

ORANGE 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].

January 28,
2020

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

May 21, 2021 WDB Presentation - Review and Discussion

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

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

Existing and emerging in-demand sectors and occupations

Based on the latest report and data from the Orange County Partnership, the major target industries include Manufacturing, Healthcare, Distribution, Food and Beverage, Software Development, Agri Business, Energy and Tourism.

The significant industry sectors based on the most recent NYSDOL Labor statistic include Ambulatory Health Care, Amusements, Warehousing, Nursing, Specialty Trades, Food Manufacturing, Administration/Support, Landscaping, Technical, Management Analyst and Heavy Construction.

The Orange County high-demand occupations include: Computer System Analyst, Physician Assistant, Emergency Medical Assistant, Occupational Therapy Aide, Food Server, Medical Secretary, HVAC Tech, Bookkeeping Clerk, Computer Machine Operator, Light Truck Driver, Tractor Trainer Driver, Computer Support Specialist, Security Guard, Office Clerk, Child Care Worker, Medical Assistant, Physical Therapist, Nurse Assistant, Psychiatric Aide, Respiratory Therapist, Human Service Assistant, Emergency Medical Tech, Personal Care Aide, Customer Service Rep, Janitor, Retail Sales, Secretary, Registered Nurse, Home Health Aide, Receptionist, LPN.

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

The employment needs of businesses in those sectors include: Ambulatory Health Care, Food Service, Administrative and Support, Professional and Technical Services, Clothing Stores, Social Assistance, Hospitals, Food and Beverage, Specialty Trade Contractors, Merchant Wholesalers, General Merchandise Stores, Nursing and Residential Care, Educational Services, Motor Vehicle Parts,

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Membership Organizations, Personal and Laundry, Transit and Passenger Transport, Truck Transportation, Building Material Stores, Repair and Maintenance, Telecommunications, Health and Personal Care, Credit Intermediaries.

- 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.

A basic pre-requisite for all employers is a strong foundation of work readiness and pre-employment skills. Employers in today's labor market need employees that are motivated to work, are cooperative and listen well, get to work every day, can relate to co-workers and supervision and have solid communication skills. Educationally, employees need to have solid reading, writing and math skills and whenever necessary, problem solving skills. Certainly, many of the positions will require computer and technical skills. The OCWDB has developed a Talent Pipeline to help ensure a work-ready and available labor supply. The OCWDB has also worked on developing career pathways in several occupational areas to promote a seamless progression from one educational stepping stone to another, and across work based training and education. Wherever possible, the OCWDB will work to deliver credentials, certificates, and post-secondary level training to the WIOA populations. The OCWDB will also continue to offer OJT to appropriate employers. Whenever possible, customized and/or incumbent worker training will be utilized. The OCWDB will look to respond to the high demand occupational sectors to develop and expand our educational/training provider base.

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

- i. Current labor force employment and unemployment numbers;

The unemployment rate for Orange County, effective March, 2021 was 6.1%. Orange County has 379,210 residents. For the combined Orange, Rockland and Westchester counties, there are 800,900 employed, an increase of 1.9% since last year.

Orange County Population Growth
New York State Growth Rate = 2.2%
Orange County Growth Rate = 1.3%

Orange County's Workforce Highlights
- Our labor shed consists of Orange, Dutchess, Rockland, Sullivan and Ulster counties in NY and Pike and Wayne counties in Pennsylvania

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- Continued population gain in the 20 to 24 year old group
- Tremendous expansion in workers over the age of 45
- People are working longer and retiring later
- The population is also experiencing a growth in diversity
- Over 88% of the population in Orange County holds a high school diploma
- More than 28% hold college degrees
- One quarter of Orange County residents commute to work out of the County
- 22% of our workforce commutes into the County
- Orange County workers are willing to commute 30 or more minutes on a daily basis
- Favorable comparative wage structure

		% of Total
Total County Residents at Work (Age 16 or older)	170,035	100%
Worked outside of New York State	13,603	8%
Worked in New York State	156,432	92%
Worked in Orange County	111,883	65.8%
Worked outside Orange County	44,549	26.2%
Travel Time to Work		
0 to 19 minutes	40.1%	
20 to 34 minutes	25.5%	
35 to 59 minutes	14.9%	
60 or more minutes	19.6%	
Mean Travel Time to Work	33.4 Minutes	

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

The most significant trends include from Most Significant:

1. Ambulatory Health Care 42.3%
2. Amusement/Recreation 37.4%
3. Warehousing 27.7%
4. Nursing 26.9%
5. Speciality Trades 24.7%
6. Food Manufacturing 23.4%
7. Administrative/Support 22.3%
8. Technical 17.1%

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9. Management Analyst	19.4%
10. Heavy Construction	13.4%

Wages by Significant Sector -Orange County:

Manufacturing	\$54,541
Construction	\$53,056
Retail	\$27,747
Transportation	\$42,409
Technical	\$62,662

Food Manufacturing: Baker, Operation Manager

Professional/Technical: Management Analyst, Para Legal

Heavy Construction: Mason, Steel Worker

Construction of Buildings: Cost Estimator, Construction Laborer

Fastest Growing Occupation by Industry:

Ambulatory Health: EMT, Medical Assistant

Amusement/Recreation: Recreation Attendants, Cooks

Warehousing: Operations Manager, Maintenance Worker

Nursing: Home Health Aide, Food Service, Personal Care Aide, LPN

Specialty Trades: Plumbers, Electricians, Laborers

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

Orange County has an abundant number of skilled and educated workers to supply local and regional employers. 89% of the Orange County population are high school graduates. 9.2% of Orange County residents were awarded Associate Degrees. 28.6% of the Orange County population have Bachelor's Degrees. However, the three cities in Orange County (Newburgh, Middletown, Port Jervis) have high levels of public assistance recipients and families below the poverty level. There are also high numbers of high school drop outs, single parents, food stamp recipients and limited English speaking. Consequently, literacy services are very important in those three cities. The coordination of WIOA Title II services with WIOA Title I services will be instrumental in this area. Also, as stated in the Title II section of this Plan, outreach to this population from the American Job Centers as well as certificates, credentials, post-secondary, and career pathways.

The OCWDB will work closely with the educational providers in the County to provide

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these services, i.e., SUNY Orange, Orange-Ulster BOCES, school districts, Mount St. Mary College and certified non-profits.

The OCWDB will also be coordinating with New York State Ed ACCES-VR to outreach and serve individuals with challenges.

The OCWDB will also coordinate and support the New York State Mid-Hudson Regional Economic Development Workforce Plan.

The Mid-Hudson Regional Economic Development Council is committed to supporting workforce development within the Region by identifying and promoting projects that provide effective training in priority areas, and by building partnerships at the community and regional level.

- 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.

OCWDA One-Stop System. The One Stop System in OCWDA is known as Orange Works American Job Center (“Orange Works”). Orange Works operates primarily through two (2) fully-certified comprehensive physical one-stop career centers (individually referred to as a “Center” and collectively referred to as “Centers”) located in the Cities of Middletown and Newburgh, respectively. The Centers provide a variety of services; employment, career, and training services under one (1) roof to assist job seekers and businesses alike. The Centers also offer the services of a full-time disability resource coordinator, funded under the Disability Employment initiative, Ticket-to-Work program. In addition, the Centers provide TANF employment and training services and activities for employable TANF, Safety Net and Food Stamp recipients through funding provided to OCETA by the Orange County Department of Social Services (“OCDSS”). Orange Works is currently managed by a four (4) agency consortium consisting of OCETA, which acts as lead agency, SUNY Orange, Orange-Ulster BOCES and the New York State Department of Labor (“NYSDOL”). To enhance delivery of services, OCETA, NYSDOL, and OCDSS-OCETA TANF staff are co-located in both Centers.

Services to be Offered through the One Stop System:

Eligibility for Title 1 Services

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Outreach, intake, orientation
Initial assessment
Labor exchange services
Referrals to programs
Labor market information
Performance, cost information
Supportive services information
UI information and assistance
Financial aid information
Follow-up services
Comprehensive assessment
Individual employment plan
Career planning, counseling
Short-term pre-vocational services
Internships, work experience
Out-of-area job search
Financial literacy services
English language acquisition
Workforce preparation

The OCWDB utilizes a number of qualified vocational educational classroom training providers to deliver training. SUNY Orange and Orange-Ulster BOCES are the two primary providers that the OCWDB utilizes. The OCWDB also offers a comprehensive On-the-Job training program for local employers and the WIOA eligible population. The OCWDB sponsors a number of local and regional job fairs; some based directly at the American Job Centers and two comprehensive Job Fairs located at the two major malls in Orange County (the Galleria Mall in Middletown and the Newburgh Mall in Newburgh). The American Job Centers collaborate and coordinate extensively with the local education/literacy providers to offer ABE, HSEQ, TASC and ESL services. We also work with NYSED-ACCES-VR to train and place disabled customers. OCETA is a certified Ticket-To-Work Employment Network. Our Disability Resource Coordinator provides service at both Centers. We also provide a full range of Business Services and Veterans services at the Centers.

The OCWDB has been an active partner in the Westchester Regional Jobs Waiting Grant. This is a comprehensive WIOA workforce regional training initiative for healthcare that consists of an assessment, service strategies, 6 week intensive boot camp, and transition to work try-out, classroom training, OJT, or direct job placement. A Job Coach tracks and counsels each trainee throughout the program.

The OCWDB attends a number of NYSDOL-NYATEP sponsored regional workforce training seminars to continue to develop effective training strategies and to strengthen existing regional workforce partnerships.

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All the WDBs in the Hudson Valley region deliver vocational training that responds to high occupational demand based on WIOA requirements. WDBs make every effort to develop training strategies that are based on regional labor markets and regional industry sector needs. The Hudson Valley WDBs meet on a regular basis to concur on these regional strategies.

The Executive Directors of the seven Mid-Hudson Valley Local Workforce Development Boards are focused on developing strategies to implement workforce legislation requirements; find solutions to workforce challenges; and to look for ways to leverage the resources of each local area in accomplishing these goals. The Executive Directors meet bi-monthly or as needed, to analyze and discuss issues related to service delivery; needs of businesses; and job seekers readiness and access to workforce resources and employment opportunities. There are also joint meetings with the workforce & education sub-committee of the REDC and other workforce stakeholders; including the NYSDOL-DEWS regional business services representatives.

The following regional priorities were generated through these meetings and from data available through the NYSDOL, EMSI and local planning initiatives.

These regional sector priorities include healthcare, advance manufacturing, information technology, hospitality and professional services industries; and correspond approximately to six of the Hudson Valley REDC priorities.

The Mid-Hudson Regional Educational Consortium has also established a regional system workforce strategy as follows:

Enhance the region's talent pipeline through its colleges and universities, On-Stop Centers, BOCES and school systems. Support investments that build long term strategies for growth as well as short term responses to emerging needs.

1. Invest in the region's capacity for innovation, entrepreneurship and business expansion by establishing a network of Innovation Centers in the region's public and private colleges that provide access to national, state and regional resources for new business development, similar to exemplary best practice models in North Carolina, Georgia and Massachusetts. Share incentives for faculty mentoring, access to national resources (such as NCIIA and MEP), regional business competitions and learning opportunities in bio tech, IT, entrepreneurship and other high priority areas in line with the Strategic Plan.
2. Increase the responsiveness of the workforce training system to emerging business needs by investing in the region's One Stop Centers to provide enhanced business outreach and design customized workforce training solutions, refocusing existing resources more directly on existing business needs. Support the

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development of cross-county job referrals in line with a new regional approach to workforce development.

3. Improve the flexibility of the workforce development system to respond to emerging middle skill jobs requiring short-term retooling of an individual's skill set by evaluating incremental additions of coursework and on-the-job experiences to existing programs at the associate, bachelors and masters level and by adapting the skills sets of highly skilled, work-authorized immigrants.

4. Build the long term talent pipeline and capacity for economic growth by ensuring that the region's K-12 students develop 21st century skills aligned with specific industry clusters, drawing on models such as NY's Project Lead the Way, NYS Department of Labor's Career Zone and STEM programs, and Harvard's Pathway to Prosperity.

In evaluating some of our regional needs, there is still a skills gap between the skill level of a significant percentage of the WIOA population and the high skill demand needs of some of our priority industry sector qualifications. In Orange County, there is a significant number of severely disadvantaged, low skill level, WIOA eligibles that require an intensive and ample offering of basic literacy, counseling, case management, and vocational skills training (classroom or OJT). The local WDB funding allocated does not lend itself to the necessary level of skills training needed to advance through career pathways.

- 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.

In Orange County, under a lower level of unemployment (4.6%), the economy has improved. However, much of the increase in workforce activity has resulted in many more entry level occupations that do not pay a healthy living wage. The OCWDB's Career Centers also house a deep supply of TANF employment case managers, co-located in both centers. The TANF unit reaches a significant number of low educational, low skilled, customers that the WIOA legislation wants the WDB to serve. The OCWDB will need a robust level of workforce funding to effectively serve this population. The OCWDB does an excellent job at accessing additional discretionary grant funds and with partnering with additional workforce partners (SUNY Orange, BOCES, CBOs, labor unions, etc.) to leverage other levels of funding and services. The OCWDB is concerned about future potential federal funding reductions. The OCWDB has a very skilled and experienced Business Service Team. It is staffed with both Career Center Employment Brokers as well as a fully staffed NYSDOL Business Service Team (5 full time). Both teams coordinate business services together to provide a full range of workforce services to our

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local and regional employers.

This combined team includes OJT Specialists, Shared Work Coordinators, Rapid Response Specialists, Certified Counselors, Veteran Reps, Disability Resource Coordinator, Occupational Analysts and Career Center Case Managers (for ITAs). The combined team sponsors several on site job fairs (concentrated by industry sector) as well as large scale multi-industry job fairs at the two malls in Orange County (Galleria in Middletown and Newburgh Mall in Newburgh). The quality job placements and matching services are at a consistently high level.

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

The following describes the Orange County Workforce Development Board's strategic vision and goals for preparing a skilled and educated workforce.

