

Workforce Development Board, Inc., of Oswego County

Local Plan

July 1, 2021 – June 30, 2025

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Strategic Planning Elements

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

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

6/14/2021

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

Information on the priority ranked list of the local area's demand occupations will be distributed prior to the upcoming Full Board meeting on 6/16/2021.

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

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

The COVID-19 pandemic brought the state of economic growth in the Central New York region to a grinding halt but is now showing signs of its rebound. There are very few precedents to guide our forecasting. Before the pandemic's record recorded job loss of -15.2%, the most significant job loss was - 8.1% in 1945, followed by the 2008 recession of -5.9%. As of April 2021, the Central New York Region has recouped three-quarters of the lost jobs, but hiring has begun to slow. The labor market is recovering, but job creation is decelerating.

As with the rest of the state, the hardest hit sector, Leisure and Hospitality, with a recorded job loss of -12,200, the industry is starting to recover, increasing demand for restaurant and bar workers. Prior to the pandemic, the Healthcare sector had a record number of job openings and is projected to be the region's fastest-growing industry over the next decade.

(Source: U.S. Bureau of Labor Statistics)

All sectors due to fallout Based on a recent economic and market assessment data, the Targeted Industry Clusters for Oswego County are Advanced Manufacturing, Healthcare, Hospitality/Tourism and Agriculture.

As we move forward, the LWDA will continue to assist employers in expanding their workforces with the appropriate talent pool and continue identifying and filling positions in-demand in these sectors.

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

Due to the Pandemic, all sectors are currently looking for candidates and require enough workforce to fully staff their operations due to businesses making cuts in operational hours and turndown production contracts due to inefficient staffing.

According to the statewide Business Workforce Survey conducted by NYSDOL, businesses stated that the number one reason they find positions challenging to fill is the lack of qualified candidates. The most common barriers cited in the survey were lack of experience, (lack) self-motivation/initiative, a gap in salary and wage expectations, and transportation.

Employers throughout Oswego County have difficulty filling entry and mid-skill level positions, which the Pandemic has only exacerbated. Currently, there are 600 job openings on the NYS Job Bank for Oswego County and 5696 UI claims for those receiving Regular and Extended UI benefits.

In December 2020, the LWDA surveyed local businesses. The Business Survey focused on job candidates' skill sets, current business challenges, possible future opportunities, projected retirements, and organizational culture assessments. Organizations in the manufacturing sector predominantly completed the survey at 22%. The remaining survey respondents were from health services, banking/accounting, electrical engineering, hospitality, energy generation, and retail, which align with our top three in-demand sectors of Advanced Manufacturing, Healthcare, and Leisure/Hospitality.

- iii. Businesses responded in the survey that current and prospective employees lack the specific social skills needed to facilitate positive customer interactions. Basic math skills and being able to communicate effectively both online and in-person were also a lack of skills businesses cited in their employees. In addition, electrical technicians, electrical engineering, and automation technicians were in demand and faced short-term hiring gaps due to a lack of technical skills.

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

Based on the LWDA's survey, the top three professional skills that businesses look for in prospective employees are oral/written communication, teamwork and problem solving, followed by time management and adaptability. The top certifications listed for businesses were tool apprenticeship and welding, Microsoft, customer service and professional skills. In addition, companies find that short-term hiring gaps are due to a lack of adequate math skills, no 3-D design, lack of customer service skills, poor communication and organizational skills, and lack of electrical, automation technicians, and automation engineering skills.

Employers are looking for employees interested in staying and growing with an employer. Local employers are looking for employees who represent the employer well and have a combination of hard, soft, and technical skills. A strong work ethic, good communication skills, life-long learning skills, computer skills, and job-specific skills top the list for in-demand skills.

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

i. Current labor force employment and unemployment numbers;

According to the April 2021 data from the Regional Occupation Analyst, Oswego County's total Civilian Labor Force (equals employed plus unemployed) is 51,200, with a total number of Employed at 48,000 and a total number of Unemployed at 3,200. The current Unemployment Rate is 6.2%. Slightly above the current national Unemployment Rate of 5.8%. Current unemployment rate- 6.2% as of April 2021 (18% in April 2020)

Source: <https://statistics.labor.ny.gov/laus.asp>

Context for public comment:

Civilian Labor Force includes all persons in the civilian noninstitutional population ages 16 and older classified as either employed or unemployed.

Employed persons are all persons who, during the reference week (the week including the 12th day of the month), (a) did any work as paid employees, worked in their own business or profession or on their own farm, or worked 15 hours or more as unpaid workers in an enterprise operated by a member of their family, or (b) were not working but who had jobs from which they were temporarily absent because of vacation, illness, bad weather, childcare problems, maternity or paternity leave, labor-management dispute, job training, or other family or personal reasons, whether or not they were paid for the time off or were seeking other jobs. Each employed person is counted only once, even if he or she holds more than one job.

Unemployed persons are all persons who had no employment during the reference week, were available for work, except for temporary illness, and had made specific efforts to find employment some time during the 4 week-period ending with the reference week. Persons who were waiting to be recalled to a job from which they had been laid off need not have been looking for work to be classified as unemployed. The unemployment rate is the unemployed percent of the civilian labor force.

