

# Rochester Works!

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Monroe County/Rochester Workforce Development Area

## LOCAL PLAN

JULY 1, 2021 - JUNE 30, 2025

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## Executive Summary

The Workforce Innovation and Opportunity Act (WIOA) requires every local board to develop a 4-year action plan to guide service delivery strategies in the local area. The plan's many requirements result in a document that is too long to be of practical use to local partners and front-line staff. Therefore, we have drafted this executive summary to serve as a guide for strategic planning and service delivery in the Monroe County/Rochester Workforce Development Area.

- I. **Focus on In-Demand Industry Sectors:** We have aligned our local workforce strategies with the Finger Lakes Regional Economic Development Council's (FLREDC) priority industries. The FLREDC has identified three Advanced Manufacturing-related industry pillars: *Optics, Photonics, and Imaging*; *Agriculture and Food Production*; and *Next Generation Manufacturing*. The FLREDC has also identified *Healthcare and Life Sciences* and *Software and IT* as key industry pillars.
- II. **Our Strategic Vision:** Through alignment of education, training, employment, and supportive services, meet the needs of both job seekers and businesses in Monroe County. We have identified the following three related goals.
  - a. **Career Pathways:** Under the leadership of the three regional Workforce Development Boards, support the development and design of clearly defined Career Pathways in advanced manufacturing, healthcare and life sciences, software and IT, as well as other industry sectors, such as construction & building trades and hospitality & tourism, that allow for entry by workers with lower literacy levels. Ensure that workforce services have been designed around these Career Pathways.
  - b. **Sector-Based Strategies:** We recognize the need to engage businesses in designing sector-based solutions to their hiring, training, and retention needs, with a focus on advanced manufacturing, healthcare and life sciences, software and IT, and other industry sectors with significant numbers of persistently unfilled jobs. Support business-led solutions that result in good jobs, encouraging businesses to incorporate appropriate work-based learning opportunities into education, training, and employment programs. Encourage businesses to meet their staffing needs by recruiting from populations that are underrepresented in the workforce.
  - c. **Role of the One-Stop System:** Strengthen the local one-stop system to drive alignment of education, training, employment, and supportive services, co-enrolling youth and adult job seeker participants in multiple partner programs whenever possible. One-stop partners should ensure that participants with barriers to education and/or employment have access to one-stop system services.
- III. **The One-Stop System:** The local one-stop system includes career and training services provided by our core partners, required one-stop partners, and other community partners, both at our two comprehensive career centers and other partner locations. Our two comprehensive career centers are located at 100 College Ave., Suite 200, and 276 Waring Rd. The board will work to ensure that a balance is achieved between serving the needs of the Unemployment recipients and other job seekers making use of the comprehensive career centers. Our affiliate career

center is located within the Monroe County Department of Human Services at 691 Saint Paul St. We have contracted with a one-stop system operator whose role is to convene partner program entities to promote increased alignment of partner programs.

- IV. **Business Engagement:** In working with businesses, the board engages in three primary activities: *Recruit*, *train*, and *connect*. Each of these activities presents opportunities to promote business leadership in the development of our sector-based strategies. We will look to increase local resources that may be dedicated to work-based learning, including apprenticeships and incumbent worker training within defined career pathways.
- V. **Youth Activities:** Our local area has developed the Youth Works Model for delivering youth services. Essential to the model is the belief that every youth needs (at least) one supportive adult to help them connect to resources that will minimize barriers to employment and education. WIOA program services are offered through RochesterWorks! Career Centers and contracted community partners called Navigators. Navigator contracts have been executed with six organizations who employ 17 Navigators. Additionally, there are two Navigators staffed by RochesterWorks, Inc. located in two of the Career Centers.
- VI. **Training Services:** The following training activities are provided in the local area: occupational skills training (including the classroom training portion of a Registered Apprenticeship); on-the-job training (including the on-the-job portion of a Registered Apprenticeship); transitional jobs; adult education and literacy activities, including English language acquisition; and customized training. Incumbent worker training is also provided if sufficient WIOA Title I Adult funds are available. Occupational skills training services are provided through the use of individual training accounts (ITAs) and are provided to eligible participants through the one-stop career centers. We ensure informed customer choice by allowing for ITAs in demand occupations through the New York State Eligible Training Provider List.