In accordance with the Adult Education and Family Literacy Act (AEFLA), the OCWDB, through its grant recipients, implements several services that assist adults:

to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;

to complete a secondary school education and transition to postsecondary education and training through career pathways;

who are immigrants and English language learners (ELLs) to improve the English skills, including reading, writing, speaking and comprehension, and mathematics skills, leading to employment or advancement in employment, as well as knowledge of the United States system of government and concepts of individual freedom and responsible citizenship;

who are parents or caregivers to obtain the educational skills necessary to become full partners in the educational development of their children, and lead to sustainable improvements in the economic opportunities for their families;

to access support services that improve the student proficiency necessary to function effectively in adult life, including areas of employment, further education, or employment-related training;

and to expand their options for services from multiple partners in the community, thereby supporting adults in reaching personal goals and objectives.

Additionally, the OCWDB, through its grant recipients, provides adults with sufficient basic education to enable them to:

acquire the basic education skills necessary for literate functioning;

participate in job training and retraining;

obtain and retain employment; and

continue their education at least to the completion of secondary school and preparation for postsecondary education.

Under OCWDB's oversight, Adult Education Literacy (AEL) programs provide the

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following essential components:

Adult Basic education (ABE);

Programs for Adult ELLs

Adult secondary education, including programs leading to a high school equivalency certificate or a high school diploma;

Instructional services to improve the student proficiencies necessary to function effectively in adult life, including accessing further education, employment-related training, or employment;

Assessment and guidance services related to items 1-4; and

Collaboration with multiple partners in the community to expand the services available to adult learners, prevent duplication of services, and enable partners to provide added value to participants through service alignment.

OCWDB is committed to making long-term investments that enhance the capacity of providers to implement research-based models, including programs that support concurrent education and workforce training and distance learning, and services that result in employment advancement for students. To these ends, the OCWDB promotes innovative career pathway programs and opportunities for students to gain incremental marketable skills and reach their goals. The use of innovative strategies, often leveraging interagency collaborations, allows programs to generate positive employment and workforce training outcomes, while simultaneously serving more students at a range of functional levels.

OCWDB encourages activities that uphold the following priorities:

Expand integration with the Board and One Stop Centers;

Establish or expand partnerships with community colleges and other training organizations that create greater opportunities for adult learners to transition to postsecondary education and workforce training programs; and

Develop innovative strategies to meet the needs of adult learners based on local resources, including strategies that enhance and support, and use educational delivery mechanisms that facilitate the immediate delivery of services to students; or facilitate the progress of students from standard AEL programs toward a service delivery activity that results in employment, a training certificate or certification, or college degree.

Post-secondary education and certifications. Both SUNY Orange and Orange-Ulster BOCES are certified WIOA Title I vocational skills trainers for the OCWDB, and serve large numbers of WIOA Title I enrollees in high demand occupational training areas. Because both of our American Job Centers are located in high poverty urban areas (high dropout rate, high unemployment, high public assistance, limited English speaking, disabled, ex-offenders, Food Stamp eligible, etc.), the OCWDB can readily identify, recruit, enroll, train and place the above referenced target populations. The OCWDB also offers an EN (Employment Network) Ticket to Work Program through its Disability Resource Coordinator co-

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located in both the Newburgh and Middletown American Job Centers.

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

The Orange County Workforce Development Board has a long and successful history of serving high priority, disadvantaged youth and adults through its workforce service activities. The OCWDB, through the two certified One Stop Career Centers (located in Newburgh and Middletown) houses a significant number of Employment and Training TANF staff that are co-located there. The OCWDB-ETA provides WIOA Title I Out Of School Youth HSEQ TASC Programs in both Newburgh and Middletown. These Title I Programs are coordinated, leveraged, and packaged directly with WIOA Title II WIOA agencies and educational providers. The Title I WIOA Youth funding is contracted out to SUNY Orange (also a recipient of Carl Perkins funding and a certified TASC provider) in Middletown and Best Resource Center in Newburgh (also a State Ed. certified TASC provider). ESL services are also provided by both SUNY Orange and Best Resource Center. The American Job Centers also collaborate with Orange-Ulster BOCES in Newburgh and Middletown for TASC activities. Orange-Ulster BOCES is currently a WIOA Title II subcontractor. Orange-Ulster BOCES is also a Literacy Zone Provider in Orange County. Our American Job Centers work very closely with the above providers to develop career pathway opportunities as well as B. The Orange County Workforce Development Board has a long and successful history of serving high priority, disadvantaged youth and adults through its workforce service activities. The OCWDB, through the two certified One Stop Career Centers (located in Newburgh and Middletown) houses a significant number of Employment and Training TANF staff that are co-located there. The OCWDB-ETA provides WIOA Title I Out Of School Youth HSEQ TASC Programs in both Newburgh and Middletown. These Title I Programs are coordinated, leveraged, and packaged directly with WIOA Title II WIOA agencies and educational providers. The Title I WIOA Youth funding is contracted out to SUNY Orange (also a recipient of Carl Perkins funding and a certified TASC provider) in Middletown and Best Resource Center in Newburgh (also a State Ed. certified TASC provider). ESL services are also provided by both SUNY Orange and Best Resource Center. The American Job Centers also collaborate with Orange-Ulster BOCES in Newburgh and Middletown for TASC activities. Orange-Ulster BOCES is currently a WIOA Title II subcontractor. Orange-Ulster BOCES is also a Literacy Zone Provider in Orange County. Our American Job Centers work very closely with the above providers to develop career pathway opportunities as well as post-secondary education and certifications. Both SUNY Orange and Orange-Ulster BOCES are certified WIOA Title I vocational skills trainers for the OCWDB, and serve large numbers of WIOA Title I enrollees in high demand occupational training areas. Because both of our American Job Centers are located in high poverty urban areas (high dropout rate, high unemployment, high public assistance, limited English speaking, disabled, ex-offenders, Food Stamp eligible,

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etc.), the OCWDB can readily identify, recruit, enroll, train and place the above referenced target populations. The OCWDB also offers an EN (Employment Network) Ticket to Work Program through its Disability Resource Coordinator co-located in both the Newburgh and Middletown American Job Centers.

Roles of Member Agencies within Orange Works.

(a) OCETA. OCETA is the provider of “Career Services” as defined in WIOA section 134(c) (2). OCETA’s Director coordinates the delivery of Career Services in the OCWDA, in collaboration with the local NYSDOL Office. Specifically, OCETA performs the following functions:

- (i) Determines whether individuals are eligible to receive assistance;
- (ii) Provides outreach, intake and orientation to services available through Orange Works;
- (iii) Provides initial assessment of skill levels, aptitudes, abilities, and supportive service needs;
- (iv) Provides labor exchange services, including job search, placement assistance, and career counseling for job-seekers, and appropriate recruitment and other business services on behalf of employers;
- (v) Provides referrals to and coordination of activities with other programs and services, including services within Orange Works and other workforce development programs;
- (vi) Provides workforce and labor market employment statistics information;
- (vii) Provides performance and program cost information on training providers;
- (viii) Provides information to Orange Works’ customers regarding performance on accountability measures;
- (ix) Provides information to Orange Works’ customers relating to the availability of supportive services, and referral to such services as appropriate;
- (x) Provides information and assistance regarding filing claims for unemployment compensation;
- (xi) Provides assistance in establishing eligibility for programs of financial aid assistance for programs not funded under WIOA;
- (xii) Provides services, if appropriate, for an individual to obtain or retain employment, such as:
 - (A) comprehensive and specialized assessments of skill levels and service needs;
 - (B) development of an “Individual Employment Plan;”
 - (C) group counseling;
 - (D) individual counseling;
 - (E) career planning;
 - (F) short-term pre-vocational services;
 - (G) internships and work experiences linked to careers;
 - (H) workforce preparation activities;
 - (I) financial literacy services;

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- (J) out-of-area job search and relocation assistance; and
- (K) English language acquisition and integrated education and training programs
- (xiii) Provides follow-up services.

NYSDOL. NYSDOL performs the following functions:

- (i) Develops and maintains technological links compatible with the NYSDOL “One Stop Operating System” (“OSOS”) database;
- (ii) Provides of career services and tracks performance;
- (iii) Provides staffing assistance at the Centers’ reception area;
- (iv) Provides assistance in the Centers’ “Resource Room;” and
- (v) Provides staff training in areas (i.e., Resource Room and OSOS).

OU-BOCES. As service provider under WIOA, OU-BOCES performs the following functions:

- (i) Provides literacy services, including TASC-HSEQ, ESL, ABE, and limited English speaking; and
- (ii) Provides WIOA Title I vocational skills training for eligible WIOA customers through ITA vouchers.

SUNY Orange. As a service provider under WIOA, SUNY Orange performs the following functions:

- (i) Provides literacy services, including TASC-HSEQ, ESL, ABE, and limited English speaking; and
- (ii) Provides WIOA Title I vocational skills training for eligible WIOA customers through ITA vouchers.

SUNY Orange, OU-BOCES, and NYSDOL. SUNY Orange will participate with the OCWDB Business Team. Under the leadership of OCETA, SUNY Orange, OU-BOCES, and NYSDOL will attend regularly scheduled One Stop Consortium meetings. These agencies will also provide input on OCWDB and Required Partner meeting agenda issues, including, but not limited to the following items as they relate to the effectiveness of Orange Works:

- (i) Overall coordination of services;
- (ii) Reaching target populations;
- (iii) Business/employer services;
- (iv) Skills training – ITAs;
- (v) Accountability;
- (vi) Performance measures;
- (vii) Career pathways;
- (viii) Credentials, certificates, post-secondary;

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- (ix) Job placement;
- (x) Literacy services;
- (xi) Drop-out youth services;
- (xii) Pre-employment job readiness training; and
- (xiii) Improving technology.

Orange County Social Services funds ETA to deliver workforce services to the TANF employable population. ETA TANF staff are co-located at the two One Stop Career Centers. A significant number of TANF clients are trained and placed through the WI80A centers.

RECAP (Regional Economic Community Action Program) is the certified CAP agency for Orange County. RECAP provides human services support assistance to the One Stop Centers. These services include: parole re-entry, housing, food services, counseling, case management, and crisis intervention. RECAP is an MOU partner.

- 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 Orange County Workforce Development Board’s strategic vision for the next five years is a continued vigorous economy with a cohesive, universally accessible workforce investment system designed to create and enhance economic opportunities for business and job seeker customers. In order to prolong economic prosperity and expansion in the region’s changing and broadly diversified economy, the system will be designed to coordinate more resources, serve more people and achieve better outcomes. The system will prepare unemployed, underemployed, incumbent workers and youth for a high performance workplace. Collaboration between Orange County businesses, educators and trainers will be increased to bring training into closer alignment with local business needs. Employers will have an ability to tap into a supply of talented, skilled and highly trained workers.

The system will provide multiple levels of service and multiple access points for job seeker and employer customers. All customers will be served comprehensively in a seamless system, which addresses their needs, merges common services across programs and minimizes duplication.

The system will provide customer choice in service and service delivery and be customer/demand driven. In order to respond to the needs of an aging workforce, and a diminishing workforce, training will need to become more focused on retraining the current workforce. The system will also address the service requirements of special needs and target populations. A continuous improvement system will ensure customer satisfaction.

Partners to provide services on site in Newburgh include the Orange County Employment & Training, the NYS Department of Labor DOES, and Orange County DSS will provide services on site as needed. Partners to provide services through

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electronic information sharing and coordination include RECAP, OCCC, and BOCES. Partners to provide services on site in Middletown include the Orange County Employment & Training, the NYS Department of Labor DEWS, and Orange County DSS will provide services on-site as needed. Partners to provide services through electronic information sharing and coordination include RECAP, BOCES and OCCC. The One-Stop system will ensure compliance with the Americans with Disabilities Act to ensure accessibility to customers with disabilities and other pertinent special populations within the local area. The One-Stop System will adhere to discrimination complaint procedure timeframes in State and federal mandates. A written grievance procedure will be disseminated to customers and partners. The One-Stop System will adhere to discrimination complaint procedure timeframes in State and federal mandates. A written grievance procedure will be disseminated to customers and partners. One-Stop Centers are fully accessible to the handicapped. Reasonable accommodation costs will be shared among partners. The Partner Agencies agree to support the vision, principles and priorities of the Orange County Workforce Development System through respective agency policies and through resources where appropriate, with respect to the One-Stop System.

All customers will be able to make informed choices about services and delivery methods. System partners will meet customer needs. System partners will also collaborate to deliver those services in a timely and integrated manner.

Workforce Development includes all of the public and private investments and activities undertaken to ensure that individuals are both employable and have jobs while simultaneously ensuring that companies can achieve the skilled workforce they need to be successful in the global marketplace.

Priorities:

A high priority rests with special needs and target populations who should receive specialized services as required for their full participation in the system

The design of the One-Stop system is geared to eliminate duplication of services. This is accomplished by the various partner agencies pooling together their resources (career services, and training) and developing a service strategy that eliminates duplication. Service and activities such as intake, referral, assessment, job placement, counseling, case management, and training are provided through joint system planning and oversight. Multiple programs have a single customer interface that facilitates shared services without duplication. All customers need to be able to choose where and how they will access the system.

Services to be Offered through the One Stop System:

Eligibility for Title 1 Services

Outreach, intake, orientation

Initial assessment

Labor exchange services

Referrals to programs

Labor market information

Performance, cost information

Supportive services information

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- UI information and assistance
- Financial aid information
- Follow-up services
- Comprehensive assessment
- Individual employment plan
- Career planning, counseling
- Short-term pre-vocational services
- Internships, work experience
- Out-of-area job search
- Financial literacy services
- English language acquisition
- Workforce preparation

The Core Services will be coordinated and shared through the management of the One Stop system by the One Stop Operating Consortium (ETA, NYSDOL, SUNY Orange, BOCES). ETA and NYSDOL will coordinate and share most of the core-career services from the One Stop as follows: Eligibility for Title I, Outreach and Intake, Initial Assessment, Labor Exchange, Referrals, Performance-Local workforce system , Performance-Eligible Providers, Referrals to Support Services, UI Information and Assistance, Comprehensive Assessments, Individual Employment Plan, Career Planning, Out of Area Job Search. ETA will provide financial aid, Short Term Pre-Vocational Planning, Internships-Work Experience, and Financial Literacy, ESL, Workforce Prep, and Follow-Up.