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

Developments in the Central New York Labor Market

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Private sector jobs in the Syracuse metro area rose over the year by 32,800, or 15.8 percent, to 240,600 in April 2021 as the economic recovery continued. Job gains occurred in Leisure and Hospitality (+10,700), trade, transportation and utilities (+7,100), professional and business services (+4,400), educational and health services (+3,500), natural resources, mining and construction (+2,700), manufacturing (+2,600), other services (+1,800) and financial activities (+100). Job losses occurred in information (-100). The government job count fell over the year (-1,000), with the most significant job losses occurring in state government. (Source: NYSDOL Regional Business Analyst)

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

Oswego 2017- According to the April 2017 LIFT Oswego Needs Assessment (part of a study prepared for Oswego County Opportunities and the City of Oswego), 10% of Oswego County adults aged 25 to 64 do not have a High School diploma or equivalent. 40% are high school graduates, 30% have some college, and 20% have a Bachelor’s degree or higher. Oswego County’s unemployment rate has merited attention. “The persistently higher unemployment rate in the County is a matter of great concern, especially when juxtaposed against the widely shared sense that many employers in the County cannot find qualified candidates to fill open positions suggesting that there may be some merit to the idea that there is a skills gap or skill mismatch among employers and prospective employees in the County. The mismatch of skills varies by job type – health and human services providers reported that many applicants or recent hires do not possess sufficient soft skills necessary to successfully work with difficult patients or clients while hiring managers for manufacturing companies reported both concerns about soft skills (in the sense that employees need to be able to work well with one another and a lack of technical skills to complete advanced manufacturing tasks successfully).” Historically, those individuals in Oswego County with barriers to employment – ex-offenders, those with low literacy levels, individuals with a disability, etc.- fall within the bottom two tiers of education, making employment or advancement in employment especially difficult.

- 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 strength of the LWDA is Strategic Board Development. The LWDA Board is comprised of leaders from all targeted in-demand industries. And beginning March 2021, the new Board Chair of the LWDA also serves as the V.P. of H.R. at Oswego Health. Healthcare is the fastest growing sector in our region, and the Board Chair's representation was strategic to ensure that healthcare initiatives are well represented.

Additionally, our strengths include having solid working relationships with businesses and training providers, which allows for engagement and collaboration between employers and education and training providers.

The weaknesses of these activities are that businesses' needs change quickly based on market demands and fluctuations. However, education and training providers are often very bureaucratic, and response time is somewhat lengthy.

- 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 local area does have the capacity to address the education and skill needs of the local workforce. The Oswego County Workforce NY One Stop career center offers comprehensive services to job seekers, including: assessment, career counseling, skills training, job placement, follow-up services, and more. The LWDB is committed to working with all job seekers, including those identified as having barriers to employment (such as limited English proficiency or literacy, disability, skills gaps, and ex-offender status) to plan the services best suited to their individual needs and provide access to partner resources. These services are provided directly at the One Stop career center by workers responsive to individual needs. Additionally, program partners will work together to implement and monitor services for individuals with barriers to employment, public assistance recipients, other low-income individuals, veterans and eligible spouses of veterans, and individuals who are basic skills deficient.

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

- f. The goal of the local workforce development board is to ensure that the current and future Oswego County workforce, including youth and individuals with barriers to employment, is prepared with the skills necessary to be successful within our local & regional in-demand occupations - Healthcare, Advanced Manufacturing, the Skilled Trades, and Hospitality. Through strong partnerships with local businesses, community leaders, area educators, training providers, the committed staff of the One-Stop Career Center, and local elected officials, we have the experience, resources, and determination needed to collaborate and make this goal a reality. While remaining responsive to the employment needs of our local businesses, the board will be sure our regional training and educational support systems are strategic and practical. Clearly articulated employment career ladders- which outline advancements in responsibility and earnings as certain training milestones are met - and a no wrong door philosophy are strategies designed to maximize training and supportive services to ensure workers acquire the specific skills needed for our region's in-demand jobs. We will continue to work toward developing and refining these career ladders based on a clear educational and training pathway, including certificate programs, credit-bearing degree programs, and/or apprenticeship training. There are currently many employment opportunities within Oswego County, and recent economic and

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community development initiatives can attract new and dynamic businesses to our area. Therefore, the board will maintain a strong vision of today and be mindful of the future to support sustainable growth and measurable success.

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

ii. The local area’s workforce development programs attempt to address the strategic vision by concentrating on programs and initiatives that provide job seekers with the skills and abilities that employers are seeking. The LWDB actively promotes and supports programs that provide basic skills training, occupational training in career pathways, and HSE preparation. In addition, the LWDB continues to develop sector partnerships with local employers and training facilities to identify training opportunities that support local business needs. One example of an effective local program that the LWDB supports through the One-Stop career center is the I-BEST (Integrated Basic Education and Skills Training) program for Certified Nursing Assistants at a local training site.

iii.

- iv. In December 2020, the LWDA conducted a retreat with all board members and developed the following strategic initiatives:

1. Marketing and Outreach to Job-seekers and Businesses

a. Increase Career Center/WDB outreach and marketing efforts, so the public is aware of existing services; educating the public that these services will help you.

i. Develop an annual calendar for marketing and outreach with targets metrics and metrics for job seekers and business engagement.

b. Specialty services for small businesses – customized services and solutions. A targeted effort/binder of information to share with local businesses about the career center services and opportunities. I.E., work experience, internships, recruitment, OJT's, customized training, apprenticeships, etc.

i. Develop marketing collateral of opportunities. Develop an annual goal of how many businesses we would like to engage in the next 3, 6, 9, and 12 months. Assess our capacity (budgetary and staff) for each of these programs relative to our goals.

ii. Coordinate with OOC to offer these services as businesses look to expand or relocate to Oswego County.

2. Business Engagement

a. Apprenticeship, for example, CNA to LPN; AMI

i. It can be cumbersome for businesses. Do we have someone on staff that can follow up and ensure continuity?

ii. Apprenticeship dashboard: How do we track the progress? How are we kept up to date on what apprenticeships were approved for our county/region?

b. Launch a more robust youth internship and work experience program in partnership with the business community particularly focused on non-college-bound young adults (add mentoring opportunities?)

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iii. The process can be cumbersome for small businesses. How do we support their efforts to bring on interns and work experience to be easy and streamlined? Do we offer a binder of information on training, managing, and best developing and applying youth's skills?

iv. Create a list of businesses by industry. Assign outreach efforts—one person to contact.