## Strategic Planning Elements

Local Workforce Development Area (LWDA) and Regional Demand Lists are now maintained online at: <https://dol.ny.gov/lmi-workforce-planning>. 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 12/4/2019.**

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

Additions to the Local Demand List were shared at a board meeting on 9/17/2019.

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

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

The Finger Lakes Regional Economic Development Council (FLREDC) has identified three Advanced Manufacturing-related industry pillars: Optics, Photonics, and Imaging; Agriculture and Food Production; and Next Generation Manufacturing. The FLREDC has since added two additional industry pillars: Healthcare & Life Sciences and Software & IT.

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

There are 10 growth occupations with representation in the advanced manufacturing industry (See Table 1) that have 100 or more annual openings. There are 19 different occupations with representation in the health care industry (see Table 2) that have 100 or more annual openings and require a bachelor’s degree or less. There are six different occupations with representation in the software & IT industry (See Table 3) that have 100 or more annual openings.

**Table 1: Growing Occupations in the advanced manufacturing industry with 100 or more annual openings in the Finger Lakes**

<b>SOC</b>	<b>Occupation</b>	<b>Annual Openings</b>
<b>17-2071</b>	Electrical Engineers	100
<b>17-2112</b>	Industrial Engineers	140
<b>17-2131</b>	Mechanical Engineers	120
<b>49-9041</b>	Industrial Machinery Mechanics	120
<b>51-1011</b>	First-Line Supervisors of Production and Operating Workers	310
<b>51-3092</b>	Food Batchmakers	130
<b>51-4011</b>	Computer-Controlled Machine Tool Operators, Metal and Plastic	100
<b>51-4041</b>	Machinists	320
<b>51-4121</b>	Welders, Cutters, Solderers, and Brazers	120
<b>51-9111</b>	Packaging and Filling Machine Operators and Tenders	260

**Table 2: Occupations in the health care industry with 100 or more annual openings in the Finger Lakes**

<b>Level</b>	<b>SOC</b>	<b>Occupation</b>	<b>Annual Openings</b>
<b>1</b>	37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	1,850
<b>1</b>	37-2012	Maids and Housekeeping Cleaners	560
<b>1</b>	39-9021	Personal Care Aides	1,920
<b>1</b>	43-4171	Receptionists and Information Clerks	830
<b>1</b>	43-9061	Office Clerks, General	1,160
<b>2</b>	15-1151	Computer User Support Specialists	420
<b>2</b>	29-2012	Medical and Clinical Laboratory Technicians	100
<b>2</b>	29-2041	Emergency Medical Technicians and Paramedics	140
<b>2</b>	29-2052	Pharmacy Technicians	120
<b>2</b>	29-2061	Licensed Practical and Licensed Vocational Nurses	380
<b>2</b>	31-1011	Home Health Aides	900
<b>2</b>	31-1014	Nursing Assistants	910
<b>2</b>	31-9091	Dental Assistants	180
<b>2</b>	31-9092	Medical Assistants	150
<b>2</b>	31-9097	Phlebotomists	110
<b>2</b>	43-6013	Medical Secretaries	170
<b>3</b>	29-1141	Registered Nurses	960
<b>3</b>	29-2021	Dental Hygienists	110
<b>4</b>	11-9111	Medical and Health Services Managers	150

**Table 3: Occupations in the software and IT industry with 100 or more annual openings in the Finger Lakes**

SOC	Occupation	Annual Openings
15-1121	Computer Systems Analysts	240
15-1132	Software Developers, Applications	260
15-1133	Software Developers, Systems Software	150
15-1142	Network and Computer Systems Administrators	130
15-1151	Computer User Support Specialists	420
15-1152	Computer Network Support Specialists	110