Title II BOCES will provide the following: Outreach, Intake, Initial Assessment, Referrals to Programs, Referrals to Support Services, Financial Aid Info, Comprehensive Assessment, Career Planning, Financial Literacy, ESL, Workforce Prep, Follow-Up.

Title IV NYSED ACCES-VR will provide: Outreach, Intake, Initial Assessment, Referrals to Program, LMI, Referrals to Support Services, Financial Aid Information, Comprehensive Assessment, Career Planning, Short Term Pre-Vocational, Internships/Work Experience, Out of Area Job Search, Financial Literacy

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

Primary Indicators of Performance: Under section 116(b) (2) (A) of WIOA, there are six primary indicators of performance: A. Employment Rate-2nd Quarter After Exit: The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program (for Title I Youth, the indicator is

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the percentage of participants in education or training activities, or in unsubsidized employment during the 4th second quarter after exit); B. Employment Rate-4th Quarter After Exit: The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program (for Title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the fourth quarter after exit); C. Median Earnings-2nd Quarter After Exit: The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program; D. Credential Attainment: The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program; E. Measurable Skill Gains: The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. Depending on the type of education or training program, documented progress is defined as one of the following:

1. Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
2. Documented attainment of a secondary school diploma or its recognized equivalent;
3. Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards;
4. Satisfactory or better progress report, towards established milestones, such as completion or OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or
5. Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

F. Effectiveness in Serving Employers: WIOA sec. 116(b) (2) (A) (i) (VI) requires the Departments to establish a primary indicator of performance for effectiveness in serving employers. The Departments are piloting three approaches designed to gauge three critical workforce needs of the business community: Approach 1 - Retention with same employers-addresses the programs' efforts to provide employers with skilled workers; Approach 2 - Repeat Business Customers -

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addresses the programs' efforts to provide quality engagement and services to employers and sectors and establish productive relationships with employers and sectors over extended periods of time; and Approach 3 - Employer Penetration Rate - addresses the programs' efforts to provide quality engagement and services to all employers and sectors within a State and local economy.

In order for the OCWDB's system to obtain effective WIOA performance, the workforce system needs to operate on a multi-level and in-depth action mode. Workforce career services, literacy, skills training, outreach, assessment, service strategy, job matching, job placement, retention, OJT, support services, information and referral, and business services have to coordinate and collaborate closely. The OCWDB goals are to effectively prepare a skilled workforce to supply the high occupational demand of local and regional employers with a quality labor force. The OCWDB will have to mobilize all the WIOA Core Program Agencies (Titles I, II, III and IV) effectively to ensure this objective. A well planned and well-designed training sequence for career pathways is essential. The OCWDB is currently utilizing this system as it responds to the regional Jobs Waiting Grant (Health Care) and Tech Hire (Technology) training grids. Credentials, certificates, and postsecondary participation and attainment are by components for this service delivery. Work-based training, employer industry engagement, flexible and innovative skill building training curricula and strategies and cross-system coordination and integrated education, training and works supports are also key functions of this performance driven system.

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 following Core Programs are delivered by the Orange County Workforce System and listed in the following MOU Career Services Chart:

Program	Partner
Adult, Dislocated Worker and Youth under WIOA Title I	OC ETA
Migrant and Seasonal Farmworkers MSFW under WIOA Title I	Pathstone
Adult Ed and Family Literacy Under WIOA Title I	Orange-Ulster BOCES through NYSED
NYSDOL-Wagner Peyser WIOA Title III	NYSDOL @ Orange Works-American Job Centers
Trade Adjustment Act	"

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Jobs for Veterans	"
Unemployment Insurance	"
Vocational Rehab ACCESS-VR	NYSED-ACCESS-VR
WIOA Title IV	Middletown
Vocational Rehab-OCFS-NYS Commission For the Blind-WIOA Title IV	NYS Commission for the Blind-White Plains
Senior Community Service Employment SCSSP-Title V-Older Americans Act	Pathstone
Career Technical Ed (CTE) Under Carl Perkins	SUNY Orange
Community Service Block Grant	RECAP
Temporary Assistance for Needy Families	O.C. DSS

Title V programs are delivered by Orange County ETA.

Title II programs are delivered by Orange-Ulster BOCES.

Title III programs are delivered by NYSDOL based at the two Orange County Career Centers (Newburgh and Middletown).

Title IV programs are delivered through ACCES-VR, based at 200 Midway Park, Middletown, NY. Title IV programs are also delivered through the NYSCB.

Community Service Block Grant programs are delivered through RECAP.

TANF Workforce programs are delivered through Orange County Department of Social Services.

Migrant Seasonal Farmworker MSFW programs are delivered through Pathstone.

Career and Technical Education services through Carol Perkins Act are delivered through SUNY Orange.

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

SUNY Orange delivers the Carl Perkins Career Technical Education services in Orange County.

The Federal Carl D. Perkins Career and Technical Education Improvement Act (Perkins IV/CTEA) provides funds to postsecondary institutions, preparing students to be more competitive in the world economy. Funds are used to

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provide the supplementary services that students may need to succeed in career and technical programs through Title I formula funding applications.

These funds improve the academic performance of students, especially special population students, who are enrolled in career and technical education programs. Title I funding includes the initiative to improve gender participation and completion in non-traditional programs that prepare individuals for under-represented occupations.

The Office for Postsecondary Access, Support and Success of the State Education Department receives Perkins IV federal funding for technical programs. These funds are allocated to the State's community colleges based on the number of students receiving Pell in their colleges. The community colleges use these funds to supplement their technical programs. Examples are funding for instructors, laboratory assistants, student tutoring, and necessary equipment and supplies.

At SUNY Orange, there are several different departments involved in ensuring that these funds are being utilized effectively. The grant is overseen by college administration as well as a local advisory committee made up of community members not employed by the college.

One initiative has been securing Financial Aid TV (FATV), a student friendly resource, to provide answers to financial aid questions and concerns. Financial literacy efforts include a workshop series to convey comprehensive financial management information on budgeting and credit.

iii. Other workforce development programs, if applicable.

The Orange County Employment and Training Administration also receives Job Access Reverse Commute (JARC) funding to provide low income residents with van transportation to work, training and child care. JARC funding is through the U.S. Department of Transportation.

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

What works for adults?

A post-secondary education, particularly a degree or industry-recognized credential related to jobs in demand, is the most important determinant of differences in workers' lifetime earnings and incomes;

Flexible and innovative training and postsecondary education approaches, such as contextual learning and bridge programs are expanding and show promise;

The more closely training is related to a real job or occupation, the better the results for training participants;

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Employer and industry engagement strategies may improve the alignment of training to employer needs;

Since there is no single job training approach that is right for all workers, having access to accurate and up-to-date labor market data, as well as information and guidance about career and training opportunities, can help individuals make better decisions about training and lead to better outcomes, and can help policymakers and program administrators plan accordingly; and Lower-skilled individuals and those with multiple barriers to employment benefit from coordinated strategies across systems, and flexible, innovative training strategies that integrate the education, training, and support services they need to prepare for and succeed in the workplace.

What works for youth?

The evidence on effective employment and training-related programs for youth, particularly the most disadvantaged youth, is less extensive than for adults, and there are fewer positive findings from evaluations. Nonetheless, some important themes emerge from existing evidence on job training for youth, some of which are consistent with findings from research on adults:

Early exposure to a range of career and higher education information and opportunities is associated with better post-secondary education outcomes.

Work experience for youth still in school, including paid summer jobs, has some important results in terms of educational outcomes, particularly if job skills and education are combined.

Occupation- and industry-based training programs, including Career Academies, show some promising employment outcomes for youth. Work-based learning, such as paid internships, cooperative education, and some transitional jobs programs suggest that low-income, economically disadvantaged youth are successful in programs where they receive wages. Strategies that allow high school students to accelerate their transition to college or start preparing for a career early can also improve youth outcomes.

Youth disconnected from work and school, including those who also have serious disadvantages such as early-child bearing, homelessness, or involvement with the criminal justice system, have the most difficult challenges succeeding in adulthood, but there is some evidence that they can benefit from comprehensive and integrated models that combine education, occupational skills, and support services.¹

Next Steps: Expand what works and fill the gaps in evidence

Moving forward, it is important to encourage the adoption of job training approaches that have evidence of effectiveness, and to continue to expand the evidence base on what works. This can be done by taking the following actions:

Expand analysis on the long-term impacts of training approaches that have shown to have strong short-term impacts and appear to be the most job-driven, such as industry-recognized certificates, apprenticeships, and career pathways;

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Disaggregate subgroup impacts to better understand how promising approaches can help particular groups of workers and future workers, including the long-term unemployed, dislocated workers, low skilled workers, persons with disabilities, youth, women, and those with barriers to employment;

Expand analysis of program components to examine the effect of key components of program models and untangle what specific strategies or mix of strategies are most effective;

Replicate and evaluate promising models and approaches in different settings to provide more useful information about how communities and agencies can adopt or adapt proven strategies;

Measure and evaluate outcomes of employer engagement and public/private training partnerships; and

Expand and improve access to essential labor market and administrative data and evaluate ways that consumers, program administrators, and policymaker's access and use labor market information.

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

The OCWDB ETPL is a transformational resource. In order to continue to develop and expand and refine the ETPL, the OCWDB must be informed regarding the high demand occupational skills training for the county and the region. The OCWDB refers to and utilizes several different agency resources to maintain and improve the ETPL. These resources include: NYSDOL Bureau of Labor Statistics, Orange County Partnership, Chamber of Commerce, Mid-Hudson Patterns for Progress, Mid-Hudson Regional Economic Development Council, Business Accelerator, and NY State Empire State Development. The OCWDB also utilizes the two primary educational providers - SUNY Orange and Orange-Ulster BOCES.

For the OCWDB, ETA training will prioritize vocational training that leads to certificates, credentials, degrees, postsecondary, and career pathways. All Title I training will be employer driven and result in family self-sufficiency. Where ever possible, the OCWDB will provide for apprenticeship training that is certified through NYSDOL

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

One-Stop System - The one-stop career service delivery system in the Orange County Workforce Development Area ("OCWDA") is known as Orange Works American Job Center ("Orange Works"). Orange Works operates primarily through two (2) fully-certified comprehensive physical one-stop career centers (individually referred to as a "Center" and collectively referred to as "Centers") located in the cities of Middletown and Newburgh, respectively. The Centers provide a variety of services; employment, career, and training services under one (1) roof to assist job seekers and businesses alike. The Centers also offer the services of a full-time disability resource coordinator, funded under the Disability

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Employment initiative, Ticket-to-Work program. In addition, the Centers provide TANF employment and training services and activities for employable TANF, Safety Net and Food Stamp recipients through funding provided to OCETA by the Orange County Department of Social Services (“OCDSS”).

Roles of Member Agencies within Orange Works - Each member of the One Stop Consortium also serves a different role within Orange Works. Specifically, all four (4) member agencies also serve as service providers under WIOA.

(a) OCETA. OCETA is the provider of “Career Services” as defined in WIOA section 134(c) (2). OCETA’s Director coordinates the delivery of Career Services in the OCWDA, in collaboration with the local NYSDOL Office. Specifically, OCETA performs the following functions:

- (i) Determines whether individuals are eligible to receive assistance;
- (ii) Provides outreach, intake and orientation to services available through Orange Works;
- (iii) Provides initial assessment of skill levels, aptitudes, abilities, and supportive service needs;
- (iv) Provides labor exchange services, including job search, placement assistance, and career counseling for job-seekers, and appropriate recruitment and other business services on behalf of employers;
- (v) Provides referrals to and coordination of activities with other programs and services, including services within Orange Works and other workforce development programs;
- (vi) Provides workforce and labor market employment statistics information;
- (vii) Provides performance and program cost information on training providers;
- (viii) Provides information to Orange Works’ customers regarding performance on accountability measures;
- (ix) Provides information to Orange Works’ customers relating to the availability of supportive services, and referral to such services as appropriate;
- (x) Provides information and assistance regarding filing claims for unemployment compensation;
- (xi) Provides assistance in establishing eligibility for programs of financial aid assistance for programs not funded under WIOA;
- (xii) Provides services, if appropriate, for an individual to obtain or retain employment, such as:
 - (A) comprehensive and specialized assessments of skill levels and service needs;
 - (B) development of an “Individual Employment Plan;”
 - (C) group counseling;
 - (D) individual counseling;
 - (E) career planning;

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- (F) short-term pre-vocational services;
- (G) internships and work experiences linked to careers;
- (H) workforce preparation activities;
- (I) financial literacy services;
- (J) out-of-area job search and relocation assistance; and
- (K) English language acquisition and integrated education and training programs; and

(xiii) Provides follow-up services.

(b) NYSDOL. NYSDOL performs the following functions:

- (i) Develops and maintains technological links compatible with the NYSDOL “One Stop Operating System” (“OSOS”) database;
- (ii) Provides of career services and tracks performance;
- (iii) Provides staffing assistance at the Centers’ reception area;
- (iv) Provides assistance in the Centers’ “Resource Room;” and
- (v) Provides staff training in areas (i.e., Resource Room and OSOS).

(c) OU-BOCES. As service provider under WIOA, OU-BOCES performs the following functions:

- (i) Provides literacy services, including TASC-HSEQ, ESL, ABE, and limited English speaking; and
- (ii) Provides WIOA Title I vocational skills training for eligible WIOA customers through ITA vouchers.

(d) SUNY Orange. As a service provider under WIOA, SUNY Orange performs the following functions:

- (i) Provides literacy services, including TASC-HSEQ, ESL, ABE, and limited English speaking; and
- (ii) Provides WIOA Title I vocational skills training for eligible WIOA customers through ITA vouchers.

