



[Columbia-Greene]
LOCAL PLAN

JULY 1, 2017 - JUNE 30, 2021

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Strategic Planning Elements

LWDB and Regional Demand Lists are now maintained online at: <https://labor.ny.gov/workforcenypartners/lwda/lwda-occs.shtm>. Changes to Demand Lists can be made by following the directions on the webpage.

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

1/14/20

How is this information shared with the Board? What was the last date on which it was shared?

The updated demand occupation list was discussed at the January 2020 WDB Executive Committee. It was shared with the full board at the January 14, 2020 meeting.

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

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

Current local in-demand industry sectors include health care & social assistance, manufacturing, financial services, construction, and hospitality. In addition, there are occupational areas that cross a variety of sectors including information technology and transportation related jobs.

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

Entry level jobs are becoming harder for businesses to fill in all the industry sectors. Skilled jobs (above the laborer level) in the construction trades, all levels of nursing in the health care field, mechanically trained workers in the manufacturing sector, are all in-demand in the local area.

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.

The nursing/medical field requires state credentials. Advanced manufacturing and the trades requires physically fit individuals with math, reading and mechanical proficiencies. Required skills for tourism positions include customer service, communication and computer skills.

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

i. Current labor force employment and unemployment numbers;

The current annual average size of the regional labor force in the Capital Region is close to 550,000 people, with around 52,000 of those workers residing in the Columbia-Greene area. The unemployment rate, regionally and locally, over the last year has been hovering around 3.2%

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

The size of the labor force is decreasing and is projected to continue to decline based the retirement of the Baby Boom generation. Locally, population growth is also stagnant with fewer new full-time residents moving into the area. The Columbia Greene area has a lot of second-home owners, many from the NYC area, but most of these new residents are not part of the labor force.

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

The education and skill levels of the regional workforce tend to mirror the education levels of the nation. However, with the strong current employment picture in the region the pool of available job seekers tend to have less formal education. In Columbia-Greene last year 58% of our job seekers had a high school diploma or less, and only 24% had an Associate's degree or higher. Many of these job seekers also have other barriers to obtaining employment at a self-sufficient level, including an identified disability or status as an ex-offender.

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

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

The educational opportunities available in the Capital Region are strong and varied. The K-12 system is vibrant and includes some P-Tech options. The three regional BOCES provides vocational training at the high school level, preparation programs for the Test Assessing Secondary Completion, and classes for English language learners. There are many public and private colleges and universities, offering degrees in practically every occupation. There are also four community colleges in the region offering numerous certificate and associate degree programs relevant to our local industries. The educational system is rounded out by some non-credit programs offered by Community Colleges, adult vocational education programs sponsored by BOCES, and private trade schools. These programs tend to provide the skills needed in many in-demand low and middle skill occupations.

The Columbia-Greene area is served by one community college (Columbia-Greene (CGCC)) and one BOCES (Questar III). CGCC offers a variety of programs that serve our in-demand sectors, including health care & social assistance, financial services, construction technology, and information technology. Also, many of their business programs address the hospitality industry. Questar III has programs related to manufacturing, health care, construction, and hospitality.

The Columbia-Greene Career Center offers a variety of workforce services providing career planning, vocational assessment, skill development and job search services. The Workforce Development Board has designated Columbia-Greene Community College, the local grant recipient/fiscal agent, as a youth services provider for all youth program elements, offering TASC preparation, internships, and all the other required youth program elements. The

WDB has also kept the option to procure additional providers for youth program element services.

The weaknesses of the system for Columbia and Greene County residents is both the rural nature of our area and the traditional operation matrix utilized by our local educational institutions. The lack of a large customer base and the issues surrounding the limited public transportation options place large obstacles in front of our education partners as they contemplate creating innovative training options. For our customers, the transportation issue can limit their educational choices to local options, somewhat limiting their training choices.

- 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 businesses? Please explain.

The local area has the systems in place to address the educational needs of the workforce. However, the ability to implement special training options to address the individual needs of all workers and businesses is limited due to the lack of financial resources. Creating special programs for individuals with barriers to employment or businesses with specific training needs is costly. Sometimes special grants can be obtained, but other times they cannot.

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

The Columbia-Greene Workforce Development area's strategic vision is of an integrated economic and workforce development system that provides an environment for success for both business and workers while dealing with the ever-increasing changes in technology, markets and high performance workplaces.

The Columbia-Greene Workforce Development Board works to promote innovation and alignment among the employment, training, and education programs in our area to insure that all individuals, including youth and individuals with barriers to employment, have the skills they need to be employable and that companies have the trained workforce they need to be successful in the world marketplace.

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

The Workforce Development Board's strategic vision is supported by the efforts of all the local partners to offer coordinated and non-duplicated services to assist job seekers and businesses.

There are a number of organizations available in the local area that have defined relationships and customer referral arrangements in place. The Columbia-Greene Career Center is located on the Community College campus. Besides housing WIOA Title I

programs, the Career Center is also home to NYS DOL programs, including Wagner Peyser and TAA. ACCES-VR and Adult Education/TASC programs are also available on a part-time basis at the Career Center. All of these agencies working together ensure that every program's customers are aware of available services.