3. Workforce Training & the Changing World of Work

a. Continued support and advocacy for PTECH and ECHS programming within the county. Increased engagement with local school districts.

b. Virtual work – package current Metrix Training designed to support and train job seekers and the business community on remote work (and managing staff virtually) Coursera to target specific business- would be better to offer as a business service versus unemployed. The skills set developed in Coursera better serves incumbent mid-level workers.

- v. 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 LWDB also continues to expand its outreach efforts to participants to make them aware of all of the career services, income supports, and other services available through a connection with the One-Stop career center. An essential goal of the LWDB as part of its support of individuals seeking training or employment assistance is to provide services that will allow them to accept and maintain living-wage employment. Services include job development, job posting, job match and referral, labor market information, and other employment support services. The LWDB will also promote and incentivize On-the-Job-Training (OJT) strategies and work with businesses to identify how these strategies might be modified to increase usage, especially for individuals facing barriers to employment.

Working with the following organizations that provide the core programs, the local board will successfully align available resources to achieve its strategic vision and goals:

- Oswego County Workforce New York – Workforce Innovation and Opportunity Act (WIOA) Title I Adult, Youth, and Dislocated Worker Programs;
- New York State Department of Labor (NYSDOL) Division of Workforce Solutions (DEWS)– Wagner-Peyser program under Title III of WIOA; Trade Adjustment Assistance (TAA) under Title II of Trade Act; Jobs for Veterans State Grants under Title 38, U.S.C.; State Unemployment Insurance (UI) programs;
- CiTi BOCES, Cayuga Community College - Adult Education and Family Literacy Act;
- Vocational Rehabilitation (ACCES -VR) – Rehabilitation Act.

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

The Local Board plans to exceed goals negotiated with NYSDOL relating to performance accountability measures. The LWDB leadership meets monthly to review Performance and Spending and decide on plans to ensure the targets are met. These measures support regional economic growth and self-sufficiency related to increased employment, employment retention, and earnings, all of which grow the tax base contributing to government programs and services. These outcomes also correspond to the contribution of more dollars spent with commercial enterprises, which include everything from real estate to retail and beyond. Additional effects of skill development and credential attainment ensure that we are developing the highly skilled and educated workforce that local industries rely on to grow and create jobs.

Local Workforce Development System

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

WIOA requires service delivery under the following core programs: Adult, Dislocated Worker, and Youth; Adult Education and Family Literacy Act (AEFLA); Wagner-Peyser Act employment services; and vocational rehabilitation. These core programs are a part of the local area’s workforce development system. They are provided as described below:

WIOA requires service delivery under the following core programs: Adult, Dislocated Worker, and Youth; Adult Education and Family Literacy Act (AEFLA); Wagner-Peyser Act employment services; and vocational rehabilitation. These core programs are a part of the local area’s workforce development system. They are provided as described below:

- Adult, Dislocated Worker, and Youth - Adults and Dislocated Workers have access to the full array of WIOA and partner services through the Oswego County Workforce NY Career Center. The One-Stop Career Center staff provides initial assessment to new customers. This assessment procedure requires staff to identify customers needing skill development and/or training services to obtain their employment goal during the customer’s first one-to-one meeting with a staff person. Through the assessment, career counselors identify barriers to employment and help the customer establish an employment/occupational goal relevant to the local labor market. The assessment results are entered in the New York State One-Stop Operation System (OSOS) and utilized to construct an Individual Employment Plan (IEP). Services for In-School & Out-of-School Youth follow a similar format, focusing on attaining a high school diploma or equivalency and employment. Other youth services include leadership development, financial literacy workshops, and entrepreneurial skills training.

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- Adult Education & Family Literacy Act programs - Through referrals to external training providers from career center staff, the local board provides access to employment, training, education, and training, and supportive services available to Title II participants with barriers to employment.

- NYSDOL – Collocated state labor services reps oversee the Wagner-Peyser program under Title III of WIOA; Trade Adjustment Assistance (TAA) under Title II of Trade Act; & State Unemployment Insurance (UI) programs. NYSDOL coordinates veteran services, state Unemployment Insurance (UI) programs through its Local Veterans Employment Representative (LVER) and Disabled Veterans Outreach Program (DVOP) representative. Veterans services are augmented by the LSRs and other One-Stop career center staff.

- Vocational Rehabilitation - ACCES-VR provides comprehensive services to individuals with disabilities, including testing, assessment, career counseling, training, job placement, etc. An ACCES-VR representative is on-site at the One-Stop Center several days a week. In addition, a designated Disability Resource Coordinator (DRC) is on staff daily to help individuals with disabilities access services and benefits, including the Ticket-to-Work Program, to obtain reasonable accommodations, to utilize adaptive equipment, and assistive technology access interpreter services, etc.

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

iii. Cayuga Community College administers the Carl D. Perkins Career and Technical Education Act program in the local area. The school posts the career center workshop calendar and job fair and recruitment information, as well as maintaining current job postings on our employment board outside of the student engagement office.

- iv. Other workforce development programs, if applicable.

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

The local area will ensure continuous improvement of services and service providers through the oversight of the Local Board. The LWDB is in the midst of releasing the One-Stop Operator RFP for bid. The execution of the RFP will ensure the coordinating of service delivery of the One Stop partners and service providers, making recommendations to improve system effectiveness through the sharing of services, resources, training technologies among partners, as well as promoting the expansion of partnerships and integrated service delivery. The System One-Stop Operator will perform the critical task of taking WDB policies and State and Federal mandates and translating them into actionable goals and objectives for the partners within the System. The responsibilities of the System Operator include:

- Coordinating service delivery of One-Stop partners and service providers across the One-Stop System

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- Coordinating partner responsibilities as defined in their respective memorandum of understanding (MOU)
- Reporting to the WDB, stakeholders, and partners on system activities.
- Making recommendations to the Executive Director to improve system effectiveness through the sharing of services, resources, training, and technologies among partners, and implement the corrective action required for those improvements.
- Coordinating the effort of customer experience improvements outlined in the Career Center Certification enhancements sections. Include review and update of the One-Stop Center customer service comment cards.
- Assisting in promoting the expansion of partnerships and increased integrated service delivery.