**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.**

Of the 53 occupations on the local Demand Occupations List, nine of them (including four computer occupations, two healthcare occupations, and one engineering occupation) require at least a bachelor's degree. Six of them require an associate's degree; eight require a postsecondary non-degree award; three require some college; 23 require a high school diploma or equivalent; and four require less than a high school diploma. The most common entry-level education for advanced manufacturing occupations on the Demand List is a high school diploma or equivalent. The most common entry-level education for healthcare occupations on the Demand List is a postsecondary non-degree award. The most common entry-level education for software & IT occupations on the Demand List is a bachelor's degree. Occupations in key industry sectors tend to require use of various software programs and tools. Knowledge, Skills, and Abilities that are most important in advanced manufacturing occupations include production and processing, critical thinking, and near vision. Knowledge, Skills, and Abilities that are most important in healthcare occupations center around customer and personal services and verbal and written communication skills. Knowledge, Skills, and Abilities that are most important in software and IT occupations include computer and electronics, customer and personal services, and oral and written comprehension.

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

**i. Current labor force employment and unemployment numbers;**

ACS 5-Year Estimates 2015-2019\*, Table S2301:

County Population 16 years and over: 605,596

County Labor Force Participation Rate: 64.3%



Compared to Rochester City: 62.3%

County Employment/Population Ratio: 60.8%

Compared to Rochester City: 55.9%

County Unemployment Rate: 5.5%

Compared to Rochester City: 10.2%

\* These data are pre-COVID-19 recession estimates

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

The local labor market outlook has been clouded by the COVID-19 recession. The Monroe County unemployment rate peaked at 16.3% in April 2020 (compared to 20.5% in Rochester City) and was down to 5.9% in April 2021 (compared to 8.4% in Rochester City). Monroe County employment levels were down 1.8% in April 2021, compared to the same month in 2019 (employment levels were also down 1.8% in Rochester City).

The combination of lower employment levels with higher numbers of job openings signals large numbers of unfilled jobs, likely concentrated in key industry sectors. The significant number of unfilled jobs is not a new trend. According to Monroe Community College's Rochester Area Skill Needs Assessment and Business Climate Survey, 2014, there were an estimated 23,000 persistently unfilled jobs in the nine-county Finger Lakes Region. The Monroe County Labor Force has been declining in recent years. Furthermore, jobs have been moving out of the City of Rochester and into the suburbs, away from the neighborhoods with the highest concentrations of unemployed workers. A decrease in labor force availability due to the COVID-19 pandemic has exacerbated the problem. The leisure and hospitality sector has consistently been the hardest hit by job losses and will experience the slowest recovery of any industry sector.

The Bureau of Labor Statistics project long-term structural changes in industry employment due to the COVID-19 pandemic. These structural changes may be explained by changes in consumer spending and business hiring practices from 1) increased remote work; 2) increased e-commerce; 3) increased medical research; and 4) decreased spending on leisure and hospitality (in the strong impact scenario). Locally we expect to see decreases in nonresidential building construction employment; accelerated decreases in retail trade employment; and a negative impact on employment at food services and drinking places.

Finally, any analysis of labor market trends would be incomplete without mentioning the COVID-19 recession's disparate impact on people of color, women, people with disabilities, youth, and the working poor. For example, according to the Opportunity Insights Economic Tracker, in Monroe County, employment rates among workers in the bottom wage quartile decreased 27.0% between January and December 2020, compared with 3.3% for workers in the top wage quartile.

The dual problems of unfilled jobs and high unemployment among key demographic groups presents an opportunity for the one-stop system to help businesses hire and train individuals from these demographic groups.