Career Center staff provide individualized counseling services to customers to ensure they understand how the skills they currently have fit with the local labor market and how an investment in education and training could improve their employment prospects and provide the opportunity for wage growth and income stability.

Customers are provided direct access through referrals to programs that can provide training at a post-secondary level that leads to recognized credentials, as well as programs that can provide tuition assistance for those training programs. Customers, of all ages, that need their high school diploma, or English Language learners can also receive a direct referral to appropriate education programs and/or on-the-job training or work experience programs to help prepare them for the workforce. Non co-located partners, such as the Departments of Social Services and local Community Action agencies are also part of our referral network. Since 2018, local partners have been meeting quarterly to share resources, work on projects, participate in shared training and tighten the local referral process.

- 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 Columbia-Greene Workforce Development Board and the One-Stop Operator will continue to work on strengthening the service alignment between all local WIOA and other workforce related programs. The WDB By-laws have standing committees for the purpose of supporting service coordination between business and partner programs. These committees include one focused on Business Services and one focused on Career Services. Non-board members are encouraged to serve on these committees, so all core programs are represented through this structure and meet on at least a quarterly basis.

Membership on the Business Services committee includes local business WDB members, staff from our local economic development agencies, Business Service Representatives from NYSDOL and the Career Center, a representative from Columbia-Greene Community College, and representatives from our local Community Action agencies. Part of what this committee focuses on includes: determining the needs and expectations of business customers as they pertain to the workforce development system and to promote the system to employers; aligning workforce services with any new or on-going economic development efforts; developing business partnerships and determining how local workforce development resources can best be utilized to meet the emerging and on-going needs of our local business community; reviewing labor market information for the purpose of identifying current and future labor force requirements of local and regional

businesses; identifying and supporting sector strategy initiatives for the local area; and supporting career pathways that expands employment and career advancement opportunities.

Membership on the Career Services committee includes representatives from all the local WIOA core programs, the local one-stop operator, both counties' Departments of Social Services, as well as local business WDB members. This committee's mission is to work towards developing an integrated workforce development system that offers a seamless employment, education and training system that meets the needs of all job seekers. To enhance the local provision of services this committee coordinates the activities of the providers of WIOA Title I, providers of adult education and literacy services, the providers of career and technical education, and the local agencies providing vocational rehabilitation services.

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

The Columbia-Greene Workforce Development Board (WDB) understands that the WIOA performance accountability measures focuses the workforce system on providing customers with long term solutions that will improve their employment and economic situation. Therefore, the WDB's goals include supporting a service delivery system that emphasizes skill development, educational attainment, and vocational training. The Board recognizes that sector strategies and career pathway development will support economic growth and help lead low income residents to financial self-sufficiency.

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;

Columbia-Greene Community College is the fiscal agent and service provider for WIOA Title I programs (Adult, Dislocated Worker, and Youth)

NYS Education Department contracts with Questar III BOCES to offer Adult Education and Family Literacy Act programs under Title II of WIOA

NYS Department of Labor offers the Wagner-Peyser program (Title III of WIOA),

NYS Education Department through ACCES-VR offers Vocational Rehabilitation Title IV of WIOA

Office of Children and Family Services/NYS Commission for the Blind also offers Vocational Rehabilitation Title IV of WIOA

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

NYS Education Department contracts with Columbia-Greene Community College to offer Career & Technical Education (CTE) - postsecondary level under Perkins Career and Technical Education Act

- iii. Other workforce development programs, if applicable.

NYS Department of Labor also offers the Trade Adjustment Assistance (TAA) program-Title II of Trade Act, the Jobs for Veterans State Grants - Title 38, U.S.C., and the State Unemployment Insurance program.

PathStone Corporation offers the Migrant & Seasonal Farmworker Programs (MSFW) under WIOA Title I to the local area and the Senior Community Service Employment Program (SCSEP)— Title V of Older Americans Act to Columbia County residents

Associates for Training and Development, Inc. (ATD) offers Greene County residents the Senior Community Service Employment Programs (SCSEP)— Title V of Older Americans Act

Office of Children and Family Services/NYS Commission for the Blind offers Vocational Rehabilitation—Title IV of WIOA

Columbia Opportunities, Inc. offers Community Services Block Grants (CSBG) employment & training programs to Columbia County residents

Community Action of Greene County offers Community Services Block Grants (CSBG) employment & training programs to Greene County residents

Glenmont Job Corps offers Job Corps under Title I of WIOA

Columbia County Department of Social Services offers Temporary Assistance for Needy Families (TANF) Employment & Training -Part A of Title IV of Social Security Act services

Greene County Department of Social Services offers Temporary Assistance for Needy Families (TANF) Employment & Training - Part A of Title IV of Social Security Act services.

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

The processes for continuous improvement of services is imbedded in the Workforce Development Board's Career Services Committee. This committee includes membership from all local partners and is responsible for conducting programmatic oversight of the one-stop delivery system. This includes reviewing program performance measures, ensuring that program focus remains on customers with barriers to employment, annually assessing the physical and programmatic accessibility of the local career center, determining how to improve customer referral systems, implementing cross-agency staff development opportunities, and assisting with the certification process of the one-stop operator.