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

The local Workforce Development Board acts as a convener between Eligible providers and local businesses, workers, and job seekers. In coordination with industry partners, our goal is to ensure that Eligible providers are aware of the local and regional workforce needs, economic and demographic fluctuations, and trends and can respond accordingly.

The local Workforce Development Board (with the support of board staff) provides information, consultation, and oversight. This process allows Eligible providers to meet the employment needs of local businesses, workers, and job seekers in a manner consistent with industry-specific, sector-based career pathway development strategies.

Such strategies aim to prepare students for occupations in demand, growth industries, require demonstrated effectiveness in achievement of outcomes, support the local area’s attainment of primary indicators of performance, and respond to customer demand. The selection of eligible providers and their continuing eligibility is informed by feedback from businesses, participants, and job seekers, along with performance outcomes and monitoring findings. Eligible providers are encouraged to use this feedback to add to, modify or eliminate training programs that no longer serve the needs of local businesses, workers, and jobseekers. This ensures a robust and suitable set of training offerings that meet the immediate and future needs of the above-stated constituencies.

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

The roles and resource contributions of the Career Center partners are as follows:

-County of Oswego: WIOA Title I Adult, Dislocated Worker and Youth programs – Employment and Training

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- Cayuga Community College: Perkins Act CTE programs – Education and Training
- Oswego County Dept. of Social Services: TANF – Education and Training for youth
- Associates for Training and Development (A4TD): SCSEP National Grantee – Employment Services
- CHP International, Inc.: Job Corps - Outreach and Training
- NYS Dept. of Children and Family Services Commission for the Blind: Title IV Rehabilitation Act: Rehabilitation
- NYS DOL: Wagner-Peyser, TAA, Veterans, UI: Employment, Training and Veteran services
- NYSED Vocational Rehabilitation: ACCES VR – Employment and Training, Rehabilitation
- City of Oswego Community & Economic Development: HUD Family Self-Sufficiency Program – Employment and Training
- NYSED: WIOA Title II Adult and Family Literacy Act - Education

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.

b. Our vision is to support a clearly articulated employment career ladder and a no wrong door philosophy designed to effectively deliver training and supportive services that parallel the specific skills required for our region's in-demand jobs across all programs. The Workforce Development Board and staff and our highly skilled educators and training providers and local legislative leaders will work collaboratively to make this goal a reality for all job seekers, including youth and individuals with barriers to employment. Our focus will remain fixed upon the in-demand job opportunities throughout Oswego County while simultaneously working with our partners to ensure that our regional training and educational support systems are strategic and practical. The LWDA will continue to advocate and support the continued development of "career ladders" based upon (certificate and/or credit-bearing) a clear educational and training pathway.

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

d. Aligned with our in-demand occupational sectors, employers also identified the following certification programs that would support their employment needs: 1.) Leadership/supervisory skills; 2.) Industrial/occupational safety training; 3.) CNA, LPN and RN Certification; 4.) Advanced Manufacturing Certification; and 5.) Industrial Maintenance Certification. The LWDA will support access to these types of training through referrals to programs that improve basic skills, such as HSE preparation, I-BEST model training for CNA and manufacturing careers and individual training accounts (ITA's), and providing necessary, eligible supportive

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services to facilitate enrollment in programs leading to recognized postsecondary credentials.

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

Yes, soft skills, safety, manufacturing and industrial certifications are all portable as they provide transferrable skills that are marketable to a wide variety of industries and sectors, thus maximizing opportunities for employment with local employers.

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

Yes. The credentials noted above, and any future credentials that may be deemed appropriate based on local employer demand, are considered “stackable” in that they can be considered preparatory to the achievement of a higher-level credential with additional training. For example, an individual may earn a HSE certificate and become a CNA through an I-BEST program. After gaining work experience as a CNA, that individual may decide to build on that experience to move up the medical career ladder to LPN or RN. The CNA certification was the entry point of a predetermined occupational progression, which led to increased earning potential for the individual.

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.

The LWDA and its partners provide eligible individuals access to education and training, particularly those with barriers to employment, and will be expanded in several ways:

The LWDB has increased its outreach to ISY, and WDB staff serves on the P-Tech Governance, Early College High School program for Health Sciences and Information Technology.

The LWDA has secured funding from external sources in supporting a Healthcare Liaison to serve as an industry expert and focus on sector industry-specific services and outreach.

The LWDB has allocated resources to support a Disability Resource Coordinator (DRC) position using the Administrative Employment Network (AEN) funding. The DRC will reach out to individuals with disabilities to promote the services available through the career center and assist them in accessing the resources of the career center and partner programs;

- Career center staff will continue to work with partner agencies on events specific to the needs of those with disabilities. Events include an annual Disability Mentoring Day

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matching those with disabilities with local employers for a mentoring experience; and an annual “Tools of the Trade” event, which provides agencies serving those with disabilities with information, tools, and resources to more effectively deliver services. In addition, career center staff organize and host the Job Placement Network, a network of agencies that provide services to individuals with disabilities. The Job Placement Network works together to reach out to those with disabilities, promote the services available through the system, and coordinate service delivery to provide job placement services.

The LWDB partnered with the SUNY Oswego Capstone Program to create a more active outreach strategy and effectively publicize and promote the services available through the career center. The recommendations included a new website, the use of social media, and updated marketing materials. All recommendations have been put in place, and the career center is currently using these tools for increased outreach and public engagement.

The LWDB continues to work with partner agencies to expand access to services and promote a “no wrong door” philosophy designed to effectively deliver training and supportive services that parallel the specific skills required for our region's in-demand jobs to all populations including those with barriers to employment.

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

The LWDA will facilitate access to services through the One-Stop delivery system, including remote areas, through the use of technology by the following:

LWDA partners, Cayuga Community College and Oswego County Opportunities have launched a mobile classroom/lab (RV) project to deliver programs and services to the rural areas through an AEI grant. The services provided will be adult literacy, work readiness, health literacy, financial literacy, and other referral services.