SUNY Orange, OU-BOCES, and NYSDOL. SUNY Orange will participate with the OCWDB Business Team. Under the leadership of OCETA, SUNY Orange, OU-BOCES, and NYSDOL will attend regularly scheduled One Stop Consortium meetings. These agencies will also provide input on OCWDB and Required Partner meeting agenda issues, including, but not limited to the following items as they relate to the effectiveness of Orange Works:

- (i) Overall coordination of services;
- (ii) Reaching target populations;
- (iii) Business/employer services;
- (iv) Skills training – ITAs;

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- (v) Accountability;
- (vi) Performance measures;
- (vii) Career pathways;
- (viii) Credentials, certificates, post-secondary;
- (ix) Job placement;
- (x) Literacy services;
- (xi) Drop-out youth services;
- (xii) Pre-employment job readiness training; and
- (xiii) Improving technology.

Workforce Development and Career Pathways

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

Career Pathways align major education, training, and workforce development programs to meet the skill needs of students, jobseekers, and workers; and the skill requirements of employers in high-demand industries and occupations.

Career Pathways provide a valuable strategy for organizing and improving the effectiveness of education and training:

- Raising skill levels, credential attainment, employment, and career advancement for all students, jobseekers, and workers, but particularly for low-skilled populations;
- Boosting the effectiveness and relevance of education and training;
- Meeting employers’ needs for skilled workers, spurring productivity and economic growth of businesses, industries, and regions; and
- Building a comprehensive, coherent workforce development system;
- Collecting, analyzing, and sharing labor market information;
- Providing skills assessments, skills matching, and career navigation functions, including the identification of skills gaps where training is needed;
- Providing counseling and support services;
- Providing access to and funding for training; and
- Providing job search assistance;
- Providing support for research, development, and capacity building;
- Convening or assisting in the convening of key program partners;
- Using labor market information to identify high-demand employers and industry sectors in the state or region;
- Facilitating or convening sector partnerships;
- Working with partners to identify a common vision, mission, and goals;
- Sharing existing community asset audits or participating in such audits;
- Comparing the skills requirements of employers to the education and skills levels of the population, and identifying skills gaps;
- Collaborating with other partners to assess the region’s education and training capacity;

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Coordinating with partners on career navigation and support services;
Helping to identify and pursue leveraged funding and partnerships; and
Continuously reaching out to community stakeholders, including employers, to
build support for the career pathways system and initiatives.

Career pathways systems offer a clear sequence of education coursework and/or
training credentials aligned with employer-validated work-readiness standards
and competencies. Career pathways feature the following characteristics:

- **Sector Strategies:** Career pathways education and training aligns with the skill needs of industries important to the regional or state economies in which they are located. They actively engage employers in targeted industry sectors in determining the skill requirements for employment or career progression in high-demand occupations.
- **Stackable Educational/Training Options:** Career pathway systems include the full range of secondary, adult education, and postsecondary education programs, including registered apprenticeships; they use a non-duplicative progression of courses clearly articulated from one level of instruction to the next. They provide opportunities to earn postsecondary credits. And they lead to industry-recognized and/or postsecondary credentials.
- **Contextualized Learning:** Career pathways education and training focuses on curricula and instructional strategies that make work a central context for learning and help students attain work-readiness skills.
- **Accelerated/Integrated Education and Training:** As appropriate for the individual, career pathways systems combine occupational skills training with adult education services, give credit for prior learning, and adopt other strategies that accelerate the educational and career advancement of the participant.
- **Industry-recognized Credentials:** Effective career pathways lead to the attainment of industry-recognized degrees or credentials that have value in the labor market.
- **Multiple Entry and Exit Points:** Career pathways systems enable workers of varying skill levels to enter or advance within a specific sector or occupational field.
- **Intensive Wraparound Services:** Career pathways systems incorporate academic and career counseling and wraparound support services (particularly at points of transition), and they support the development of individual career plans.
- **Designed for Working Learners:** Career pathways are designed to meet the needs of adults and nontraditional students who often need to combine work and study. They provide childcare services and accommodate work schedules with flexible and non-semester-based scheduling, alternative class times and locations, and innovative uses of technology.

The OCWDB will be reinforcing the following six strategies to foster and develop Career Pathways:

Six key elements for Developing and Implementing Career pathways Systems:

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1. Build Cross-Agency Partnerships and Clarify Roles
2. Identify Sector or Industry and Engage Employers
3. Design Education and Training Programs
4. Identify Funding Needs and Sources
5. Align Policies and Programs
6. Measure System Changes and Performance

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

In today's economy, postsecondary education is extremely important. Employers require postsecondary certificates, credentials, licenses, and degrees in many more high demand occupational areas. The OCWDB has improved and increased the level of coordination and cooperation with SUNY Orange in both the credit and non-credit areas. Based on the WIOA regulations and requirements, the OCWDB will prioritize postsecondary to low income populations. OCWDB policies to support postsecondary transition include:

- Create "bridge" programs that ease the transition to postsecondary education by integrating basic skills instruction (or English language instruction) with higher-level academic content or technical skills training;
- Dually enroll basic skills students in occupational or academic coursework and their developmental or adult education courses;
- Contextualize basic skills instruction with occupational skills training or other college-level academic content;
- Require that college academic assessment be coupled with personalized academic and career guidance so that students can find the best fit for their skills and goals among developmental and adult education options connected to college and career pathways;
- Promote college-going aspirations for lower-skilled adults and youth by developing pathways, with achievable milestones, from adult education and GED to college enrollment; and
- Set goals and performance measures that give developmental education and adult education programs incentives to prepare students to enroll and succeed in college

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

The portable credential is recognized and accepted as verifying the qualifications of an individual in other settings-either in other geographic areas, at other educational settings, or by other industries or employers.

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The portable credential supports and reinforces the movement and advance of WIOA trainees into other sector or educational arenas. It allows more entry level trainees to enter into more numerous access points into the various industry sectors. The portable credential allows for customers to work towards both long and short term employment and career goals. On-line learning is one example of a portable credential. The OCWDB offers a large volume of on-line vocational skills training through the One Stop Metrics contract. The OCWDB will also work with SUNY Orange to develop additional portable credentials that lead to pre-requisite foundational skills. In addition, the OCWDB will work closely with the employer community to ensure that these portable credentials respond directly to occupational demand and movement along career pathways.

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

The OCWDB values training that leads to stackable credentials. Stackable credentials are extremely important and valuable when pursuing career pathway programs and advancing through high demand sector based training. The OCWDB has been a partner with the Jobs Waiting regional health care partnership. Stackable credentials are a key component of this WIOA industry cluster based program.

In order to continue to advance and expand stackable credentials, the OCWDB will reinforce and implement the following strategies:

- * Modularize existing Applied Associate Degree and Technical Diploma Programs.
- * Existing industry and professional certifications in career and technical programs.
- * Streamlining processes for awarding credit for learning represented by non-collegiate credentials.
- * Creating lattice credentials that allow students to move both up a career ladder within an occupational field or across multiple pathways in a career lattice.
- * Creating dual enrollment options that enable students to work concurrently toward a high school diploma or its equivalency, marketable postsecondary credentials and industry certifications.

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 Orange County Workforce Development Board has a long and successful history of serving high priority, disadvantaged youth and adults through its workforce service activities. The OCWDB, through the two certified One Stop Career Centers (located in Newburgh and Middletown) houses a significant

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number of Employment and Training TANF staff that are co-located there. The OCWDB-ETA provides WIOA Title I Out Of School Youth HSEQ TASC Programs in both Newburgh and Middletown. These Title I Programs are coordinated, leveraged, and packaged directly with WIOA Title II WIOA agencies and educational providers. The Title I WIOA Youth funding is contracted out to SUNY Orange (also a recipient of Carl Perkins funding and a certified TASC provider) in Middletown and Best Resource Center in Newburgh (also a State Ed. certified TASC provider). ESL services are also provided by both SUNY Orange and Best Resource Center. The American Job Centers also collaborate with Orange-Ulster BOCES in Newburgh and Middletown for TASC activities. Orange-Ulster BOCES is currently a WIOA Title II subcontractor. Orange-Ulster BOCES is also a Literacy Zone Provider in Orange County. Our American Job Centers work very closely with the above providers to develop career pathway opportunities as well as post-secondary education and certifications. Both SUNY Orange and Orange-Ulster BOCES are certified WIOA Title I vocational skills trainers for the OCWDB, and serve large numbers of WIOA Title I enrollees in high demand occupational training areas. Because both of our American Job Centers are located in high poverty urban areas (high dropout rate, high unemployment, high public assistance, limited English speaking, disabled, ex-offenders, Food Stamp eligible, etc.), the OCWDB can readily identify, recruit, enroll, train and place the above referenced target populations. The OCWDB also offers an EN (Employment Network) Ticket to Work Program through its Disability Resource Coordinator co-located in both the Newburgh and Middletown American Job Centers.

Under WIOA, the OCWDB will look to expand outreach and recruitment to the targeted populations. Certainly, enhancing overall coordination through the WIOA Core Program (Title I, II, III, and IV) will result in improved access to those populations. The OCWDB will also promote and market its workforce development program through mass media (newspapers, brochures, community organizations, anti-poverty groups, labor unions, schools, social services, etc.). The OCWDB will also develop staff capacity to better relate to various ethnic populations.

- 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.

Improved technology through the One Stop Career Centers will be a constant resource for continued quality improvement. Available on-line services are an integral aspect of workforce services in today's economy. The USDOL Career One Stop web contains a volume of workforce related resources that can be accessed electronically, including careers, training, skills, jobs, wages, industry, state and local resource (LM I, regional data, labor statistics, demographics, labor market analysis). Job Zone and Career Zone are available through the NYS DOL website. The Orange Works One Stop Centers are equipped with up to date customer computers to assist the Job Seeker with various tools to prepare for employment.

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There are tools for assistive technology for the physically challenged, and for ESL learners and drop out youth. Our One Stops offer on-line vocational training through Metrics. The OCWDB also leverage into and coordinate with our educational providers (Orange-Ulster BOCES and SUNY Orange, proprietary schools, etc.) for on-line offerings.

In order to make available the multitude of workforce services to the remote areas of Orange County, our One Stops provide for online electronic accessibility. E-Learning is a significant component of this service. Remote area customers can visit the Orange Workds County website to access services or utilizee the nYS DOL and/or USDOL workforce website. These websites offer a multitude of informaiton and services that include WIOA law, WIOA policy resources, partner links, engaging employers, resources and webinars.

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

Integrating intake refers to the process by which new customers come into the workforce system. An integrated intake suggests that all new customers, despite program eligibility or eventual program enrollment, provide basic information about themselves that they provide in order to begin receiving services is only requested from them once. When customers move through the system, accessing different services from different programs, that initial information that they provided is visible and useful for service planning to all subsequent staff who serve them.

An Integrated Resource Team (IRT) approach involves diversified service system coordinating services and leveraging funding in order to meet the needs of an individual job seeker.

Participating in an IRT can be instrumental for the customer, as it provides the opportunity to address multiple challenges to employment simultaneously and build a richly resourced plan. The level of focused systems coordination at the customer-level can lead to the attainment of substantial, living wage employment.

For the participating systems, an IRT offers the opportunity to:

- Share in more substantial employment outcomes for shared customers.
- Benefit from the coordinated application of other systems resources and expertise in the context of their own service plans.
- Meet or exceed their outcome measures while reducing the amount of staff time needed to effectively implement service plans.

In order to achieve the goals and objectives of the WIOA workforce framework (maximum coordination and collaboration among funding streams), IRT's are essential to reinforce it.

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

The OCWDB, through its two fully staffed and certified One Stop Career Centers, provides for a full range of WIOA workforce services and training. Both centers service thousands of customers each year. The OCWDB meets and/or exceeds WIOA performance every year as well as CSI indicators. The OCWDB also meets and exceeds target population levels under WIOA. The OCWDB offers several employer driven job fairs every year throughout the county. The OCWDB is well networked in with the employer community and economic development drivers (Chamber of Commerce, Orange County Partnership, Empire State Development, Business Accelerator, IDA, etc.). The OCWDB also networks extensively with community based and non-profit human service agencies. The OCWDB serves on a number of social service advocacy councils. The OCWDB coordinates and utilizes with a wide and varied number of educational providers through the ETPL. Also, the OCWDB utilizes a number of high quality literacy/ESL providers.

The OCWDB Youth providers have met the WIOA Youth Performance and serve economically disadvantaged drop-out youth in Newburgh and Middletown. The OCWDB coordinates workforce services with the NYSDOL resources including Rapid Response, Business Services, Shared Work, REA Assessment and Veterans. The OCWDB also offers a full time Ticket to Work Disability Resource Coordinator for the disabled.

In terms of moving forward, the OCWDB will want to further develop our regional services and partnerships and increase economic development/employer driven training (the OCWDB is a current partner with the regional Jobs Waiting Grant and Tech Hire Grant).

- 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 Orange County One Stops offer a unique and very much needed resource in regard to transportation. Orange Works provides 8 vans and 24 van drivers to transport disadvantaged customers without transportation, to work, training, and child care. The vans run from 5:00 a.m. to 11:00 p.m. Monday through Friday. On weekends, Orange Works provides for taxi service for employment. The OCWDB receives TANF and JARC (Job Access Reverse Commute) funding to support this initiative. The OCWDB also utilizes the public transit system and issues bus tickets to eligible customers.

The OCWDB also leverages a multitude of additional support services from various agencies and resources that include child care (Orange County Child Care Council), counseling (Orange County Mental Health, Family Counseling), domestic violence

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(Safe Homes), ex-offender (RECAP, EXIT), social services (Orange County DSS), legal services (Mid-Hudson Legal Services), disability services (ACCES-VR), anti-poverty (Unity Center), senior citizen (Pathstone) and Veterans (Veterans Agency).