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

In our rural area, with our limited resources, most local partners are responsible for providing their services directly. Partners will work together to ensure that workers and job seekers have the skills necessary to be successful employees for our local businesses. Partners will continually strive to identify the skills needed by our local employers and then develop services and coordinate programs, in a non-duplicative manner, to ensure a skilled workforce.

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

The Career Center is located at Columbia-Greene Community College, which is the local representative for Career & Technical Education (CTE) at the postsecondary level under the Perkins Career and Technical Education Act. This program provides enhanced services to students enrolled in occupational degree programs. The college is also the fiscal agent for WIOA Title I programs and the Workforce Investment Office is responsible for administering the services offered through the Adult, Dislocated Worker, and Youth funding streams. The NYS Department of Labor administers the Wagner-Peyser program, the Trade Adjustment Assistance program, and the Jobs for Veterans State Grant at the Career Center. ACCES-VR offers Vocational Rehabilitation—Adult Career & Continuing Education Services through Title IV of WIOA at the Career Center by offering Orientation and Intake sessions and by having case managers available for enrolled consumers. Questar III also offers Adult Education and TASC preparation classes at the Career Center. Resource contributions range from supporting the infrastructure costs of the Career Center to providing staff support for customer service in a functionally aligned manner.

Workforce Development and Career Pathways

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

Encouraging and assisting job seeking customers with continuing their education for the purpose of improving their income potential and work satisfaction levels will continue to be a focus of the Columbia-Greene Workforce Development Board and the Career Center it oversees. The Board will continue to work on developing appropriate career pathway products, and will ensure that all WIOA partner programs are aware of the variety of education and training options available to assist customers.

The Columbia-Greene WDB was recently involved in a regional project which included the development of a manufacturing sector pathway. This pathway product outlined manufacturing jobs from the entry-level to the management level. Each job listed on the pathway provides: a detailed job description; the education, workforce preparation and work experience required, as well as, the schools in the Capital District area that offer related training programs; the work values satisfied by the position; the regional pay range; the regional employment outlook and examples of local companies that have workers in that position; and, a link to the NYS Job Bank so viewers can find current job openings. The development of the manufacturing pathway highlighted the lack of appropriate training programs at the entry point to the career path. A regional community college has taken the information from our sector report and career pathway product and is currently working to develop a manufacturing “boot camp” non-credit program to fill this training gap.

It is the intention of the Board to use this same framework in developing other career pathway products for the important industries in our local area. Besides providing useful career planning tools, the process will also help identify training gaps in our area. Career areas under consideration include health care, information technology, construction, and hospitality. Because we anticipate that the training gaps that may exist locally will be for entry level jobs, our education partners will have a blueprint for developing options where customers can co-enroll in academic and vocational training programs.

Currently, in the Columbia-Greene local area students can be dual enrolled in a number of core programs. Some students can be enrolled in Title II academic preparation programs while also completing vocational training funded by Title I. All Title I Adult and Dislocated Workers are dual enrolled in Title III, as are many Title IV participants.

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

Trained Career Center counselors provide individualized counseling services to customers to ensure they understand how the skills they currently have fit with the local labor market and how an investment in education and training could improve their employment prospects and provide the opportunity for wage growth and income stability.

Customers are provided direct access through referrals to programs that can provide training at a post-secondary level that leads to recognized credentials, as well as programs that can provide tuition assistance for those training programs.

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

The credentials earned by WIOA Title I participants are either post-secondary degrees issued by an institution of higher education that is qualified to participate in financial aid programs or certifications/licenses issued the NYS Education Department or another State agency responsible for that occupation. Therefore, the credentials are portable among various occupations and industries.

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

Stackable credentials exist in in some industries and occupations. For example, students can first obtain a college Certificate in business, automotive, or computer related programs, and can then use those previously earned credits to obtain an Associate's degree within the same fields. The health care field provides the opportunity to earn a number of certifications that will make a person more employable at a higher wage level. Workers can become a Certified Nurse Assistant, and add skills like Phlebotomy Technician, and ECG Technician that will open more employment doors.

Access to Employment and Services

- a. Describe how the local board and its partners will expand access to employment, training, education, and supportive services for eligible individuals, particularly individuals with barriers to employment.

The goal of the local workforce system is that all customers, enrolled in any of the WIOA core programs, have access to the employment, training, education, and supportive services they require to reach their employment goals, regardless of any barriers they may face. Expanded access for participants with barriers to employment will occur through the principles of our local referral system. This includes:

All partners agreeing to offer customers information on how to apply for a partner's services and/or arrange an appointment for the customer. These connections will ensure that the customer gets accurate program information directly from staff of the programs in question.

Identifying a partner referral liaison for each system partner.

Providing ongoing training to all frontline staff in the services and eligibility requirements for all partner programs.

Agreeing to communicate regarding the status of interagency referrals.

Continually reviewing and improving agreed-upon standards and protocols for making quality referrals between program partners.