The LWDA One-Stop offers virtual workshops and assessment appointments.

The LWDA launched the Skill Up Initiative to provide County residents the opportunity to access a free, 6-month license to the Metrix Learning System, a flexible, self-directed e-learning service offering online courses for Oswego County residents to upgrade existing skills and learn new skills to improve their marketability to prospective employers. In addition, the system provides opportunities to:

- Explore Career Pathways to understand the skills required for in-demand careers and receive a recommended training plan.
- Browse the Catalog of over 3,800 different courses, complete training courses to enhance skills, and earn digital badges for each skill learned.
- Look for a job by linking directly to Indeed.com to browse real-time job openings in the local labor market.

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

The LWDA is implementing and transitioning to an integrated technology-enabled intake case management system using the New York State One-Stop Operating System (OSOS) as the primary system to capture information acquired through the assessment process. In addition, the LWDA has established a standard format for all career center staff (County, NYS DOL) to capture and record information obtained from the Assessment/Employment Plan in a consistent format so current status and planned actions can be easily identified. Elements captured are identified below:

DEV

1. Employment Status:
2. If employed, Meets Local Self-Sufficiency?
3. DW:
4. Veteran:
5. Selective Service:
6. Low Income:
7. TANF Public Assistance:
8. Other Public Assistance:
9. LEP:
10. Single Parent:
11. Homeless:
12. Offender:
13. Meets Local Priority:
14. Was made aware of AA/EEO and grievance procedures: All information based on Initial Assessment on _____ and registration forms signed, unless otherwise noted.

EMPLOYMENT PLAN:

1. Service Category:
2. Barriers:

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3. Short Term Occupational Goal:
4. Proficient KSA:
5. Long Term Occupational Goal:
6. Suggested Assessments:
7. Next Steps:

d. Provide a description and assessment of the type and availability of programs and services provided to adults and dislocated workers in the local area.

- Career Center providing access to NY Job Bank/Job Listings, Referral to Jobs, Access to Computers/Printers, Internet Access, Labor Market/Demand Occupation Information, Resume/Cover Letter Assistance, Fax/Copiers/Phone Access
- Career Assessment, Career Exploration, and Career Planning Services
- Employment Plan Development
- Employment Counseling
- High School Equivalency/Basic Skills training tutorials/referral to partner services
- Workshops to sharpen job-seeking skills
- Resume, cover letter, and interviewing skills assistance
- Computer classes in Word, Access, Excel, QuickBooks, and PowerPoint
- Skill Assessment through the Kenexa Prove It! system to assess and/or validate skill levels
- On-Line Learning options (through the Metrix Learning System) to earn occupational skill certificates, upgrade basic (math/reading) skills, or review/prepare for licensing exams
- Tuition assistance (up to \$4,000) in the form of Individual Training Accounts (ITA's) for classroom/occupational skills training in-demand occupations
- On-the-Job Training opportunities to learn job skills while earning a paycheck.
- Testing for the following certifications: Microsoft Office Specialist (MOS); Internet and Computing Core Certification (IC3); Adobe Certified Associate (ACA); Microsoft Technology Associate (MTA); CompTIA Strata; QuickBooks Certified User; Auto-desks
- Resume skill matching technology
- Supportive Services
- Services for individuals with disabilities
- Specialized services for Veterans
- Specialized services for Youth

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- 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 Career Center Director currently sits on the Oswego County Transportation Advisory Council. Working with Oswego County Mobility Manager to overcome transportation barriers for attending training and maintain employment. The Mobility Manager is studying the current needs of county residents and gaps in the existing transportation to bridge those gaps into the future.

- f. Describe the replicated cooperative agreements in place to enhance the quality and availability of services to people with disabilities, such as cross training to staff, technical assistance, or methods of sharing information.

The local area has established a Memorandum of Understanding (MOU) that includes ACCES-VR and the New York State Commission for the Blind as partners to the MOU. In addition, staff from ACCES-VR are stationed on-site at the AJC to enhance the quality and availability of services to people with disabilities. The local area also coordinates with our partner agencies to sponsor an annual "Tools of the Trade" event to provide information and staff training on best practices for delivering services to those with disabilities.

- g. Describe the direction given to the One-Stop System Operator to ensure priority for adult career and training services is given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient.

The LWDB has issued a Priority of Service Policy outlining requirements to ensure that adult career and training services are provided to veterans, recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient. The Priority of Service policy has been provided to the One-Stop Operator and the Oswego County Division of Employment and Training (DET), selected as the provider of Career and Training Services in the LWDA. DET and all service providers must agree to abide by this policy. The LWDA Priority of Service policy is available to view at: <https://www.ocwny.org>, under the About tab, Local Policies.

- 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:

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ensuring that all One-Stop Center and partner staff receive training on these requirements;

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

continually assessing physical and program accessibility to ensure compliance with the law.

ii. Technology and materials for individuals with disabilities; and

The technology and materials available for individuals with disabilities include:

Accessible Computer

Split-Level Work Station

Ergonomic Mouse

Ubi Duo – to allow better communication with individuals who are deaf or hard of hearing

Claro Read Software to support reading and writing

Dragon Naturally Speaking software using recognition of natural speech to create documents

Braille Writer

TTY Text Telephone System

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

The LWDA employs a part-time Disability Resource Coordinator (DRC) who has received specialized training in delivering services to individuals with disabilities. The DRC will conduct training with AJC staff to share this information. The LWDA has a variety of equipment to serve individuals with disabilities, but no staff have received formal training on the use of this equipment. The LWDA is researching to identify a provider who can provide staff with this training.

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

The role of the One-Stop partners related to the nondiscrimination requirements of WIOA and applicable provisions of the Americans with Disabilities Act is to ensure that all partner staff receive proper training on these requirements and ensure compliance in the delivery of the program services. In addition, these requirements extend to any contract agencies working with One-Stop partners. Resource contributions of One-Stop partners

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include the staff time spent delivering training and ensuring program requirements are met.