- 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 OCWDB offers a full time Disability Resource Coordinator through the Ticket to Work Program. The Employment Network funding is delivered through a contract with the NY State Research Foundation for Mental Hygiene (RFMH). The DRC provides for the following services:

- * Improve educational, training, and employment opportunities and outcomes for adults with disabilities who are unemployed, underemployed, and/or receiving Social Security disability benefits, by refining and expanding already identified successful public workforce strategies;
- * Help these individuals with disabilities find a path into the middle class through exemplary and model service delivery by the public workforce system;
- * Improve coordination and collaboration among employment, training and asset development programs implemented at state and local levels, including the expansion of the public workforce investment system's capacity to serve as Employment Networks under the Social Security Administration's Ticket to Work Program; and
- * Build effective community partnerships that leverage public and private resources to better serve individuals with disabilities and improve employment outcomes.

The Disability Resource Coordinator, among other responsibilities, will:

- * Help expand the workforce development system to serve as Employment Networks under the Ticket to Work program;
- * Provide services to Ticket Holders, as credentialed Benefits and Work Incentives Advisors;
- * Develop and maintain partnerships and collaborative activities;
- * Help ensure that job seekers with disabilities access all of the different programs and services they need to meet their employment and asset development goals;
- * Assist with Career Center staff and partner training; and
- * Assist in maintaining and ensuring the accessibility of the Career Centers.

The DRC strategies include:

- * Developing collaborative partnerships at the state and local levels across multiple service delivery systems;
- * Supporting job-driven approaches in career pathway systems and programs to

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equip individuals with disabilities with the skills, competencies, and credentials necessary to help them obtain in-demand jobs, increase earnings, and advance their careers;

- * Promoting physical, programmatic and communication access for individuals with disabilities;

- * Blending and braiding of funds and leveraging of resources to promote the leveraging of resources to promote the participation of individuals with disabilities;

- * Providing flexible approaches to designing and providing training, supportive services, and innovative workplace strategies;

- * Expanding the public workforce development system's capacity to become an Employment Network for beneficiaries under the Social Security Administration's Ticket-to-Work program; and

- * Creating systemic change.

Our DRC forges partnerships and collaborations with several human service disability advocate agencies that include IRT (Integrated Resource Teams) of the following:

A team may consist of several members from the following systems (but not limited to): the Workforce Investment system, Vocational Rehabilitation, Mental Health services, Public Education (e.g. transition programs), Work Incentive Planning and Assistance programs, Centers for Independent Living, Supported Employment service providers, Community and Faith-Based organizations, the local Housing or Transportation system, re-entry programs for persons with criminal history, the TANF agency and Veterans' programs.

The DRC also works closely with the NYSED-ACCES VR Program, the Commission for the Blind and the OSCEAN Committee (Orange and Sullivan Counties Employment Alliance Network). The DRC has a written agreement with ACCES-VR to coordinate services and set standards and goals. The DRC conducts several technical assistance training seminars on serving the disabled population effectively. The DRC also conducts quarterly outreach and recruitment seminars for the Ticket-to-Work Program at One Stops. The DRC attends the quarterly OSCEAN Committee meetings to collaborate with the various disability advocate agencies.

- 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 OCWDB is funded to operate the TANF employment and training programs. Several TANF Employment case managers are physically co-located at both the One Stops. This TANF subcontract lends itself to identifying and serving TANF clients in WIOA programs in large numbers. TANF clients are enrolled in literacy

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programs, basic skills, Metrix online, classroom vocational skills, Job Readiness Training, and On-the-Job Training. The OCWDB also collaborates with several human service agencies to promote workforce services and to recruit disadvantaged populations. Our Title I programs receive referrals from the Title II and other educational providers. Both our One Stop Centers are physically located in urban, poverty distressed areas and are very accessible to the disadvantaged populations.

- 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;

WIOA Section 188 prohibits discrimination against individuals in any WIOA Title I-financially assisted program or activity, which includes job training for adults and youth and programs for activities provided by recipients of American Job Centers (One Stop Centers). These programs or activities may not refuse to offer or provide services to individuals because of their race, color, religion, sex, national origin, age, disability, or political affiliation or belief. Beneficiaries, applicants, and participants-as defined by the Final Rule-cannot be denied covered services because of their citizenship status, and cannot be denied their rights because of participation in a WIOA Title I-financially assisted program or activity. The rule applied to recipients of WIOA Title I financial assistance and to programs and activities that are operated by American Job Center partners (One Stop Partners) as part of the American Job Center system (One Stop Delivery System), such as Unemployment Insurance, Temporary Assistance for Needy Families, adult education, Trade Adjustment Assistance, and others.

The Final Rule:

- * Updates the non-discrimination and EEO provisions
- * Ensures protection from discrimination based on pregnancy
- * Safeguards access to the workforce system for LEP persons
- * Ensures access to the workplace for people with disabilities
- * Promotes EEO awareness and information

Title I of the American with Disabilities Act of 1990 prohibits private employers, state and local governments, employment agencies and labor unions from discriminating against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation, job training, and other terms, conditions, and privileges of employment. The ADA covers employers with 15 or more employees, including state and local governments. It also applied to employment agencies and to labor organizations. The ADA's non-discrimination standards also apply to federal sector employees under section 501 of the Rehabilitation Act, as amended, and its implementing rules.

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An individual with a disability is a person who:

- Has a physical or mental impairment that substantially limits one or more major life activities;
- Has a record of such an impairment; or
- Is regarded as having such an impairment.

A qualified employee or applicant with a disability is an individual who, with or without reasonable accommodation, can perform the essential functions of the job in question. Reasonable accommodation may include, but is not limited to:

- Making existing facilities used by employees readily accessible to and usable by persons with disabilities.
- Job restructuring, modifying work schedules, reassignment to a vacant position;
- Acquiring or modifying equipment or devices, adjusting or modifying examinations, training materials, or policies, and providing qualified readers or interpreters.

An employer is required to make a reasonable accommodation to the known disability of a qualified applicant or employee if it would not impose an "undue hardship" on the operation of the employer's business. Reasonable accommodations are adjustments or modifications provided by an employer to enable people with disabilities to enjoy equal employment opportunities.

(1) The term "reasonable accommodation" means:

- (i) Modifications or adjustments to an application/registration process that enables a qualified applicant/registrant with a disability to be considered for the aid, benefits, services, training, or employment that the qualified applicant/registrant desires; or
- (ii) Modifications or adjustments that enable a qualified individual with a disability to perform the essential functions of a job or to receive aid, benefits, services, or training equal to that provided to qualified individuals without disabilities. These modifications or adjustments may be made to:
 - (A) The environment where work is performed or aid, benefits, services, or training are given; or
 - (B) The customary manner in which, or circumstances under which, a job is performed or aid, benefits, services, or training are given;
- (iii) Modifications or adjustments that enable a qualified individual with a disability to enjoy the same benefits and privileges of the aid, benefits, services, training, or employment as are enjoyed by other similarly situated individuals without disabilities.

(2) Reasonable accommodation includes, but is not limited to:

- (i) Making existing facilities used by applicants, registrants, eligible applicants/registrants, participants, applicants for employment, and employees readily accessible to and usable by individuals with disabilities; and

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(ii) Restructuring of a job or a service, or of the way in which aid, benefits, services, or training is/are provided; part-time or modified work or training schedules; acquisition or modification of equipment or devices; appropriate adjustment or modifications of examinations, training materials, or policies; the provision of readers or interpreters; and other similar accommodations for individuals with disabilities.

(3) To determine the appropriate reasonable accommodation, it may be necessary for the recipient to initiate an informal, interactive process with the qualified individual with a disability in need of the accommodation. This process should identify the precise limitations resulting from the disability and potential reasonable accommodations that could overcome those limitations.

(4) A covered entity is required, absent undue hardship, to provide a reasonable accommodation to an otherwise qualified individual who has an "actual disability" or "record of " a disability, but is not required to provide a reasonable accommodation to an individual who is only "regarded as" having a disability.

All WIOA Title I financially assisted programs and activities must be programmatically accessible, which includes providing reasonable accommodations for individuals with disabilities, making reasonable modifications to policies, practices, and procedures, administering programs in the most integrated setting appropriate, communicating with persons with disabilities as effectively as with others, and providing appropriate auxiliary aids or services, including assistive technology devices and services, where necessary to afford individuals with disabilities an equal opportunity to participate in, and enjoy the benefits of the program or activity..

Under WIOA, AJsCs must be physically and programmatically accessible to individuals with disabilities. In addition, electronic delivery systems must be in compliance with Section 188 and information and communications technology (ICT). ICT includes: The OCWDB meets all Section 188 and ADA guidelines and requirements regarding signage, equipment, technology, physical access, rest room accommodations, parking, and all other areas as per county, NYSDOL and USDOL regulations.

ii. Technology and materials for individuals with disabilities; and

ICT includes information technology and any equipment or interconnected system or subsystem of equipment that is used in the creation, conversion, or duplication of data or information. ICT also includes information technology and any equipment or interconnected system or subsystem of equipment that is used in the automatic acquisition, storage, analysis, evaluation, manipulation, management, movement, control, display, switching, interchange, transmission, reception, or broadcast of data or information. The term includes, but is not

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limited to:

- electronic content, including e-mail, electronic documents, and Internet and intranet websites
- telecommunications products, including video communication terminals
- computers and ancillary equipment, including external hard drives and software, along with mainstream technology delivered as a web service, and the integration of products into a system that provides assistive technology functions. AT examples include:
 - Screen enlargers that act like magnifiers to help people with low vision.
 - Onscreen keyboards that allow people who are unable to use a standard keyboard to select keys using methods such as a pointing device or switch.
 - Voice recognition (instead of using a mouse or keyboard).
 - Alternative input devices that enable individuals to control their computers through means other than a standard keyboard or pointing devices (e.g., head-operated pointing devices and sip and puff systems controlled by breathing).
 - Screen readers that allow users who are blind to hear what is happening on their computer by converting the screen display to digitized speech.
- videos
- IT services
- multifunction office machines that copy, scan, and fax documents

Formal Policies and Procedures:

The OCWDB will adopt specific technical ICT accessibility standards and functional performance criteria regarding websites, web-based intranet and internet information applications, software, computers, telecommunication equipment, video and multimedia products, multi-function office machines (e.g., copiers and printers), and information kiosks and transaction machines. Consistent with the revised Section 188 rule, OCWDB will adopt technical standards and functional performance criteria that incorporate accessibility features for individuals with disabilities that align with modern accessibility standards, such as Section 508 standards and W3C's Web Content Accessibility Guidelines (WCAG) 2.0 AA7. In addition, follow relevant state guidance and criteria for certifying the physical and programmatic accessibility of AJs.

For individuals who are deaf and hard of hearing, effective communication may include the use of the following auxiliary aids, devices and strategies:
Qualified interpreters on-site or through video remote interpreting (VRI) services;
Real-time computer-aided transcription services;
Written materials and the exchange of written notes;
Open and closed captioning, including real-time captioning;
Voice, text and video-based telecommunications products and systems, including text telephones (TTYs), videophones, and captioned telephones or equally effective telecommunications devices;
Videotext displays;
Orange Works staff members receive training on how to use a TTY and the

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telephone relay service to make and receive calls and the TTYs are maintained in good working order and test calls are made on a periodic basis to ensure that TTY calls are answered to the same extent as voice calls; and

For individuals who are blind or visually-impaired, effective communication may include the use of the following auxiliary aids and devices and strategies:

- Qualified readers;
- Taped texts;
- Audio recordings;
- Braille materials and displays;
- Screen reader software;
- Magnification software;
- Optical readers;
- Secondary auditory programs (SAP);
- Large print materials;
- Other effective methods of making visually delivered materials available; and
- If the recipient has a video library for public use, the videos purchased are available with audio descriptions

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

For individuals with intellectual and developmental disabilities (I/DD), the following strategies are adopted to ensure effective communication:
AJC staff members offer assistance with and/or extra time for the completion of forms and written instructions;

For individuals with mobility impairments, the following strategies are adopted to ensure effective communication:

- AJC staff members put themselves at the wheelchair user's eye level (if possible, sit next to the customer when having a conversation);
- AJC staff members provide a clipboard to use as a writing surface if counters or reception desks are too high, and come around to the customer side of the desk/counter during interaction;
- AJC staff members provide seating if long lines queue up and the person cannot stand for long periods of time;
- AJC staff ensures that the physical location of the program is accessible for individuals who use wheelchairs or other mobility devices, taking into consideration stairs, the grade of slopes, and the width of doors; and
- If the individual with a disability is unable to access to the AJC program office, AJC staff offers to meet them in offices that are accessible.

For individuals with speech impairments, the following strategies are adopted to ensure effective communication:

- If an AJC staff member does not understand something the individual is communicating, he or she does not pretend to understand and instead the staff

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member asks the customer to repeat what he or she said and then repeats it back; AJC staff members ask questions that require only short answers, or a nod of the head; and

If an AJC staff member has difficulty understanding the individual, he or she considers having the individual write or sit at a computer screen as an alternative, but first asks the individual if this is acceptable.

Staff Training:

The AJC provides training to all of its line and supervisory staff to ensure universal access to services and activities and nondiscrimination/equal opportunity, including training on topics such as confidentiality, privacy, disclosure of disability, and the full range of topics described in the Reference Guide.

Dedicated AJC staff are designated, such as a Disability Resource Coordinator, with training and expertise in providing services and supports to customers with disabilities. The dedicated AJC staff:

Increases the capacity of AJCs to help customers with disabilities navigate a pathway to higher skilled and higher-paying jobs and economic security;

Leverages funds and resources;

Provides training and support to workforce staff and partners; and

Conducts outreach to the disability community.

Cross-training is conducted (by and for individuals in various roles such as State vocational rehabilitation agency counselors, job service personnel, job training staff, service coordinators (including case managers), local disability providers, etc.) to promote relationship-building between various partner agencies in areas such as job search techniques, job development, and employer negotiation, and job support strategies related to individualized employment services.

Manuals, guidelines, resource directories, and other materials used by staff (and used to train staff) include examples of the types of services and supports for individuals with disabilities and other individuals facing challenges to employment.

Reception and service staff are trained in “disability etiquette” - specific ways of being courteous and welcoming to individuals who may have disabilities (both visible and/or hidden).