All customers that are enrolled in WIOA partner programs will be provided with written information about all of the workforce preparation services that are available in our local area. Participants with barriers to employment will have immediate access to job placement and short-term skill development training offered directly at the Columbia-Greene Workforce NY Career Center. Participants will be enrolled in the OSOS and Job Zone job matching systems so they can immediately begin receiving appropriate job leads. They will also be able to attend a variety of job search workshops covering topics ranging from finding job leads, handling job interviews, resume development, and using social media. Additionally, participants will have access to career planning, skill assessment services, and short-term pre-vocational skill training. They will be issued a six-month license for Metrix on-line learning, where they can access thousands of courses. There are courses available that can help participants with the skills needed for the TASC exam, as well as courses that can help develop the skills needed for the participant's identified career interests. Courses are available in a variety of occupational areas including sales, administrative/clerical, information technology, and manufacturing.

Any WIOA participants between the ages of 16 and 24 will also have access to WIOA Title I youth services, including placement in short-term paid internships. The majority of youth internships are designed to begin the participant on the career path of their choosing, and to lead to permanent employment at the supporting business.

Career Center staff will also work with WIOA participants interested in vocational training to find the most appropriate options available for them to reach their career goal. An Individual Employment Plan will be developed outlining details of the training plan, including the timeframe, costs, financial aid sources, and other resources available to meet any supportive service needs. Local WIOA Title I funds can be made available for tuition fees; assistance with uniforms or other appropriate work attire; assistance with books, fees, and school supplies; payments and fees for employment and training related applications, tests, and certifications; and tools or instruments. Referrals to other agencies will be made for assistance with transportation; child care; dependent care; housing; and legal aid services.

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

The Columbia-Greene area hosts a website: www.columbiagreene.org. Through that website customers can access a variety of on-line services. Links to Career Zone and Job

Zone are provided for career planning and job search/job matching. There are also links to the websites of all other required and optional partner programs. In addition, there is information on a variety of topics, including career planning, labor market information and job search. Power Point trainings are posted, with topics ranging from "Navigating USA Jobs" to "Professional Benefits of Social Media". Customers can also send emails to the center through the website, which not only facilitates communication, but is used to provide resume preparation services and the set-up of practice job interviews through Interview Stream. Customers can also obtain skill development services on-line through Metrix Learning and links to other educational websites.

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

Both WIOA Title I and WIOA Title III use the One Stop Operating System (OSOS) for intake, case notes, and the documentation of services and outcomes.

- 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.

Adults and Dislocated Workers in the Columbia-Greene area are provided a full array of basic career services, individualized career services, and follow-up services. Access to vocational training services are also available.

Basic career services include: eligibility determination for WIOA Title I; outreach to UI claimants; initial assessment of skills, work history, and service needs; labor exchange and other job search services; referrals to other appropriate workforce development programs; up-to-date information on the local and regional labor market; information on eligible training providers; information on the performance of the Career Center; information on the availability of supportive services; assistance in determining eligibility for financial aid for training; and, information on filing a UI claim.

Individualized Career Services include: comprehensive and specialized assessments; the development of individual employment plans (IEP); career counseling and planning; short – term pre-vocational services; workforce preparation activities; financial literacy services; out-of-area job search assistance and relocation assistance; internships and work experiences that are linked to careers; and English language acquisition and integrated education and training programs.

WIOA training services are offered through the Individual Training Account (ITA) system for occupations that are in-demand and that offer the opportunity for adults to increase their income to a self-sufficient level and for dislocated workers to at least have the opportunity to match their previous income.

Follow-up services, such as career and job success counseling are available to customers for 12 months after their first day of new employment.

Access to all of these services is provided by the Workforce NY Career Center at Columbia-Greene Community College. The majority of the basic career services are designed to be easily obtained in the Resource Room. It offers customers up-to-date computers, software packages (including Microsoft Office, WinWay Resume and a Typing Tutors), and high-speed internet access. Printers, copy and fax machines are also available. This set-up allows customers to conduct their job search, research the labor market, and learn about available workforce, financial aid, Unemployment Insurance benefits, and other support services in the area. Staff are available to assist customers in getting the full benefits from these basic career services.

Additional labor exchange services are also available on a regular basis. Single and multi-business recruitments events are offered on a weekly and monthly basis at the Center. An annual Career Fair with over 60 businesses in attendance is also sponsored by the Career Center.

Individualized career services are offered through individual appointments and workshops offered by Career Counselors and Employment Advisors. All customers that request more than self-service receive assessment services that results in a recommended service plan. People who are job search ready are advised to attend workshops covering such topics as job search basics, resume development, job interviewing skills, basic computer skills for job search, and using social media. Customers can also meet individually with a resume development specialist.

Customers that are determined to not be ready for their job search have an Individual Employment Plan (IEP) developed. The plan can include: comprehensive and specialized skill assessment using on-line Provelt! skill tests; career planning services using Job Zone and Career Zone; workforce preparation, short-term skill development, and financial literacy services through workshops on Microsoft and Google applications and/or Metrix on-line learning licenses. The IEP may also include connection to vocational rehabilitation services, or classes to prepare for the high school equivalency test, or classes for English for Speakers of Other Languages, or to vocational training services through the ITA system and/or other financial aid sources.