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

ACS 5-Year Estimates 2015-2019, Table S1501:

County Population 18 to 24 years: 74,733

High School Graduate and Above, County: 67,180 (90%)

Less Than High School Graduate, County: 7,553 (10%)

Compared to Rochester City: 4,439 (16%)

County Population 25 years and over: 512,676

High School Graduate and Above, County: 463,281 (90%)

Less Than High School Graduate, County: 49,395 (10%)

Compared to Rochester City: 26,021 (20%)

Compared to Greece Town: 5,718 (8%)

ACS 5-Year Estimates 2015-2019, Table DP02:

5 years and over, language other than English spoken at home, and speak English less than “very well”

County: 38,801 (6%)

Compared to Rochester City: 18,319 (10%)

Compared to Greece Town: 4,202 (5%)

Compared to Henrietta Town: 3,397 (8%)

**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.**

Monroe County has a wealth of education and training providers, as well as CBOs that have workforce development programs. They have seen increased coordination in recent years. Many of these activities are concentrated in or near the City of Rochester. These are all strengths.

Weaknesses of these activities include 1) activity schedules that do not accommodate working adults, 2) a balance of programs weighted too heavily toward unpaid and classroom-based education training, rather than work-based learning, 3) a lack of integrated education and training programs, and 4) a lack of supportive services, including child care and transportation.

**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.**

Yes, we have already seen promising developments, indicating that Monroe County has both the resources and the will to make marked improvements in the delivery of local workforce development activities. The community has seen increased collaboration on efforts such as the Rochester Monroe Anti-Poverty Initiative and various federal grant partnerships. Additionally, under the leadership of our one-stop system operator, we have taken steps to improve alignment of the one-stop system partner programs.

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

Strategic Vision: Through alignment of education, training, employment, and supportive services, meet the needs of both job seekers and businesses in Monroe County.

Goals:

1. Career Pathways: Under the leadership of the three regional Workforce Development Boards, support the development and design of clearly defined Career Pathways in advanced manufacturing, healthcare and life sciences, and software and IT, as well as other industry sectors, such as building & construction trades and hospitality & tourism, that allow for entry by workers with lower literacy levels. Ensure that education, training, employment, and supportive services have been designed around these Career Pathways. These services should integrate education, training, and work-based learning (including registered apprenticeships), and should result in a high school diploma or equivalency and portable, stackable, industry-recognized credentials in demand occupations. Career Pathways should be flexible in their response to changing opportunities and environmental or economic conditions. They should also include the necessary supports to move adults and youth with barriers from their entry point to a reasonable exit point along the pathway. These supports may include career guidance; work experiences; financial literacy education; assistance with transportation, child care, or other

related costs; mentoring; and activities related to leadership development, decision-making, citizenship, and community service. It may be necessary to provide incentives for special populations, including youth, who achieve milestones along the pathway.

2. **Sector-Based Strategies:** We recognize the need to engage businesses in designing sector-based solutions to their hiring, training, and retention needs, with a focus on advanced manufacturing, healthcare and life sciences, software and IT, and other industry sectors with significant numbers of persistently unfilled jobs. Support business-led solutions that result in good jobs, encouraging businesses to incorporate appropriate work-based learning opportunities into education, training, and employment programs. Encourage businesses to meet their staffing needs by recruiting from populations that are underrepresented in the workforce, including youth, reducing barriers to their participation in work-based training and employment.

3. **Role of the One-Stop System:** Strengthen the local one-stop system to drive alignment of education, training, employment, and supportive services. Alignment includes, but is not limited to, co-enrolling youth and adult job seeker participants in multiple partner programs whenever possible to provide for all their education, training, employment, and supportive service needs. One-stop system partners should ensure that participants with barriers to education and/or employment, as identified by each of the one-stop system partners, have access to one-stop system services. Partners that serve special or target populations should offer cross-training to other system partners to help them increase their capacity to serve those special or target populations.