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 Oswego LWDA is fortunate to have a dynamic Workforce Development Board (WDB) primarily of local business representatives. On an at least yearly basis, the Executive Director prepares a business-focused event to engage members in discussing topics relevant to their work. Past events included an employer survey to gather feedback on local business needs, including soft skill development, technical and training needs, and credentialing requirements. Using this information, the WDB was awarded funding to provide soft skills training to local business employees and at-risk youth.

Future events will include WDB board retreats to address current business and training issues in the area, community & business roundtables, additional surveys designed to provide real-time information about the ongoing effects of the COVID-19 Pandemic on businesses adult and youth job seekers. There will also be an increase in marketing and outreach to both businesses and job seekers about career center services, increasing business engagement around apprenticeships and internships and job-shadows, and increased engagement through K-12 partnerships. Additionally, business engagement will continue to be encouraged through a partnership with the local chamber of commerce, co-located with the WDB office building.

Finally, the Executive Director will continue to publish a monthly newsletter that focuses on local, regional, state, and federal workforce and employment issues. This newsletter seeks to inform the workforce system's vision and engage local employers by encouraging participation in sector-based initiatives and developing career pathways in response to locally identified needs.

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

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

Strategies used to support a local workforce development system that meets the needs of businesses in the local area include:

- Assistance businesses to find qualified workers

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- Job Posting/Referral services
- Recruitment, Pre-screening and Interviewing assistance Use of career center for recruitments
- Customized Training to upgrade the skills of incumbent workers
- On-the-Job Training subsidies to offset the cost of training workers
- Tax Credit Information
- Labor Market Information
- Testing site for the following certifications: Microsoft Office Specialist (MOS); Internet and Computing Core Certification (IC3); Adobe Certified Associate (ACA); Microsoft Technology Associate (MTA); CompTIA Strata; QuickBooks Certified User; Autodesk
- Assistance accessing grant funding for employee training initiatives
- Rapid Response Services

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

The Director of Economic Development sits on the LWDB and takes an active role in workforce development programs. Updates on economic development activities are a standing agenda item at each WDB meeting. Information shared on economic development activities, new business development/expansion, and the background and skills needed by the local workforce is used to inform and shape workforce development programs and services.

In 2017, the Economic Development IDA conducted an Industry Analysis and developed the Oswego County Advancement Plan. As a result, the LWDB has aligned its workforce development strategies with the Economic Advancement Plan.

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

Entrepreneurial skills training and microenterprise services are highly encouraged in the LWDA. Career center staff promote the idea of starting a business with individuals accessing career center services. Individuals expressing an interest in starting a business are referred to the Small Business Development Center (SBDC) at SUNY Oswego. The SBDC works closely with Economic Development to assist candidates in accessing the resources (grants, loans, etc.) available through Economic Development to make their dream of starting their own business a reality.

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

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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 includes county and NYSDOL staff who have worked together and established standard processes to deliver services in a coordinated and seamless manner. These include a common application used by all staff, a standard orientation providing an overview of the services available through the career center, and standard procedures for customers to access the full array of services through the system. Regular communication and information sharing through all staff meetings and training 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;

Postsecondary education programs used in the LWDA must be approved providers/programs on the NYS ETPL. Providers wishing to offer postsecondary training opportunities can apply to the NYS ETPL.

Secondary education programs, including literacy and basic skills training, are provided through Oswego County Opportunities (OCO), the Fulton City School District, and CiTi (BOCES) in Oswego County. The LWDB has established procedures for OCO, the Fulton City School District, and CiTi provide the LWDA with information on available program services and a process to refer candidates for these services.

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

The Workforce Development Board sub-committees are designed to bring together partner agencies to address education and workforce activities and coordinate strategies to enhance service delivery. The sub-committees include the Youth Council, the Partners Roundtable, the Business Development Committee, and the Skills and Training Committee. These committees include representatives from community partners, local businesses, education, and training agencies and meet quarterly to coordinate services, eliminate duplication, and improve program services.

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

iv. The Partners Roundtable, a sub-committee of the LWDB, is tasked with streamlining services and avoiding duplication in the local workforce system. The Partners Roundtable meets twice a year to discuss program service needs and the most efficient manner of delivering these services. Examples of streamlined services include a universal job bank for posting job openings and referring candidates and a coordinated workshop calendar outlining all the workshops available in the LWDA and the process for customers to sign up.

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 New York State Department of Labor issued an agreement with the LWDA to ensure collaboration under the RESEA grant. This agreement outlines how services will be coordinated to improve service delivery and reduce duplication at the local career center. In addition, sub-committees of the LWDB meet on a quarterly basis to identify strategies to streamline services, reduce duplication and enhance the services available through the One-Stop System.

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 LWDB has developed an MOU that defines how local service providers will carry out the requirements for integration of and access to the services available at the career center. In addition, MOA's have been established with the following providers:

- o Citi BOCES-
Tutoring/Study Skills, Instruction and Drop-out Prevention
Alternative Secondary Education
Education Offered Concurrently with Workforce Preparation
Post-Secondary Preparation and Transition Activities
- o Cayuga Community College-
Post-Secondary Preparation and Transition Activities
- o Oswego City-County Youth Bureau-
Leadership Development (LOCY)
- o Oswego County Opportunities-
Comprehensive Guidance and Counseling (Drug, alcohol and mental health)
Tutoring/ Study Skills, Instruction and Drop-out Prevention
- o Compass Federal Credit Union-
Financial Literacy Through the Money Smart Program
- o Small Business Development Center-
Entrepreneurial Skills

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- o Farnham Family Services-
Post-Secondary Preparation and Transition Activities
- o Harbor Lights-
Comprehensive Guidance and Counseling (Drug, alcohol and mental health)