- 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 lack of public transportation in our rural area is always an issue that limits not only access to the Career Center, but also access to other workforce preparation services, and job opportunities for many of our most in-need residents. The Career Center and other workforce program partners are constantly looking for solutions to this problem. Currently,

the Columbia County Department of Social Services will bring their clients to the Career Center for initial appointments. In Greene County the Department of Social Services will provide transportation for their customers to come to the Career Center. In 2019, Greene Transit started the Teal Bus Route which connects Columbia and Greene Counties. This route stops at the college, the train station and the hospital several times a day, Monday through Friday. A new App will be available in January of 2020 which will allow users to buy passes on line and use GPS to track the location of the bus and the exact arrival time. Starting in 2019, the WIO has shared information on 511NY Ride Share to offer ride share/car pooling options as this NYSDOT program expands to upstate counties.

The Career Center varies its schedule of activities to allow public transportation riders to avail themselves of all services sponsored by the Center. In addition, Career Center staff will offer some services and activities at other locations within the service area for customers that cannot come to the Career Center.

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

The Service Delivery Memorandum of Understanding outlines our area's plan to develop structured cross-trainings for staff and confidentiality agreements for the sharing of customer information. Representatives from Vocational Rehabilitation will provide staff located at the Career Center and other partner organizations with training specific to providing quality service to customers with disabilities.

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

The Columbia-Greene Workforce Development Board has passed resolutions regarding the priority of service for the above mentioned groups. The One-Stop Operator is responsible for developing policies and procedures that ensure that staff of the Career Center comply with the implementation of all WDB resolutions. Periodically WDB members complete a compliance review of official policies.

- h. Describe how One-Stop System Operators and One-Stop partners will comply with 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.) regarding:

- i. The physical and programmatic accessibility of facilities, programs, and services;

All buildings on the Columbia-Greene Community College campus are in compliance with the Americans with Disabilities Act. This includes numerous handicapped parking spaces, automatic exterior door entrances, handicapped accessible bathrooms, and Braille room signs.

- ii. Technology and materials for individuals with disabilities; and

The college has a variety of assistive technology devices available for customers of the Career Center. They include:

An Internet-connected computer that can have special hardware and software for those with physical mobility, vision, and/or hearing issues.

A TDD/TYY phone number: (518) 828-1399

Four-track, variable speed tape players to play books on tape.

A talking calculator

A raised line drawing kit

A hearing Helper Personal Fm Amplifying System

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

Columbia-Greene Community College has an Office for Accessibility Services. The Director of this office provides periodic campus wide training and is also available on an individual basis to provide guidance and direction to Career Center staff to ensure that any customer with special needs is provided quality services.

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.).

All one-stop partner organizations are responsible for ensuring that their individual staff are in compliance with WIOA section 188 and with the Americans with Disabilities Act of 1990. The Career Center is housed at Columbia-Greene Community College and that organization provides the resource contributions to insure legal and facility compliance.

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 local area facilitates the engagement of businesses with the workforce system through a number of strategies. These efforts include working to garner commitment to the workforce development cause and offering a variety of services deemed valuable by the business community.

The Columbia-Greene Workforce Development Board recruits business members that either represent the local area's largest business sectors, and/or businesses that employ

people in occupations identified as in-demand. These members provide us many introductions to other businesses in our area and provide input on the types of services business would see value in us providing.

The Columbia Greene Career Center's Business Service Representative coordinates a bi-monthly Human Resource Roundtable meeting for the two counties, and also manages an email communication tool for the group of 125 business owners and human resource managers. The representative is also a board member of the Greene County Chamber of Commerce and a committee member of the Columbia County Chamber of Commerce, Workforce Preparation Committee. In addition, the Representative serves on the College's Business and Technology Advisory Board and has been instrumental in arranging for business owners to provide feedback to the Advisory Board on course content and student preparation for the world of work.

The Representative also promotes the services available through the Workforce Development Institute (WDI) and the Columbia-Greene Community College's SUNY Workforce grant options. This includes arranging and attending meetings between these two organizations and local businesses. Local businesses have obtained grant funding to support employee training, growth and retention. Some business that have been targeted include in demand sectors and companies referred by economic development representatives.

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

N/A

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

The Columbia Greene Workforce Development Board and its Career Center offers a variety of services to meet the needs of business. The Career Center assists employers with their hiring needs by promoting the NYS Job Bank and offering space at the Career Center for recruitment events. Individual employers can hold events that can either be held in the Center's offices, or can be arranged at a space on the community college campus where the entire student body will see them. Monthly group recruitment events for 8 to 12 businesses are held and are promoted heavily among all partner organizations to get as many job seekers attending as possible. An annual Career Fair is also held, generally with over 80 businesses and agencies attending and at least 300 job seekers coming through the doors.

Skill development services are offered to businesses' employees through Metrix Learning on-line courses. This is a free service to businesses for employees that are earning less than our local self-sufficiency wage. There are thousands of courses available covering a wide array of business management, computer technology, and manufacturing topics. In addition, when funds are available, On-the-Job Training contracts are offered to businesses hiring new workers in need of training for their new job.

In addition, the local area actively pursues grant opportunities to support workforce training in areas critical to local business. Numerous employers wrote letters of support for our recently obtained grant from the NYS Regional Economic Development Council for funding Commercial Driver's License training at both the A and B level. On multiple occasions, the area has secured funding for projects working cooperatively with our region's other Workforce Development Boards. We have had federal grants that offered enhanced on-the-job and customized training contracts to our business community. We have also obtained grants to develop sector partnerships and career pathways. These local and regional effort to obtain business focused training grants will continue.