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

1. We have completed three advanced manufacturing Career Pathway maps, one in each of the three industry pillars. When community partners make available federal grant resources to support training in advanced manufacturing and healthcare (e.g., the Health Profession Opportunity Grant (HPOG) and Strengthening Working Families Initiative (SWFI)), we have set aside ITA dollars to maximize the number of participants who successfully complete those training programs. We also lent some of our limited ITA training resources to a pilot of a business-led CNA to LPN career pathway program. Partner programs that have assisted in these efforts include WIOA Title I, Trade Act, Title IV (Voc Rehab), Title II Adult Ed, TANF, CSBG programs, and CTE Perkins. We would like to see additional partnerships to test out similar pathways in healthcare occupations. One area of need is to increase the number of integrated education and training programs that provide training services to high school dropouts, English Language Learners, and participants with low literacy and/or numeracy skills. Additionally, work-based learning should be incorporated into career pathways.

2. The local board has incorporated the priorities of the FLREDC into our regional and local planning. Specifically, we have given special attention to the Upstate Revitalization Initiative (URI) Plan. Our sector-based strategies goal is centered around business engagement and support of business-led strategies. When businesses take the lead in workforce development

efforts, the board will support them. Much work remains to be done in this regard. It has been easier to engage healthcare business partners because much of the employment in this sector is concentrated at a small number of large healthcare organizations. We have also benefited from the leadership of the FLREDC as a convener of healthcare organizations. It has been more challenging to incorporate sector strategies in advanced manufacturing due to the larger number of smaller businesses in the local area. Industry organizations, such as Rochester Technology and Manufacturing Association (RTMA), Finger Lakes Advanced Manufacturing Enterprise (FAME), and Rochester Regional Photonics Cluster (RRPC), have been helpful in this regard. We see some potential for increased employer engagement around registered apprenticeships. In both sectors our industry sector work was initially focused on the development of Career Pathways. Additionally, ACCES-VR has been a key partner in encouraging businesses to recruit from among people with disabilities.

3. In our WIOA Service Delivery MOU we have focused on strengthening the one-stop system through alignment of services. Our one-stop system operator has convened partner program entities to work toward this goal. The one-stop system operator will coordinate cross-training efforts of front-line one-stop system partner staff. The goals of the training are to expand access to program services and to align program services in a way that is efficient and seamless.

**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 Board will be reviewing Title II proposal submissions for alignment with the strategic vision and goals of the Local Plan.

In July 2017, we revised our local policy to dedicate 25% of our WIOA ITA budget to support participants in two federal grant programs (HPOG and SWFI) who were enrolled in career pathways in two priority industry sectors, advanced manufacturing and healthcare. We hope to be able to support similar collaborative efforts in the future.

WIOA Title I business services staff have been coordinating their efforts with both regional Title III business services staff and ACCES-VR (Title IV) staff in an effort to be responsive to the needs of local businesses while promoting recruitment of special populations.

One-Stop Career Center staff have already been cross-trained in all four core programs.

Additionally, the one-stop system operator is leading all partner programs in an effort to promote improved referrals between and co-enrollment in programs. This effort includes an inventory of available supportive 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 local board will be monitoring performance on the six primary indicators as follows:

1. Employment Rate 2nd Quarter After Exit (Education and Employment for Title I Youth)
2. Employment Rate 4th Quarter After Exit (Education and Employment for Title I Youth)

3. Median Earnings 2nd Quarter After Exit
4. Credential Attainment
5. Measurable Skill Gains
6. Effectiveness in Serving Employers

Please see question c. in the Administration section for negotiated levels of local performance for each indicator.

The first five indicators support self-sufficiency of individuals. Indicator six supports regional economic growth, as does the size of the denominator of indicators one through four, provided that the percentage meets or exceeds the negotiated local level of performance.

### Local Workforce Development System

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

**i. Core programs;**

WIOA Title I Adult and Dislocated Worker Program: RochesterWorks, Inc.