Title II Program Coordination

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

The LWDA was awarded funding for a Literacy Zone, designed as a reform initiative to close the achievement gap in urban and rural communities of concentrated poverty. Literacy Zones provide a systemic approach to meeting the literacy needs of these communities characterized by significant poverty and deficits in literacy and English language proficiency. Each Literacy Zone can provide pathways out of poverty for individuals and families in the following areas:

- A continuum of literacy from early childhood through adult, including strong support for parents’ involvement in their children’s literacy development at home and engagement with the school system
- Assistance and support for out-of-school youth to enable them to complete high school and succeed in postsecondary education or advanced training
- Postsecondary transition that enables out-of-school youth and adults to obtain a high school equivalency diploma and succeeds in postsecondary education
- Support services that enable out-of-school youth and adults who are receiving public assistance, or families with incomes of less than 200 percent of poverty, obtaining and retaining employment
- Transition programs for youth and adults returning to the community from incarceration
- Pathways to citizenship and English language proficiency for limited English language adults
- Workforce development programs, including apprenticeship, career and technical education, and career pathways
- Support for mature workers and senior citizens to enable them to stay out of Poverty
- Highly collaborative in referral services, including financial sufficiency and health literacy

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- Support for individuals with disabilities and their families
- Transition support for returning veterans and their families, including disabled veterans

- 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.

The LWDB collaborates with Title II partners, who offer secondary and post-secondary programs, to make them aware of the One-Stop Career Center's services and ensure that customers are referred for services. The LWDB also works with Title II providers making sure their programs align with workforce skills required by their industry sector/partners.

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

The local LWDB will facilitate career pathways by promoting secondary education and training designed as a series of manageable steps leading to successively high credential and employment opportunities. This business engagement and sub-committee collaboration is essential in creating practical stackable credential training. Co-enrolling in academic programs will be crucial to the success of these pathways. Many employers have found that basic educational skills have been lacking in their new employees. Having a person enrolled in secondary education/training and basic skills education will create a learning experience preferred by employers.

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

The LWDB will work closely with the core program partners, including those authorized under the Carl D. Perkins Career and Technical Education Act, to ensure that entry-level training programs include the student's completion of essential educational components. This philosophy of combining basic skills with workplace skills seems to produce a more attractive candidate for employers. In addition, ESL can also be offered to those non-English speaking individuals, thus, making the learning experience more beneficial.

Youth Activities

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

Oswego County DSS, Division of Employment and Training

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Elizabeth Barone-Kapuscinski, Senior Employment Specialist
315-591-9010 phone elizabeth.kapuscinski@oswegocounty.com

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

i. New OSY

342

ii. Carry-over OSY

11

iii. New ISY

18

iv. Carry-over ISY

2

v. Work experiences

64 (4 Carry-over, 60 New)

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

c. In Attachment F, Youth Services, located on the New York State Department of Labor (NYSDOL) [website](#) under the Local Planning section, identify the organization providing the Design Framework which includes: Intake & Eligibility, Objective Assessments, and Individual Services Strategies (ISS), and 14 Youth Program Elements and whether the provision of each element is contractual, with a Memorandum of Agreement (MOA), or provided by the LWDB.

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

i. Connect back to the WIOA Youth Program Design Framework, particularly the Objective Assessments and ISS; and

Providers and LWDB staff ensure the WIOA elements connect back to the Design Framework and ISS by designating Oswego County Division of Employment and Training (OCDET) as the Provider of Framework Services. A written agreement is in place between the LWDB, Oswego County and OCDET delineating roles and responsibilities of OCDET in the provision of youth program services. In this capacity, OCDET is responsible for determining program eligibility, completing the employment assessment and completing the Individual Service Strategy outlining the plan of service for each customer. Included in

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the ISS are service needs related to each program element. OCDET is responsible for ongoing case management, making referrals to the service providers designated for each program element, and carrying out the plan of service as outlined in the 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.

Providers and LWDB staff ensure the WIOA elements are made available to youth with disabilities by establishing a common process for all youth, including those with disabilities, to access youth program services. In addition, the LWDA employs a part-time Disability Resource Coordinator (DRC) who conducts outreach and coordinates with our partner agencies (ARISE, ACCES-VR, Oswego Industries) to share information on the availability of program services.

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

A successful model employed by the local area for youth services in the I-BEST Model. The LWDA partnered with the Center for Career and Community Education (CCCE) to address educational (math and reading levels) barriers that prevented youth from enrolling into a CNA program. The IBEST model incorporates academic learning specific to an occupation with occupational skills training. Youth enrolled in the IBEST CNA program are able to improve basic math and reading skills, work toward the attainment of a high school equivalency diploma and earn an occupational skills credential.

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

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

No (Not required to attach a policy)

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

Administration

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

b. The entity responsible for the disbursement of grant funds as determined by the Chief Elected Official is the Oswego County Department of Social Services Financial Unit.

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

WIOA rules require local Workforce Development Boards to establish a written policy and procedure for the procurement of services funded through the Workforce Innovation and

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Opportunity Act. Policies and procedures must address the roles of the grant recipient and fiscal agent in the procurement of services.