Finally, additional business services are coordinated with the NYS DOL. These include Occupational Analysis, Health and Safety, Tax Credit and Employee Bonding programs. Job Services Employer Committee (JSEC) training offered and planned by local businesses.

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

Economic development representatives from both counties are members of the Columbia-Greene Workforce Development Board, and serve on the Executive Committee and the Business Services committee. These representatives provide real time labor market information useful in developing priorities and strategies. In addition, the Career Center's Business Service Representative meets with all businesses referred by any of the local Economic Development agencies to offer all of the Career Center's business services. In many cases, the Career Center is invited by Economic Development to meet with new businesses moving into the area.

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

Entrepreneurial or microenterprise training programs are offered by the two counties local economic development agencies. Just as Economic Development refers businesses to us for workforce services, we refer customers to Economic Development for their entrepreneurial training. The Career Center can coordinate that training with additional State related resources and also offer customers an on-line Metrix license for related business courses, such as financing, bookkeeping, logistics, inventory control, and customer service.

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

The local board and the Columbia Greene Career Center receives all Rapid Response layoff reports that occur in our region. This provides the opportunity to track trends that may be occurring in different industry sectors. Our Business Service Representative attends all Rapid Response events that are held with businesses in the two counties to ensure that affected individuals learn about the services available at the Career Center. In addition, the Business Services Representative notifies related local businesses that may be interested in hiring laid-off workers from a Rapid Response event.

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 Columbia-Greene Career Center provides customers with general information on the requirements for filing an Unemployment Insurance claim, along with specific instructions on the steps to take to file a claim. We provide telephonic and on-line resources to help individuals connect with the Unemployment Insurance Division. We also provide information on how to file a UI hearing request, and often help individuals fill out paperwork associated with their Unemployment Insurance claims, such as the Request for Reconsideration and Alternate Base Period information.

The Career Center connection with the UI Division is strengthened through the Re-Employment Services and Eligibility Assessment (RESEA) Grant. The program provides methods for identifying individuals with potential barriers to re-employment and individuals profiled as "likely to exhaust" benefits. Job search services and case management activities are implemented to try to lessen their duration on Unemployment Insurance, and to also insure that issues that may affect their continuing eligibility are addressed.

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

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

The Workforce Development Board (WDB) and the Career Center coordinates effectively with all the educational institutions in our service area. At the secondary level we work with all the area high school to ensure they are aware of all the youth services we provide, including TASC preparation programs for recent drop-outs, and summer youth employment programs for their students. Direct referral systems are in place. The WDB's Youth Services committee also reserves two membership seats for local Superintendents to ensure their input on the selection of youth service providers.

There is also a strong relationship with our local BOCES, Questar III. Referral processes are in place for all the TASC and English as a New Language (ENL) classes offered by the school. In fact, one of the TASC classes is held at the Career Center. In addition, whenever Questar III sponsors adult vocational training programs the WDB assists them in the acceptance process for placement on the Eligible Training Provider list.

At the post-secondary level, Columbia-Greene Community College is the fiscal agent for WIOA Title I, and is home to the comprehensive Career Center. In addition, a Career Center staff member serves on the Local Advisory Committee for the Career & Technical Education under Perkins Career and Technical Education Act.

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

Improving the connection between education programs and workforce services in the Columbia Greene area focuses on insuring that students who are enrolled in adult education or community college non-credit and degree programs are aware of the workforce services available that can either enhance their educational experience or improve their employment results upon graduation. Efforts are also underway to co-enroll TASC and ENL students interested in obtaining employment or continuing their education.

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

The WDB and its Committees includes membership of all WIOA partners. The communication processes that are in place ensures that all Partners know the programs and services provided by each organization. Because of our area's small size and the limited number of educational services and resources available, collaboration is easily facilitated to avoid the duplication of services.

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

The Columbia-Greene Career Center is operated as a joint effort between WIOA and Wagner-Peyser funded staff to insure coordination and non-duplication of services between our two organizations. The Center operates by following a single policy and procedure manual that is continually updated and provides detailed instructions on the services to be provided and the processes to be followed. Utilizing this system provides quality control and helps highlight possible service gaps or outdated procedures, and leads to a continuous improvement system for the Career Center.

- 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 Columbia Greene area utilizes the Service Delivery Memorandum of Understanding to define how local partners will carry out the coordination of and access to all workforce services in our community. Membership on the Career Services Committee of the WDB includes representatives of all local WIOA partners, including of WIOA Title I, Adult Education - Questar III, Wagner-Peyser, Acces VR, Greene and Columbia Counties Departments of Social Services, and Greene and Columbia Counties Community Action agencies.

Youth Activities

- a. Provide contact details of Youth Point of Contact for your local area:
- i. Name of Youth Point of Contact

Rebecca Preusser

v. Phone

518-828-4181 ext.3113

ii. Email Address

Rebecca.Preusser@sunycgcc.edu

vi. Address

iii. Name of Organization

Columbia Greene Career Center
Columbia Greene Community College

4400 Route 23, Hudson, NY
12534

iv. Title:

Assistant Director for Workforce Development

b. Provide the number of planned enrollments in PY 2017 for:

i. Out-of-School Youth

69

iii. Carry-Over In-School Youth

3

ii. New In-School Youth

0

iv. Work Experience

13

*Please note that PY 2017 enrollments will provide the baseline estimate for the remaining three years of the Plan.

c. Who provides the WIOA Youth Program Design Framework, which includes Intake and Eligibility, Objective Assessment, and the Individual Service Strategy (ISS)?

