical ways of getting tasks accomplished.
- 6.) Expose corruption, fraud, or abuse wherever discovered.
- 7.) Be ever conscious that the receipt, control, and expenditure of public funds require conduct in accordance with the highest moral principles and standards.
- 8.) Provide for penalties for violations of standards.
- 9.) 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- CFR §200.318 (c) (1)

- 1.) 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.
- 2.) An actual or potential conflict of interest occurs when an employee or board member can influence a decision that may result in a personal gain for the employee or board member or for relatives because of the Workforce Investment Area's business dealings. For this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is like that of persons who are related by blood or marriage.
- 3.) 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.

- 4.) 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 involving the Workforce Investment Area 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, RFPs and sole source procurement are done by the Executive Director with prior Board approval. Responsibility for review of proposed procurements to avoid purchase of unnecessary/duplicate items is the Fiscal Director's. The Executive Director reviews the use of State contracts. Use of Federal surplus equipment is utilized when available. Award to responsible contracts is the responsibility of the Fiscal Director.

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:

- 1.) Within ninety 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.
- 2.) Unless an extension has been granted, CSS WFNY must liquidate all obligations incurred under the award and not later than ninety calendar days after the end date of the period of performance as specified.
- 3.) CSS WFNY must promptly refund any balances of unobligated cash they have received in advance.
- 4.) CSS WFNY shall complete all closeout actions no later than one year after receipt and acceptance of all required final reports.

- 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), service providers, and the One-Stop delivery system, in the local area.

As submitted and approved by NYSDOL, CSS Workforce has negotiated all of the following goals:

Chemung-Schuyler-Steuben						
	Program Year 2024					
	WIOA Adults		WIOA Dislocated Workers		WIOA Youth	
	2024 Proposed	2024 Final Negotiated	2024 Proposed	2024 Final Negotiated	2024 Proposed	2024 Final Negotiated
WIOA Performance Measures						
Employment (Second Quarter after Exit)	70.5%	70.5%	68.5%	68.5%	65.0%	65.0%
Employment (Fourth Quarter after Exit)	69.5%	69.5%	69.5%	69.5%	65.0%	65.0%
Median Earnings	\$ 7,900.00	\$ 7,900.00	\$ 7,750.00	\$ 7,750.00	\$ 3,800.00	\$ 3,800.00
Credential Attainment Rate	57.0%	57.0%	55.0%	55.0%	56.0%	56.0%
Measurable Skill Gains	66.0%	66.0%	55.0%	55.0%	52.0%	52.0%
	Program Year 2025					
	WIOA Adults		WIOA Dislocated Workers		WIOA Youth	
	2025 Proposed	2025 Final Negotiated	2025 Proposed	2025 Final Negotiated	2025 Proposed	2025 Final Negotiated
WIOA Performance Measures						
Employment (Second Quarter after Exit)	71.0%	71.0%	69.0%	69.0%	65.5%	65.5%
Employment (Fourth Quarter after Exit)	70.0%	70.0%	70.0%	70.0%	65.5%	65.5%
Median Earnings	\$ 8,000.00	\$ 8,000.00	\$ 7,850.00	\$ 7,850.00	\$ 3,900.00	\$ 3,900.00
Credential Attainment Rate	57.5%	57.5%	55.5%	55.5%	56.5%	56.5%
Measurable Skill Gains	66.5%	66.5%	55.5%	55.5%	52.5%	52.5%

- d. Describe the actions taken toward becoming or remaining a high-performing LWDB, consistent with factors developed by the State Workforce Investment Board (SWIB). The LWDB will be defined as high performing if it meets the following criteria:
- It is certified and in membership compliance;
 - 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.;
 - All One-Stop Career Centers in the local area have achieved at least an 80% score in the most recent Career Center Certification process; and
 - The local area 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 significant resources on offering skill and training opportunities in multiple modalities to the full range of the workforce system. Examples:

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1. On the Job Training (OJT) to help job seekers and employers acquire the skills needed from 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 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), strives to balance business demands with the needs of the job seeker to be able to access skill and training upgrades to meet overall needs.

Currently, individuals seeking to access ITAs and Coursera do so via Job Center Staff. Businesses wishing to access OJT, CT, or Coursera may begin the interaction with the Business Services team, then coordinate any individual's enrollment through the Job centers as appropriate.

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

The CSS Workforce Area Board of Directors has an appointed ITA committee that reviews and approves requests for Individual Training Accounts.

- 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 NY has developed process guidance that reinforces customer need to initiate, drive and coordinate their training service selection, while we supply the required resources to make an informed decision. This process is done in coordination with a trained counselor / staff to answer any questions and provide 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 made this document available on its website, www.csswfny.com from June 6th 2025 to June 17th 2025.

A comment received inquired about our workforce board's connection to local economic development activities. This inquiry led us to provide further detail on our collaboration with economic development in part C on page 34 of this plan. This is summarized below:

We now note that our workforce board of directors includes the three directors of Chemung, Schuyler, and Steuben County's industrial development agencies. These same IDA directors and other CSS Workforce NY board members also serve on the Southern Tier Regional Economic Development Council (ST REDC) and the Southern Tier Regional Planning and Development Board (STC). This cross-board membership provides guidance and coordination on workforce and economic development activities in our region.

***Note:** Per WIOA §679.560(e), comments representing disagreement with the contents of the Local Plan must be submitted with the Plan.

List of Attachments

Please complete all attachments listed below.

Attachment A – In-Demand Occupation List Template

Attachment B – Units of Local Government

Attachment C – Fiscal Agent

Attachment D – Signature of Local Board Chair

Attachment E – Signature of Chief Elected Official(s)

Attachment F – Federal and State Certifications

Attachment G – Youth Services Chart

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

- Electronic signature (if the LWDB has the capability for it) – Note that electronic signatures must follow the requirements and guidelines of the Electronic Signature and Records Act ([ESRA](#)). LWDBs choosing to submit signature pages via electronic signature may submit these pages via email with the Local Plan.
- Mail original versions – Hard copies of traditional signature pages may be sent to:

Attn: Local

Plan

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**New York State Department of Labor
Division of Employment and Workforce Solutions
W. Averell Harriman State Office Campus
Building 12, Room 440
Albany, NY 12226**

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 Part [\(d\)](#) of the Program Coordination section of this template. If possible, it is preferable to provide a list of hyperlinks to these agreements available on the LWDB website.

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