Purpose: The purpose of this procurement policy is to provide continuity and standards for the purchases of equipment, services and supplies deemed necessary for the successful operation and promotion of the mission of the Workforce Development Board, Inc. of Oswego County (WDB). The WDB engages in procurement methods such as micro purchases, small purchases, competitive proposals, and noncompetitive proposals as defined in 2 CFR 200.320. These purchasing processes and sourcing strategies are to ensure that the board obtains the best value for its money in the procurement of goods and services. The Workforce Development Board will follow the RFP Procurement Process listed below when issuing an RFP:

OSWEGO WDB RFP PROCUREMENT PROCESS

1. RFP is drafted by the Workforce Board Director and/or the Assistant Director of the Oswego WDB
2. RFP is approved by the WDB Full Board or Executive Committee
3. RFP is publicized via WDB website and newspapers
4. Bidders conference takes place
5. Proposals by outside service providers and/or DSS/E&T Unit are received by the WDB.
6. An independent evaluation subcommittee scores received proposals.
7. Received proposals from DSS/E&T Unit and/or other service providers are scored by an independent subcommittee of the Workforce Development Board (DSS/E&T Unit staff cannot participate in the scoring of any proposals)
 - a. The independent committee will consist of a mix of Workforce Development Board staff, and Workforce Development Board members.
 - b. The RFP budget template form used in the RFP is created by the DSS, E&T Fiscal Manager / Senior Accountant
 - c. The DSS, E&T Fiscal Manager/Senior Accountant oversees the RFP procurement process for Oswego County as the Grant Recipient – Fiscal Manager / Senior Accountant
8. The independent subcommittee of the Workforce Development Board forwards their recommendations to the WDB for a vote.
9. The WDB acts upon the recommendation of the subcommittee by voting on and awarding the contracts.
10. Contracts are executed between the County (on behalf of WDB) and approved contract service provider(s) as awarded by the WDB vote. Awards to DSS/E&T will be in contract form consistent with awards to outside providers.

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Contracts will be signed off by the WDB, the County and the Service Providers.

- d. Provide the local levels of performance negotiated with the Governor and CEO(s) to be used to measure the performance of the local area and to be used by the LWDB for measuring the performance of the local fiscal agent (when applicable), eligible providers, and the One-Stop delivery system, in the local area.

Local Performance Goals set by NYSDOL are as follows:

Adults

Second Quarter Employment Rate 69.0%

Fourth Quarter Employment Rate 68.0%

Median Earnings \$5,300

Credential Attainment 46.0%

Measurable Skill Gains 45.0%

Dislocated Workers

Second Quarter Employment Rate 67.0%

Fourth Quarter Employment Rate 67.0%

Median Earnings \$6,500

Credential Attainment 27.5%

Measurable Skill Gains 45.0%

Youth

Second Quarter Employment Rate 53.7%

Fourth Quarter Employment Rate 58.3%

Median Earnings \$3,000

Credential Attainment 63.0%

Measurable Skill Gains 50.0%

- e. Describe the actions taken toward becoming or remaining a high-performing LWDB, consistent with factors developed by the State Workforce Investment Board (SWIB). The LWDB will be defined as high performing if it meets the following criteria:
- i. It is certified and in membership compliance;

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- ii. All necessary governance actions and items have been accomplished, including executing a local Memorandum of Understanding (MOU), selecting a One-Stop System Operator, and implementing all required local policies, etc.;
- iii. All One-Stop Career Centers in the LWDA have achieved at least an 80% score in the Career Center Certification process; and
- iv. The LWDA meets or exceeds all performance goals.

The LWDB meets all certification and compliance requirements under WIOA. The LWDB is certified and in membership compliance; has executed a local MOU; has selected a One-Stop System Operator, and has implemented required local policies. In addition, the LWDA has a history of meeting/exceeding all performance goals, and staff have been provided with training on the Primary Indicators of Performance.

Training Services

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

Training services will be delivered through the Oswego County Workforce New York career center in the local area. Training services will include classroom/occupational skills training, and customized and On-the-Job Training.

Training services will be provided in the local area in the following manner:

Classroom/occupational skills training programs will be provided by issuing Individual Training Accounts (ITA's) to providers on the NYS ETPL for occupational skills training programs that lead to a certificate, degree or license. The training program must address the skills needed for jobs in demand in the local or regional labor market.

The ITA Cap is set at \$4,000.

ITA funded training must be able to be completed in no more than 24 months.

The individual must be below the self-sufficiency standard established by the LWDB. The Self-Sufficiency definition states that Individuals earning \$25/hour or greater, and employed full-time are considered self-sufficient and therefore, ineligible for an ITA. Full-time status is determined by the current employer.

ITA funded training must be linked to employment opportunities in demand in the local labor market, or in a neighboring labor market within a reasonable commuting distance. Written confirmation from a business guaranteeing employment to an individual who completes a specified training program will be considered training in an occupation in demand. In addition, when searching using a bona fide job search engine, the LWDB will consider any occupation yielding three or more current openings in the region to be a demand occupation.

The LWDA On-the-Job Training and Customized Training policies are available to view at: <https://www.ocwny.org>, under Local Plan Documents, Local Policies".

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

Providers used for training will be those on the NYS ETPL. An Individual Training Account (ITA) will be authorized to providers on behalf of an individual approved for training. The ITA will include the individuals name, the program name, start and end dates, and the total amount authorized for that individual. There are no plans for contracts for training services outside the ITA process at this time other than On-the-Job training contracts.

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

The LWDB will ensure informed customer choice by using the NYS ETPL in the selection of training providers, providing a single resource where customers can go to access the available training options. In addition, the LWDB will make available program and performance data and feedback from customers who previously attended training with each training provider. This information will be kept in a binder at the career center for customers to review. Career center staff will also encourage customers to explore all training providers offering a specific program prior to finalizing their decision on which one to attend.

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.

The local board process is to post the Local Plan for seven business days to provide the public with an opportunity to review and comment:

- 1.) The local Plan document is uploaded to the WDB website:
(TBD- link to webpage)
- 2.) A notification is placed in the local papers inviting the public to review and comment on the Local Plan

The Local Plan combines input from various sources, including members of the workforce development board representing business, labor organizations, social services, education, front-line One-Stop Center staff, and labor market data. It is the result of open discussion during board meetings and sub-committee meetings about the needs of the local workforce and employers. Local board members will be sent the plan before the upcoming Full Board meeting and have an opportunity to review and comment before approving the Local Plan.

List of Attachments

Please complete all attachments listed below.

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Attachment A – Units of Local Government

Attachment B – Fiscal Agent

Attachment C – Signature of Local Board Chair

Attachment D – Signature of Chief Elected Official(s)

Attachment E – Federal and State Certifications

Attachment F – Youth Services Chart

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

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

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

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

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

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