Youth Program Design framework activities are completed by the Columbia Greene Career Center

i. Describe how career pathways is included in the ISS.

An initial career pathway is identified during the assessment process and a confirmed career pathway is outlined after the completion of Career Zone activities, including the interest profiler, abilities assessment, work importance profiler, and budgeting calculator.

d. In Attachment G, Youth Services, located on the NYSDOL website at <https://labor.ny.gov/workforcenypartners/wioa/workforce-planning.shtm> under the Local Planning section, identify the organization providing the 14 Youth Program Elements and whether the provision of each element is contractual, with a Memorandum of Agreement (MOA), or provided by the LWDB.

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

- i. Connect back to the WIOA Youth Program Design Framework, particularly Individual Service Strategies; and

See answers on Page 13 for ei and eii.

- ii. Are made available to youth with disabilities.

- f. Identify successful models for youth services.

See answers on Page 13.

- g. If you plan to serve In-School Youth (ISY) and/or Out-of-School Youth (OSY), using the “Needs Additional Assistance” criteria, please attach a policy that defines reasonable, quantifiable, and evidence based specific characteristics of youth needing additional assistance.

Administration

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

Columbia Greene Community College

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

The Columbia-Greene Workforce Development Board (WDB) is a non-incorporated entity, established by Columbia and Greene counties to set local Workforce Innovation & Opportunity Act (WIOA) policy in partnership with the Chief Local Elected Officials. The WDB is staffed by an independent contractor (WDB Consulting Director).

Columbia-Greene Community College functions simultaneously in a variety of roles related to the administration of Title I of the Workforce Innovation & Opportunity Act for Columbia and Greene Counties. The college is the chief elected officials’ policy designee, Fiscal Agent, and the direct provider of career and training services. For Program Year 2017(PY17) to Program Year 2020 (PY20), the college was also selected by the CG WDB to act as the One Stop Systems Operator. Local competition for the One Stop System Operator role is required minimally every four years (PY21).

The college’s administrative structure and operating procedures, as they relate to the administration of the Workforce Innovation & Opportunity Act, have been established to ensure that the college can carry out its responsibilities while maintaining compliance with WIOA, corresponding regulations, relevant OMB circulars, and NYS conflict of interest policies related to the procurement of goods and services.

These regulations understand that in some local areas governmental structures do not have the capabilities to divide responsibilities among numerous organizations to exclude potential service providers from the entire administrative process. This is the situation at Columbia-Greene Community College as it relates to the management of WIOA. A variety of internal controls are in place to prevent any conflict of interest and to ensure that procurement actions are conducted in a manner that provides for full and open competition and prevents the existence of conflicting roles that might bias judgment and/or cause unfair competitive advantage.

The Consulting Director of the WDB has the responsibility for implementing the competitive process by following standard procurement protocols:

Request for Proposals (RFPs) will be developed and shall contain a clear and adequate description of the goods and services to be procured; technical requirements, outcomes, and specifications which bidders must fulfill; timeframe for the review of proposals and the awarding of contracts; amount of funds available; and factors to be used in evaluating bids or proposals.

Proposal (RFP) packages shall be sent to potential service providers contained on any established bidders list, as appropriate according to the type of goods and services to be procured. Also, notice of solicitation of RFPs will either be published in local newspapers, posted on the C-CGCC WIO website (columbiagreene.org), or both.

All proposals received in response to a solicitation shall be reviewed by the WDB Consulting Director and/or relevant committee members of the Workforce Development Board, depending on the type of goods and services being sought. Copies of the proposals shall be distributed to all required parties.

The appropriate committee reviewing the submissions will make their award recommendations in the form of a resolution for action by the full Board membership.

All selected bidders will be required to participate in negotiations with the WDB Consulting Director and/or appropriate WDB Committee members. The award of any contract or agreement shall be contingent upon the satisfactory completion of negotiations and the continued availability of funding.

Unsuccessful bidders shall be notified in writing within thirty (30) days of the final decision.

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

Listed below are our negotiated performance levels regarding the percentage of our customers who obtain and retain employment:

Measure	Adult	Dislocated Worker	Youth
Employment Rate 2nd Quarter After Exit	55.2%	44.4%	22.1%
Employment Rate 4th Quarter After Exit	54.9%	33.2%	41.5%

Listed below are our negotiated performance levels regarding the median income earned by our customers:

Measure	Adult	Dislocated Worker	Youth
Median Earnings 2nd Quarter After Exit	\$4,523	\$3,753	N/Available

Listed below are our negotiated performance levels regarding the percentage of our customers who, after enrolling in an educational program, obtained a credential:

Measure	Adult	Dislocated Worker	Youth
Credential Attainment 4th Quarter After Exit	78.4%	83.2%	48.2%

Although we have not yet determined a success level, we will also be measuring the percentage of students who increase their skill levels during their time of participation

In regards to our business customers we will also be measuring our business penetration rate and our repeat business customer rate. Success levels have not yet been set for these measures either.