Case managers and job developers are trained about the range of approaches to workplace flexibility and job development, including creating employment positions for specific job seekers through negotiation with employers. One such approach is known as “Customized Employment.” Customized Employment involves a highly individualized process of job seeker exploration, discovery, development of descriptive profile documents, customized employment planning, innovative representation methods; employer needs analysis and representation by a job developer.

AJC staff members are trained to problem-solve and proactively offer assistance to customers who appear to be having difficulty accessing services (i.e., providing

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appropriate assistance to customers who need assistance to access self-directed services, including assistance using computers and other forms of technology). AJC staff performance evaluations include requirements that staff have participated in disability-related training that emphasizes the need to effectively serve individuals with disabilities.

The AJC staff uses ETA's Workforce3 One website Disability and Employment Community of Practice, which is an online learning destination for public workforce system staff and partners, jobseekers, community-based organizations, grantees and the business sector. This online system provides a "one-stop-shop" venue for workforce practitioners to find and share high quality information about how to better provide integrated, seamless, and accessible services and programs to individuals with disabilities and/or other individuals facing challenges to employment.

- 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 Orange County WDB and One Stop Partners are all Section 188 and ADA compliant based on their own individual, respective compliance. NYSDOL, SUNY Orange and Orange-Ulster BOCES all have optimum programs and services that are effective in serving the disabled and challenged. Local NYSDOL responds to State DOL guidelines and has a very comprehensive approach to serving the disabled. Orange-Ulster BOCES responds to NY State Ed. requirements. SUNY Orange responds to State University of New York EEO guidelines. Local Orange County DSS responds to NY State Office of Temporary Disability Assistance. RECAP responds to NY State Department of State regulations. NY State ACCES-VR works exclusively with the disabled and provides vocational training, counseling, case management, internships, work try-outs, and job placement for the disabled. ACCES-VR reports back to NYSED regarding disabled services, guidelines and regulations.

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 Orange Works AJC offers a full range of comprehensive business services for Orange County job seekers and businesses. The OCWDB identifies and lists the high demand occupational sectors and employers every year (listed on the NYSDOL web site). the OCWDB also coordinates this function with the economic development agencies within the County (Orange County Partnership, Chamber of Commerce, Empire State Development, Hudson Valley Regional Economic Development, IDA, and Business Accelerator). The OCWDB also communicates with the primary educational providers, Orange-Ulster BOCES and SUNY Orange, to respond to high demand employer needs.

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At the heart of sector strategies are sector partnerships (sometimes referred to as industry partnerships, workforce collaboratives or regional skills alliances, among others). These partnerships are led by businesses-within a critical industry cluster-working collaboratively with workforce areas, education and training, economic development, labor, and community organizations. Sector partnerships are the vehicles through which industry members voice their critical human resource needs and where customized regional solutions for workers and businesses are formed.

The OCWDB can support sector partnerships through acting as: Initiator, Partner, Fiscal Agent and Convener:

* Initiator - Workforce systems can play a critical role in initiating the development of sector strategies and industry partnerships. Workforce boards can analyze and share labor market data, host summits, lead policy and communication efforts, and carry out other functions to help make the case for investing in sector initiatives in their regions.

* Partner/Supporter - Workforce systems can play critical roles as partners and supporters in the development and implementation of sector partnerships. Bringing to the table the resources of the WDB and workforce system - training, counseling, supports, and business services - can be invaluable to the work of a sector partnership.

* Fiscal Agent/Vehicle for Financing - Workforce systems can also provide essential assistance to sector initiatives and industry partnerships by serving as fiscal agents for sector strategies, helping to access public and private funding (e.g., pursuit of competitive grants, business contributions, and alternative funding mechanisms) and/or managing funding.

* Convener/Intermediary - Workforce systems can play the roles of convener and intermediary for industry partnerships-convener employers with partners from education, workforce, economic development, labor, and others, as needed, to meet the employment and skill needs of workers and employers in targeted demand industries. Conveners/intermediaries are the backbone organization for sector partnerships: serving dual roles with employers and workers; organizing multiple partners and funding streams; providing or brokering labor market services; and projecting a vision to guide partnerships and activities.

The OCWDB will implement the following Sector-Focused Strategic Actions:

- Data-informed decision making
- Industry Employer Engagement
- Working Regionally

Strategic Visionary

The above-listed strategies will engage the targeted industry employers with the design of training programs by ensuring that:

- Education and training is relevant to the skill needs of key industries

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- Competencies and credentials are those required for employment in targeted industries and occupations
- Individuals who complete education and training are prepared for career pathways

In order to accomplish all of the above, the OCWDB will be sponsoring a number of employer and sector-focused job fairs.

The OCWDB will utilize Orange Works Business Employment Brokers to navigate the necessary services to effectively link those employers, educational partners, job seekers, and economic development drivers.

Sector-Focused Training:

- Engages employers in program design and curricula
- Results in skills and credentials in-demand
- Is provided through career pathways approaches
- Provides jobseekers and workers with the most efficient routes to credential and employment attainment.

The OCWDB will utilize the traditional training activities to support all of the above, i.e., ITAs, OJT, Job Matching, credentials, certificates, licenses, postsecondary training, and career pathways

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

As stated above, the OCWDB will maximize the utilization of business intermediaries that include: Orange County Partnership, Chamber of Commerce, Empire State Development, IDA, Mid-Hudson Regional Economic Development, Business Accelerator.

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

Orange Works, in conjunction with the NYS DOL offers the following services for businesses in Orange County: job postings, career fairs/custom recruiting, skills matching-SMART, human resource assistance, safety and health assistance, tax credits, training (classroom, ITA, OJT, apprenticeships), Labor Market Information, shared work, Work Opportunity Tax Credit, Worker Employment Tax Credit, Hire a Vet credit, Work For Success. NYS Job Bank, customized recruitments, workforce intelligence, Job Service Employer Committee, lay-off aversion

Many of these services include the coordination with the Orange County WIOA educational providers and Business Intermediaries.

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

The OCWDB coordinates the workforce development strategies and programs with the economic development drivers. Each year, the OCWDB reviews the Mid-Hudson Regional Economic Development Plan to ensure effective coordination and response with WIOA programs. The OCWDB also reviews the Consolidated Funding Applications (CFAs) Workforce Solicitations to explore potential funding opportunities. The OCWDB attends the REDC meetings as well as the WDB WIOA regional meetings. Each year the region works together to develop a regional plan among the WDBs.

The Regional Plan lists the high demand occupational sectors and clusters. The key sectors were listed as Bio Tech, Healthcare, High Tech Manufacturing, Information Technology, Distribution and Financial Services. The OCWDB also aligns up with the MHREDC Implementation Agenda and Timeline. The OCWDB will respond to any Orange County Workforce CFAs that are funded by MHREDC to reinforce and support WIOA workforce collaboration. The OCWDB is a current partner with the Westchester WDB regional Jobs Waiting and Tech Hire grants.

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

The above listed programs promote entrepreneurial skills training and microenterprise services. The OCWDB coordinates with the Empire State Developments Start-Up NY Program. Start-Up NY helps new and expanding businesses through tax based incentives and innovative academic partnerships. Component programs include the Excelsior Jobs Program, Regional Council Capital Fund (ESD grants), the Division of Small Business Services, and NY Ventures.

The OCWDB also works with our local economic development/business drivers to support small business ventures. The Orange County Partnership offers a multitude of business start-up services including real property tax exemptions, sales tax exemptions, refundable tax credits, foreign trade zone benefits, revenue bonds, mortgage tax exemptions, OJT and utilities exemptions. The Partnership also sponsors the Orange County Business Accelerator. The Accelerator is a unique and comprehensive business incubator to help innovative small businesses expand and develop. The Accelerator offers workforce training and mentoring for these new business entities.

The Chamber of Commerce also supports the creation and development of small business. The Chamber offers networking, advocacy, webinars, advertising, and a business watch. The Chamber sponsors the NY State Small Business Development Centers. The SBDC offers business consulting, planning, entrepreneurial education, technology and innovation, and WMBE services.

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

There are two NYSDOL Rapid Response Specialists located at the Orange Works One Stop Centers. There are also Shared Work Specialists co-located at the One Stops. Rapid Response and Shared Work Specialists provide counseling, information and referrals and early job placement assistance to those employees affected by lay-offs. These specialists work closely with all the other One Stop staff and resources to provide essential workforce services. These services can include job referral, customized job fairs, use of Jobs Express, career development, resume prep, job market information, Job Zone, and WIOA training options. The Shared Work Specialists can re-structure an employer's staffing to avert potential lay-offs of the employees.

Program Coordination

- a. How do the local area's programs and strategies strengthen the linkages between the One-Stop delivery system and unemployment insurance programs?

The Re-employment Services and Eligibility Assessment Program (RESEA) provides essential unemployment services to UI recipients at the One Stop Centers. The RESEA staff provide regular intensive counseling and workforce services to UI claimants. The RESEA staff work closely with the One Stop staff to fully utilize all available services to maximize early re-entry back to full time employment. The full range of RESEA services includes:

The first/initial RESEA interview will consist of the following components:
Brief orientation to the Career Center services which may be performed in a group setting and may be supplemented by general Career Center orientation.

Explanation of the RESEA initiative expectations and ramifications for non-compliance.

Initial assessment and enrollment in Wagner-Peyser Employment Services and WIOA Dislocated Worker services.

UI eligibility review including identification of barriers to UI eligibility and plans for remediation.

If customer is unable to remove barrier to UI eligibility, issue is documented and reported to the Unemployment Insurance Division for review and adjudication.

Development of an individual reemployment plan that includes, a work search plan, work search activities, accessing services provided through the local Career Center or using self-service tools, and/or approved training to which the claimant acknowledges agreement (including required registration in the state Job Bank via NYS Job Zone).

Review of work search record and UI work search requirements.

Provision of labor market and career information that addresses the claimant's specific needs.

Resume preparation, critique and revision.

Job matching and job referrals.

Development of an individual Next Steps Plan with articulated next steps which

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will include scheduled appointments and/or referral to Career Center services, work search activities, referral to supportive services and/or other partner services outside of the Career Center, work search related “homework” to be completed prior to next RESEA appointment.

Referral to at least one reemployment service and/or referral to training if appropriate to the individuals’ need.

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 OCWDB ensures that workforce activities are coordinated with educational activities.

Secondary and postsecondary educational programs are leveraged into and coordinated with the One Stop Career Center activities. The OCWDB WIOA Youth programs work with Orange County secondary schools to coordinate youth career days and youth job fairs. Some of these schools provide for literacy and HSEQ training. Two schools in Orange County offer their own occupational education training: Orange-Ulster BOCES for the 17 component school districts, and the Enlarged Newburgh City School District on their own. The OCWDB works to utilize these occupation education delivery components as often as possible. The OCWDB provides guidance to these schools regarding occupations in high demand and sector-based training. The OCWDB works primarily with SUNY Orange for postsecondary workforce training and education. Some of these programs are through the Carl Perkins Act (see the ODWDB Title II Plan).

Both SUNY Orange and Orange-Ulster BOCES offer a significant number of courses and programs through the WIOA ETPL web site and through OCWDB ITA contracts. BOCES is a current Title II provider and will be applying for the upcoming WIOA Title II RFP for 2021. BOCES is also a current Orange County Literacy Zone provider. Both SUNY Orange and Orange-Ulster BOCES are partner members in the Orange County One Stop Operator Consortium, and as such, coordinate directly with all One Stop workforce operations. The OCWDB coordinates with other 4 year postsecondary institutions on a limited basis, based on need (Mount St. Mary College, Marist, Empire State, etc.).

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

The OCWDB One Stop Operator consortium is charged with reviewing and managing the delivery of One Stop activities and services. The One Stop Consortium will meet on a quarterly basis to ensure effective delivery and coordination. Also, the OCWDB will attend all the educational/workforce seminars, conferences, and webinars to reinforce USDOL, NYSDOL, U.S.

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Department of Education, and NYSED policies and guidelines.

The key aspect of the primary activities to link workforce and education will be active, combined strategies planning among the significant workforce/education partners. The OCWDB will set up focus groups to obtain essential programmatic input from these partners. Partners will include educational providers (secondary, postsecondary), apprenticeship/labor, employers, industry associations, community based organizations, workforce entities and economic development drivers. The OCWDB focus groups will work to develop structured coalitions, sector partnerships, industry clusters, educational/workforce committees, and chief facilitators to construct agendas, mediate meetings, keep partners on point, and move the flow in a relevant, productive process. Focus topics will center on employers - demand driven training, credentials, certificates, licenses, career pathways, and employment in high demand occupations. All of the listed partners have workforce/education units set up internally.

Orange-Ulster BOCES has Adult Education, SUNY Orange has CAPE (Continuing Adult Professional Education), Labor Unions have Training Coordinators, Schools and Community Organizations have literacy components, and four year universities have business led workforce units. All the economic drivers (Chamber of Commerce, Partnership, IDA, etc. Also have dedicated workforce/education units skilled at designing employer driven programs. The OCWDB units also take advantage of several NYATEP workforce seminars to reinforce this effort.

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

The OCWDB has developed an extensive and comprehensive Conflict of Interest/Firewall Policy regarding the MOU and One Stop Operator contract. The OCWDB has set up the following conflict of interest standards:

- a. separation of duties
- b. communication regarding multiple roles
- c. recusals from voting where necessary
- d. restricted access to information
- e. independence of supervision over staff
- f. confidentiality over information

Some of the primary conflict of interest/firewall assurances include the following items:

One Stop Consortium Firewall Assurances.

- (a) The OCWDB sets policy for WIOA workforce services. The OCWDB director receives the policy and disseminates it down to the One-Stop Operator and providers of Career Services. The One-Stop Operator implements,

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coordinates, and monitors this policy through the providers of Career Services. Each entity within the above described structure will function only within the sphere of authorized WIOA activities. Each entity will follow and adhere to the six (6) stated required components listed in Section 5(a)-(f) hereof.