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

The Columbia Greene Workforce Development Board has been WIOA compliant with membership as of July 1, 2015, including by laws established and approved by the Chief Local Elected Officials. One Stop Procurement was finalized by June 30, 2017 with both the

One Stop Operator Agreement & Internal Controls Agreement in place. Part One (Service Delivery) of the CG MOU was finalized with all partner signatures on October 27, 2017. Part Two (Infrastructure Costs) of the CG MOU is in process and will be completed by the required due date. The Career Center Certification is pending additional guidance from NYSDOL and will be addressed promptly once the necessary guidance is available. The CGWDB monitors performance and established goals at quarterly meetings. The CG WDB strives to meet or exceed all performance goals, and had an excellent record under the previous Workforce Investment Act. When adjustments are needed, Performance Improvement Plans are developed and implemented to address issues that may be affecting performance outcomes.

Training Services

- a. Describe how training services will be provided in the local area.

Training services will be offered through our Individual Training Account system. Training vouchers are only approved for programs that are listed on the NYS Eligible Training Provider website. Training must lead to an occupation which is on the Columbia Greene in-demand occupation list.

- b. Describe how contracts will be coordinated with the use of ITAs.

If the Workforce Development Board determines that there is a need in the community for occupational training that is not available through the ITA system, our procurement procedures will be used to identify a training provider that can offer a training class to meet the community's needs.

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

The procedures regarding customer choice requirements are outlined in our policy manual. They are also available in our Career Center Catalog of Services customer handout, and are highlighted on our website to ensure that all customers are aware of their options. In addition, WDB members conduct semi-annual procedure audits at the Career Center. These audit visits consist of staff interviews to ensure that Center policies and procedures are being followed. Follow up reports are provided to the full board and the Career Center Manager.

Public Comment

- a. Describe the process used by the local board to provide a 30-day opportunity for public comment and input into development of the plan by representatives of business, labor organizations, and education prior to submission.

A legal notice is printed in the local newspapers and the plan is posted on the website: columbiagreenetworks.org with instructions provided on how to provide comments.

- b. Did the NYSDOL State Representative review the plan before submission? If no, please submit to your State Representative for review prior to posting for public comment.

yes

List of Attachments:

Please complete all attachments.

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

Attachment G – Local Plan Budget 2017

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

- Electronic signature (if the board has the capability for it) – Note that electronic signature must follow the requirements and guidelines of the Electronic Signature and Records Act (ESRA). Further information on ESRA standards and requirements can be found at <https://its.ny.gov/nys-technology-law#art3>. Boards 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, New York 12240

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

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 would be preferable to provide a list of hyperlinks to these agreements made available on your LWDB website.

Youth Services Answer to e1:

WIOA staff at the Columbia-Greene Career Center provide the design framework services, including eligibility determination, objective assessment, Individual Service Strategy development, supportive services determination, and follow-up services. Career Center staff are familiar with all the available WIOA youth services and the services designed to meet all the program elements. The Individual Service Strategy is developed based on the specific needs and interest of each youth participant. Career Center staff also provide continuing case management and follow-up services to ensure the Individual Service Strategy is regularly updated to meet any changes in the needs or interest of participants.

Answer to e2:

All Youth contracts and agreements have assurances that that no individual shall be excluded from participation, denied the benefits of, subjected to discrimination under, or denied employment in the administration of or in connection with any program because of a disability. The WDB performs annual on-site program monitoring to insure adherence. In addition, each youth, and their guardian is provided with information about how they can file a complaint if they feel they are not receiving necessary accommodations.

Answer to f:

Through an agreement with the WDB, the Community College provides pre-vocational educational services that prepare students for college entrance and/or prepares students to take the TASC exam for their high school equivalency diploma. These classes meet 3 days per week for a total of 12 hours. Coupled with these classes are a variety of career planning activities, including discussions about the local labor market and career pathways. Financial literacy activities, entrepreneurship training, mentoring and leadership development activities, are all services that can be made available through this program. All students enrolled in the pre-voc education program must also have a connection to work. If they are not already employed when they enter the program they are provided with an 8 week part-time paid internship. Whenever possible the internship is arranged with a business or agency that can provide experience related to the participant's career goal, thus starting them on their career path.

The Pre-Voc Ed program serves students between the ages of 18 and 21, because it is financially unviable for the Adult Education programs in our local area to serve this age group. In addition, the WDB contracts with the Catskill Central School district to offer a New York State Education Department approved Alternative High School Equivalency Preparation (AHSEP) program. This program serves high school dropouts between the ages of 16 and 18 years of age. These students are also required to either be employed, or to participate in a paid internship experience arranged by the Career Center. With these two programs, all high school drop-outs between the ages of 16 and 21 years of age have programs available to assist them in obtaining their High School Equivalency Diploma. Eligible youth over the age of 21 participate in regular Adult Education classes through WIOA Title II programs. Students

who are enrolled in those classes, and are not employed, are also eligible to participate in our paid internship program. With these three options the Columbia-Greene Workforce Development Board insures that all WIOA eligible out-of-school youth have access to programs that can lead to a high school equivalency diploma and unsubsidized employment, while starting them on a career path.