(b) In the OCWDA, the OCWDB is a separate and distinct entity apart from the One-Stop Operator as well as the Orange Works providers of services. It will be the responsibility of the OCWDB to monitor and ensure that the One-Stop Operator (a) does not perform any WIOA functions that should be directly administered by the OCWDB, and (b) performs all tasks and functions required under the Agreement.

(c) The OCWDB will develop a written evaluation guide to specifically monitor the One-Stop Operator for performance on a quarterly basis. Furthermore, the OCWDB will monitor the full separation and segregation of duties of the One-Stop Operator in regards to the members of the One Stop Consortium (i.e., SUNY Orange, OU-BOCES, NYSDOL, and OCETA).

(d) Since OU-BOCES and SUNY Orange are also WIOA service providers in the Centers (i.e., vendor training entities), when the One-Stop Operator is reviewing the coordination of One Stop partners, the services of SUNY Orange and OU-BOCES will be separated out for review (i.e., ITA tuition vouchers). In addition, although NYSDOL is not a training provider per se, the NYSDOL's role as a member of the One Stop Consortium must be maintained and delivered separately.

(e) In order to audit the effective separation of duties as it relates to the firewall compliance, the OCWDB will require a monthly written record of planned vs. actual activities.

(f) Chain of command will be very clearly established to focus on staff accountability. Each staff person will be fully informed regarding allowable WIOA workforce activities. The OCWDB will also require regularly scheduled staff meetings to review and reinforce the successful implementation of the firewall compliance effort.

The complete Conflict of Interest/Firewall Agreement can be viewed off of the OCWDB One Stop Operator contract as an Addendum.

- 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.

Wagner-Peyser/Labor Exchange

The Wagner-Peyser Act of 1933 established a nationwide system of public employment offices known as the Employment Service. The Act was amended in

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1998 to make the Employment Service part of the One-Stop services delivery system.

The One Stop delivery system provides universal access to an integrated array of labor exchange services so that workers, job seekers and businesses can find the services they need in one stop and frequently under one roof in easy-to-find locations.

The Employment Service focuses on providing a variety of employment related labor exchange services including but not limited to job search assistance, job referral, and placement assistance for job seekers, re-employment services to unemployment insurance claimants, and recruitment services to employers with job openings. Services are delivered in one of three modes including self-service, facilitated self-help services and staff assisted service delivery approaches. Depending on the needs of the labor market other services such as job seeker assessment of skill levels, abilities and aptitudes, career guidance when appropriate, job search workshops and referral to training may be available.

The services offered to employers, in addition to referral of job seekers to available job openings, include assistance in development of job order requirements, matching job seeker experience with job requirements, skills and other attributes, assisting employers with special recruitment needs, arranging for Job Fairs, assisting employers analyze hard-to-fill job orders, assisting with job restructuring and helping employers deal with layoffs.

Job seekers who are Veterans receive priority referral to jobs and training as well as special employment services and assistance. In addition, the system provides specialized attention and service to individuals with disabilities, migrant and seasonal farm-workers, ex-offenders, youth, minorities and older workers.

Career Services provided by ES staff:

Labor exchange services, which are the primary services provided by ES staff, fall under the basic career services. Additionally, all of the basic career services must be made available by ES staff in coordination with other American Job Center partners. ES staff may also make available the individualized career services. The WIOA Final Rules discuss career services provided by the ES program in 20 CFR 652.206 and 208. ES staff members also have specific obligations in serving unemployment insurance (UI) claimants and carrying out components of the state's UI program, which include:

- Coordination of basic career services, particularly labor exchange services;
- Targeting UI claimants for job search assistance and referrals to employment;
- Administering state UI work test requirements, including, obtaining/documenting relevant information for eligibility assessments and providing job search assistance and referrals to employment;
- Provision of referrals to and application assistance to UI claimants for training and education resources and programs, including, but not limited to Pell Grants,

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GI Bill, Post 9/11 Veterans educational Assistance, WIOA, higher education assistance, and Vocational Rehabilitation;

- Outreach, intake (including identification through the state's Worker Profiling and Re-employment Services system of UI claimants likely to exhaust benefits and related programs, such as the Re-employment Services and Eligibility Assessment Program), and orientation to information and other services available through the American Job Center network;

- Provision of information and assistance regarding filing claims under UI programs, including meaningful assistance to individuals (including individuals with language or other program access barriers) seeking assistance in filing a claim

-

- Meaningful assistance means providing assistance:

- * In the American Job Center(s), using staff who are well trained in UI Claims filing activities and on the rights and responsibilities of claimants,

- And information necessary to file a claim, or

- * By phone or via other technology, such as live web chat and video, Conference, as long as the assistance is provided by appropriately Trained and available staff and within a reasonable time;

- Technology-based approaches to providing meaningful assistance must ensure

American Job Center customers have access to appropriately trained staff within a reasonable time. The referral of American Job Center customers to the state UI agency's self-service website or public phone line where the individual is placed into a queue with all other claimants is not meaningful assistance;

- The cost associated in providing meaningful assistance may be paid for by the State's UI administrative funding, the WIOA Adult or Dislocated Worker programs, the ES program, or some combination of these funding sources.

Career Services:

WIOA authorizes career services for adults and dislocated workers. There are three types of career services: basic career services, individualized career services, and follow-up services. The provision of individualized career services must be based on the employment needs of the individual as determined jointly by the individual and the career planner (case manager), and may be identified through an individual employment plan (IEP). Although WIOA distinguishes levels of service, this distinction is not intended to imply that there is a sequence of services. These services can be provided in any order.

The One Stop Operator is charged with the mandate to ensure that there is no deregulation of services based on the Conflict of Interest/Firewall Policy Addendum as previously explained.

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- 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 following is a list of all the Agreements, Contracts, Addendums and MOUs developed by the OCWDB and its partners:

1. OCWDB MOU

Orange County Government,

ETA

MSFW

NYSED Title II AEFLA

NYS DOL Wagner Peyser Title III

NYSED-ACCES-VR title IV

OCFS-Commission for the Blind-Title IV

NYSED-Carl Perkins CTE

Community Services Block Grant-RECAP

TANF-OTDA-Orange County Department of Social Services

SUNY Orange

Orange-Ulster BOCES

2. OCWDB One Stop Operator Consortium Contract and Conflict of Interest Addendum

ETA, NYSDOL, BOCES, SUNY Orange, OCWDB, Orange County Government

Also the One Stop Operator RFP

3. Research Foundation for Mental Hygiene, NYSDOL and ETA -

Employment Network, Ticket to Work - Disability Resource Coordinator

4. OCWDB - County of Orange County Government

5. ETA-Orange-Ulster BOCES contract for ITAs

6. ETA-SUNY Orange contract for ITAs

7. ETA-SUNY Orange - contract for deliverance of career center services

8. ETA WIOA Training Policy

9. OCWDB - CEO Agreement

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- 10. WIOA ITA contracts with various service providers on ETPL
- 11. CWDB Grievance Procedure
- 12. ETA-Orange County DSS contract - Operation of ETA TANF Employment Unit services
- 13. OCWDB Procurement Policy
- 14. OCWDB WIOA Youth RFP
- e. 15. OCWDB-ETA WIOA Youth contracts with Best Resources, SUNY Orange

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.

A. The following describes the Orange County Workforce Development Board’s strategic vision and goals for preparing a skilled and educated workforce.

In accordance with the Adult Education and Family Literacy Act (AEFLA), the OCWDB, through its grant recipients, implements several services that assist adults:

- to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- to complete a secondary school education and transition to postsecondary education and training through career pathways;
- who are immigrants and English language learners (ELLs) to improve the English skills, including reading, writing, speaking and comprehension, and mathematics skills, leading to employment or advancement in employment, as well as knowledge of the United States system of government and concepts of individual freedom and responsible citizenship;
- who are parents or caregivers to obtain the educational skills necessary to become full partners in the educational development of their children, and lead to sustainable improvements in the economic opportunities for their families;
- to access support services that improve the student proficiency necessary to function effectively in adult life, including areas of employment, further education, or employment-related training; and
- to expand their options for services from multiple partners in the community, thereby supporting adults in reaching personal goals and objectives.

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Additionally, the OCWDB, through its grant recipients, provides adults with sufficient basic education to enable them to:

- acquire the basic education skills necessary for literate functioning;
- participate in job training and retraining;
- obtain and retain employment; and
- continue their education at least to the completion of secondary school and preparation for postsecondary education.

Under OCWDB's oversight, Adult Education Literacy (AEL) programs provide the following essential components:

1. Adult Basic education (ABE);
2. Programs for Adult ELLs
3. Adult secondary education, including programs leading to a high school equivalency certificate or a high school diploma;
4. Instructional services to improve the student proficiencies necessary to function effectively in adult life, including accessing further education, employment-related training, or employment;
5. Assessment and guidance services related to items 1-4; and
6. Collaboration with multiple partners in the community to expand the services available to adult learners, prevent duplication of services, and enable partners to provide added value to participants through service alignment.

OCWDB is committed to making long-term investments that enhance the capacity of providers to implement research-based models, including programs that support concurrent education and workforce training and distance learning, and services that result in employment advancement for students. To these ends, the OCWDB promotes innovative career pathway programs and opportunities for students to gain incremental marketable skills and reach their goals. The use of innovative strategies, often leveraging interagency collaborations, allows programs to generate positive employment and workforce training outcomes, while simultaneously serving more students at a range of functional levels.

OCWDB encourages activities that uphold the following priorities:

- Expand integration with the Board and One Stop Centers;
- Establish or expand partnerships with community colleges and other training organizations that create greater opportunities for adult learners to transition to postsecondary education and workforce training programs; and
- Develop innovative strategies to meet the needs of adult learners based on local resources, including strategies that enhance and support, and use educational delivery mechanisms that facilitate the immediate delivery of services to students; or facilitate the progress of students from standard AEL programs toward a service delivery activity that results in employment, a training certificate

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or certification, or college degree.

- 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.

B. The Orange County Workforce Development Board has a long and successful history of serving high priority, disadvantaged youth and adults through its workforce service activities. The OCWDB, through the two certified One Stop Career Centers (located in Newburgh and Middletown) houses a significant number of Employment and Training TANF staff that are co-located there. The OCWDB-ETA provides WIOA Title I Out Of School Youth HSEQ TASC Programs in both Newburgh and Middletown. These Title I Programs are coordinated, leveraged, and packaged directly with WIOA Title II WIOA agencies and educational providers. The Title I WIOA Youth funding is contracted out to SUNY Orange (also a recipient of Carl Perkins funding and a certified TASC provider) in Middletown and Best Resource Center in Newburgh (also a State Ed. certified TASC provider). ESL services are also provided by both SUNY Orange and Best Resource Center. The American Job Centers also collaborate with Orange-Ulster BOCES in Newburgh and Middletown for TASC activities. Orange-Ulster BOCES is currently a WIOA Title II subcontractor. Orange-Ulster BOCES is also a Literacy Zone Provider in Orange County. Our American Job Centers work very closely with the above providers to develop career pathway opportunities as well as post-secondary education and certifications. Both SUNY Orange and Orange-Ulster BOCES are certified WIOA Title I vocational skills trainers for the OCWDB, and serve large numbers of WIOA Title I enrollees in high demand occupational training areas. Because both of our American Job Centers are located in high poverty urban areas (high dropout rate, high unemployment, high public assistance, limited English speaking, disabled, ex-offenders, Food Stamp eligible, etc.), the OCWDB can readily identify, recruit, enroll, train and place the above referenced target populations. The OCWDB also offers an EN (Employment Network) Ticket to Work Program through its Disability Resource Coordinator co-located in both the Newburgh and Middletown American Job Centers

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

C. Career Pathways align major education, training, and workforce development programs to meet the skill needs of students, jobseekers, and workers; and the skill requirements of employers in high-demand industries and occupations.

Career Pathways provide a valuable strategy for organizing and improving the effectiveness of education and training:

- Raising skill levels, credential attainment, employment, and career advancement for all students, jobseekers, and workers, but particularly for low-skilled populations;
- Boosting the effectiveness and relevance of education and training;
- Meeting employers' needs for skilled workers, spurring productivity and economic

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growth of businesses, industries, and regions; and

- Building a comprehensive, coherent workforce development system;
- Collecting, analyzing, and sharing labor market information;
- Providing skills assessments, skills matching, and career navigation functions, including the identification of skills gaps where training is needed;
- Providing counseling and support services;
- Providing access to and funding for training; and
- Providing job search assistance;
- Providing support for research, development, and capacity building;
- Convening or assisting in the convening of key program partners;
- Using labor market information to identify high-demand employers and industry sectors in the state or region;
- Facilitating or convening sector partnerships;
- Working with partners to identify a common vision, mission, and goals;
- Sharing existing community asset audits or participating in such audits;
- Comparing the skills requirements of employers to the education and skills levels of the population, and identifying skills gaps;
- Collaborating with other partners to assess the region's education and training capacity;
- Coordinating with partners on career navigation and support services;
- Helping to identify and pursue leveraged funding and partnerships; and
- Continuously reaching out to community stakeholders, including employers, to build support for the career pathways system and initiatives.

Career pathways systems offer a clear sequence of education coursework and/or training credentials aligned with employer-validated work-readiness standards and competencies. Career pathways feature the following characteristics:

- **Sector Strategies:** Career pathways education and training aligns with the skill needs of industries important to the regional or state economies in which they are located. They actively engage employers in targeted industry sectors in determining the skill requirements for employment or career progression in high-demand occupations.
- **Stackable Educational/Training Options:** Career pathway systems include the full range of secondary, adult education, and postsecondary education programs, including

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registered apprenticeships; they use a non-duplicative progression of courses clearly articulated from one level of instruction to the next. They provide opportunities to earn postsecondary credits. And they lead to industry-recognized and/or postsecondary credentials.

- **Contextualized Learning:** Career pathways education and training focuses on curricula and instructional strategies that make work a central context for learning and help students attain work-readiness skills.
- **Accelerated/Integrated Education and Training:** As appropriate for the individual, career pathways systems combine occupational skills training with adult education services, give credit for prior learning, and adopt other strategies that accelerate the educational and career advancement of the participant.
- **Industry-recognized Credentials:** Effective career pathways lead to the attainment of industry-recognized degrees or credentials that have value in the labor market.
- **Multiple Entry and Exit Points:** Career pathways systems enable workers of varying skill levels to enter or advance within a specific sector or occupational field.
- **Intensive Wraparound Services:** Career pathways systems incorporate academic and career counseling and wraparound support services (particularly at points of transition), and they support the development of individual career plans.
- **Designed for Working Learners:** Career pathways are designed to meet the needs of adults and nontraditional students who often need to combine work and study. They provide childcare services and accommodate work schedules with flexible and non-semester-based scheduling, alternative class times and locations, and innovative uses of technology.

Six key elements for Developing and Implementing Career pathways Systems:

1. Build Cross-Agency Partnerships and Clarify Roles
2. Identify Sector or Industry and Engage Employers
3. Design Education and Training Programs
4. Identify Funding Needs and Sources
5. Align Policies and Programs
6. Measure System Changes and Performance

The OCWDB has a very successful proven track record of delivering Career Pathways Programs. The OCWDB has been the grant recipient of two Career Pathways subcontracts with a regional partnership with the Westchester Community Opportunity Program (WESTCOP). The OCWDB prepared trainees for careers in Retail, Healthcare, Leisure and

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Hospitality, Business Services and Protective Services.

OCWDB's goal was to help eligible individuals to prepare for and complete at least one or more of the following objectives as required by the Career Pathways Program. For example,

- Complete 60 hours of classroom instructions;
- Complete the Test Assessing Secondary completion (TASC) high school equivalency assessment;
- Complete the National Work Readiness Competencies (NWRC), or a comparative alternative work readiness credential program;
- Complete a career pathway in one of the career tracks identified in this project;
- Place participants on a respective career track;
- Retain employment for at least 60 and 120 days on the job.

The program participants benefited greatly from the Career Pathways II Program training. The comprehensive training, which consisted of educational, technical and vocational disciplines, enhanced participants' skill-sets. Ultimately, these newly developed skills prepared the program's participants for career in Retail, Healthcare, Leisure and Hospitality, Professional and Business Services and Protective Services.

The OCWDB is currently a WIOA regional partner with the Westchester WDB Jobs Waiting Career Pathway Program. The Career Pathways are primarily delivered for the Healthcare Industry. Target population is WIOA long-term unemployed. Job Waiting trainees are enrolled in a comprehensive Boot Camp (6 weeks) and then transitioned to vocational skills classroom training, OJT, or direct job placement. Trainers can be Voc Tech Schools, Post-Secondary, or Proprietary Schools.

- 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.

D. The following is a description of how the OCWDB will support the strategy identified in the State Plan and work with entities carrying out the core programs and other workforce programs, including Carl Perkins.

Title II of WIOA reauthorizes the Adult Education and Family Literacy Act (AEFLA).

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AEFLA, administered by the U.S. Department of Education, is designed to create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education and literacy activities.

These activities are designed to:

- Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- Assist adults who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their family;
- Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
- Assist immigrants and other individuals who are English language learners in: Improving their reading, writing, speaking, and comprehension skills in English, as well as mathematics skills; and
 - o Acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

WIOA provides new opportunities for the Title I Adult and Dislocated Worker programs and the Employment Service to partner with Title II AEFLA providers. WIOA sec. 134(c)(2) authorizes career services to be provided with Title I adult and dislocated worker funds. Some of these services are activities that are also allowable under AEFLA, including workforce preparation activities, English language acquisition programs, and integrated education and training programs. In order to ensure consistency across the services for the benefit of participants and service providers, ETA is aligning the definitions for these services with those used by the AEFLA program.

This allows Title I programs and the AEFLA program to coordinate in the development of career pathways and to co-enroll participants so they receive the full spectrum of services for their education and employment needs.

For example, an individual could receive adult education services while at the same time receiving services from the OJT program funded by Title I. If individuals are unable to receive services from the AEFLA program, but are determined to be in need of those services by the career planner, then Title I may provide those services the program is authorized to provide.

As one of six core programs under WIOA, the AEFLA program plays an integral role in the workforce development system by providing access to educational services for adult learners through the one stop delivery system. The program seeks to increase opportunity in the educational and workforce development of adults as workers, parents, and citizens. While playing a critical role in adult attainment of

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a secondary school diploma, the program also aims to assist in the transition to postsecondary education and training through the use of career pathways.

The AEFLA program will provide the following critical services and activities to support adult learners with the goal of improving access to education and training opportunities, as well as to employment:

- Assist adults to become literate and obtain the knowledge and skills for employment and economic self-sufficiency;
- Support the educational and skill achievement of parents and family members to participate in the educational development of their children and improve economic opportunities for families;
- Assist immigrants and English learners in improving their English and math proficiency and understanding of the rights and responsibilities of citizenship; and
- Assist incarcerated individuals in strengthening their knowledge and skills to promote successful re-entry into society.

A central focus of the Workforce Innovation and Opportunity Act (WIOA) is the establishment of sector strategies – regional, industry-focused approaches to building a skilled workforce. For years, many state and local workforce systems have carried out sector initiatives to meet the workforce needs of critical industries in their regions. However, WIOA sets the expectations that all workforce systems will develop and implement sector strategies and become involved in the facilitation of industry partnerships.

Implementing successful sector strategies, as envisioned by WIOA, requires a transformation in how workforce systems function at the strategic and operational levels. At a strategic level, the OCWDB can play a visionary regional role in launching and catalyzing sector partnerships as they focus on addressing regional skill gaps and creating meaningful career pathways for workers.

In a sectors approach, services are also delivered differently. Businesses within target industries may be prioritized, and services like skills matching, worker assessments, and curriculum development are all done at scale, and more in-line with demand. Business service representatives, career counselors, and a host of others must do their jobs differently within a sector strategy approach.

WIOA requires that the OCWDB engage in regional planning to develop and implement sector approaches. WIOA also gives WDBs explicit authority to engage with employers and other entities to develop and implement strategies such as industry and sector partnerships to meet the employment and skill needs of workers and employers in demand industries; and to focus training activities using a sector's approach.

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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](#).

WIOA Youth Point of Contact:

Orange-Ulster BOCES-3 Washington Center, Newburgh, NY 12550

Andrew Carnright, 845-781-6715 ext. 10773, andrew.carnright@ouboces.org

SUNY Orange-1 Washington Center, Newburgh, NY 12550

Lou DeFreo, 845-341-9532, lou.defreo@sunyorange.edu

Best Resources-2880 Broadway, Newburgh, NY 12550

Vera Best-845-562-2378, vmbest@msn.com

Employment & Training Administration-18 Seward Avenue, Middletown, NY 10940

Michael Raymond, 845-360-0329, mraymond@orangecountygov.co

Orange County ETA provides the Design Framework for Youth Services that does include Intake and Eligibility, Objective Assessments and Individual Service Strategy. The three Youth subcontractors: Best Resources, Orange-Ulster BOCES and SUNY Orange provide for 14 Youth Program Elements through direct contractual agreement.

- 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

90

- ii. Carry-over OSY

80

- i. Median Earnings Youth

0

0

0

- ii. Carry-over ISY

0

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iii. Work experiences

25

*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

The OCWDB WIOA Youth staff and the WIOA Youth subcontractors coordinate and communicate closely in reference to Intake/Eligibility, Assessment, and ISS. The 14 Program Elements are either provided directly by the Youth subcontractors or through information and referrals, with follow-up. All of the above is tracked carefully through the OCWDB Youth Coordinator.

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

The OCWDB WIOA Youth Coordinator works in tandem with the Youth subcontractors to ensure eligible disabled youth receive all necessary WIOA Elements. Whenever the resources and services of YSED ACCES-VR can be linked in, the Youth Coordinator and Youth subcontractors work together. Disability services can include physical access, transportation, supported work, and intensive case management. The Youth Team also receives the assistance from the ETA Disability Resource Coordinator and various disability advocate agencies (Occupations, Independent Living, AHRC, OMRDD, etc.)

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

The Youth Team has access to the wide and comprehensive menu of WIOA Youth Model Guides. Program Model Guides can easily be accessed through the USDOL web site (WIOA Youth Toolkit), NYSDOL web site, NYATEP Youth Guides, and the WIOA IDN network.

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.

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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 disbursal of grant funds as determined by the Chief Elected Official(s) (CEOs) or Governor.

The OCWDB-Employment and Training Administration in conjunction with Orange County Government is responsible for disbursal of grant funds

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

The OCWDB procures through the County Law Department and General Service Department to solicit all WIOA RFPS and subcontractors. All contracts are routed through Law, General Services, Budget, Finance, and Human Resources; and signed by the County Executive. The OCWDB complies with the County Procurement Policies. The OCWDB also complies with the NYSDOL and USDOL WIOA competitive procurement requirements and policies.

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

The most recent WIOA OCWDB Common Measure Results are as follows:

	Outcome	Goal
Employment Rate Adult	59.2%	73.6%
Employment Rate D/W	63.7%	69.6%
Employment, Education, Placement, Youth		74.3%
Credential Attainment Adult	66.7%	51.0%
Credential Attainment D/W	62.5%	50.7%
Credential Attainment Youth		68.0%
Measurable Skill Gain Adult	3.6%	45.0%
Measurable Skill Gain D/W	2.6%	45.0%
Measurable Skill Gain Youth		50.0%
Median Earnings Adult	\$5,949	106%
Median Earnings D/W	\$7,972	116.8%
Median Earnings Youth	0	0

d. Describe the actions taken toward becoming or remaining a high-performing LWDB, consistent with factors developed by the State Workforce Investment Board (SWIB). The LWDB will be defined as high performing if it meets the following criteria:

i. It is certified and in membership compliance;

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

- i. The OCWDB is currently certified and is in membership compliance.
- ii. All governance actions have been accomplished: MOU approved by NYSDOL and One Stop Operator procured and selected.
- iii. The OCWDB One Stop has achieved an 80% score in the Career Center certification process.
- iv. The OCWDB meets and exceeds all performance goals as indicated.

The OCWDB will take action to remain a high performance WDB:

1. The needs of business and workers drive workforce solutions.
2. The One Stop Centers provide excellent customer service to job seekers, workers, and employers and focus on continuous improvement.
3. Our workforce system supports strong regional economies and strategies.
4. The One Stop network is organized to provide high quality workforce/education services.
5. The OCWDB promotes accountability and transparency. Data drives customer choice.
6. The OCWDB will build new partnerships.
7. The OCWDB will reinforce the attainment of credentials, certificates, postsecondary, and career pathways.
8. Training will be employer demand driven and high demand occupational sector based.

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.

In Orange County, the OCWDB will deliver training in response to high occupational employer demand. The OCWDB will facilitate and broker the development of this training through partnerships between the employer and educational training communities. Training will be conducted through sector based industry demand as well as regional employer demand. The OCWDB will place a high priority on the attainment of credentials, certificates, licenses, postsecondary (credit and non-credit) and career pathways.

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Whenever possible, the OCWDB will utilize stackable and/or portable credentials.

The OCWDB will also link up with literacy programs under Title II WIOA resources as well as Carl Perkins Act. On-the-Job training contracts will also be utilized whenever appropriate. Various pre-employment training activities will be utilized (Job Club, Job Readiness Training, etc.) when necessary.

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

The OCWDB works closely with the educational training community to develop ITA training contracts. The two primary providers are SUNY Orange and Orange-Ulster BOCES. In Orange County, the OCWDB has to establish a county contract in order to reimburse funding for ITAs. All training is required to be logged into the NYSDOL ETPL. Contracts can be easily modified to add additional courses. The OCWDB will also work with educational partners to access other training funding for special populations, i.e., NYSED ACCES-VR, TANF, Veterans, Food Stamps, TAA, AEFLA, Ex-Offender, NYSED Youth funding.

The OCWDB will also contract with other educational training entities to deliver employer based training including 4 year universities, proprietary schools (Lincoln Tech, LasComp Institute of Technology), and industry technical schools (CDL, etc.).

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

The key to ensuring customer choice in the designation of training is comprehensive and detailed career assessment activities that engage the customer in the personal decision making. Also, ensuring that the customer has the opportunity to review all the various training options. The Individual Service Strategy should also be very detailed and encompass both short and long term goals and a career pathway road map. The OCWDB utilizes both Job Zone and Career Zone. For dislocated workers, the NYSDOL utilizes the REA comprehensive assessment.

The process starts with the Initial Assessment. The Initial Assessment is intended to quickly decide which level of services a customer needs; Job Search, Ready services or Career Development services.

Assessment is an ongoing process which may change along with a customer's varying needs and decisions. The initial assessment is exactly that - preliminary indication of the customer's needs derived from the baseline information gathered at enrollment and initial provision of staff assisted services. All subsequent services should be

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driven by staff's reassessment of the customer's needs at that point in time.

Career Development Services:

Career Development Services are to be provided to customers who:

- Do not possess an occupational goal; and/or
- Do not possess the requisite occupational knowledge, skills and abilities to readily find work related to their occupational goal; and/or
- Have barriers that potentially prevent obtaining and retaining employment.
- Indicate an interest in training

This Assessment must include the following:

1. Occupational Goal
2. Knowledge, Skills, Abilities
3. Barriers to Employment
4. Job Search Skills

If knowledge, skills and abilities are deficient, then the customer is identified for Career Development Services.

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 OCWDB will conduct the following activities for the 30 day Review and Comment Period for the WIOA Plan.

1. Publish Legal Notice in newspaper
2. Circulate Plan to various workforce/educational partners for their review and comment.
3. Hold public hearing to solicit public comment
4. Post the Plan on the OCWDB web site with available email address for comments

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List of Attachments

Please complete all attachments listed below.

Attachment A – Units of Local Government

Attachment B – Fiscal Agent

Attachment C – Signature of Local Board Chair

Attachment D – Signature of Chief Elected Official(s)

Attachment E – Federal and State Certifications

Attachment F – Youth Services Chart

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

- 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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