WIOA Title I Youth Program: RochesterWorks, Inc. and six contracted providers of the 14 WIOA Youth program elements, including Center for Youth, Community Place of Greater Rochester, Monroe 2-Orleans BOCES, Refugees Helping Refugees, Starbridge, and the Urban League of Rochester

WIOA Title II Adult Ed: New York State Education Department

WIOA Title III Wagner-Peyser: New York State Department of Labor

WIOA Title IV Voc Rehab: ACCES-VR and New York State Commission for the Blind

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

New York State Education Department with Perkins programs currently active at Monroe Community College and SUNY Rochester Educational Opportunity Center

**iii. Other workforce development programs, if applicable.**

Job Corps: Iroquois Job Corps Center

YouthBuild: Catholic Family Center and Urban League of Rochester

Indian and Native American Programs (INAP): Native American Community Services

Migrant and Seasonal Farmworker Programs (MSFW): PathStone Corporation

Trade Adjustment Assistance (TAA), Jobs for Veterans State Grants (Vets) and Unemployment Insurance (UI) Programs: New York State Department of Labor

Senior Community Service Employment Programs (SCSEP) State Office for the Aging (SOFA): Associates for Training and Development

Senior Community Service Employment Programs (SCSEP) National Grantee: Associates for Training and Development

Community Service Block Grants (CSBG) Employment & Training: Action for a Better Community and PathStone Corporation

Housing and Urban Development (HUD) Employment & Training: Rochester Housing Authority

Re-entry Employment Opportunities (REO) Programs Under Second Chance Act: PathStone Corporation

Temporary Assistance for Needy Families (TANF) Employment & Training: Monroe County Department of Human Services

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

We will ensure continuous improvement of services and service providers by measuring improvements in the way that all one-stop partner programs work together to serve job seekers, workers, and businesses. Measures of continuous improvement will include the increase in the number of participants with barriers to employment, including people with disabilities and other special populations, receiving services at the one-stop career centers. Other measures of continuous improvement may include the increase in the number of co-enrollments among two or more one-stop partner programs and/or the increase in referrals between partner programs, especially referrals to supportive services. We will strive to keep participants engaged with career center services until they are successful in achieving their employment goals. Continuous engagement strategies include participation in career services, individual counseling, assessments, provision of labor market information, job referrals, job clubs, virtual services, business recruitment events, and outreach to pre-apprenticeship training and apprenticeship testing programs delivered or supported by local labor unions.

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

When job seekers and workers have access to information, guidance, and resources to provide the right number of workers with the skills that businesses need, everyone benefits. The board will provide clear and understandable information and guidance on career pathways, sector strategies,

and local demand occupations, industries, and skill sets to eligible providers of WIOA services. In turn, eligible providers of WIOA services will be encouraged to make use of this guidance when designing services that contribute to the achievement of systemwide goals.

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

100 College Ave. Comprehensive Career Center:

Managed by RochesterWorks, Inc.

WIOA Title I Adult, DW, and Youth staff provided by RochesterWorks, Inc.

WIOA Title III Wagner-Peyser, TAA, Jobs for Veterans State Grants, and UI staff provided by New York State Department of Labor

WIOA Title IV Voc Rehab staff provided by ACCES-VR and New York State Commission for the Blind

276 Waring Rd. Comprehensive Career Center:

Managed by NYSDOL

WIOA Title I Adult, DW, and Youth staff provided by RochesterWorks, Inc.

WIOA Title III Wagner-Peyser, TAA, Jobs for Veterans State Grants, and UI staff provided by New York State Department of Labor

WIOA Title IV Voc Rehab staff provided by ACCES-VR and New York State Commission for the Blind

691 Saint Paul St. Affiliate Career Center:

Managed by RochesterWorks, Inc.

WIOA Title I Adult, DW, and Youth staff provided by RochesterWorks, Inc.

TANF staff provided by Monroe County Department of Human Services

The Infrastructure Funding Agreement (IFA), a separate document, describes how infrastructure costs are shared among co-located career center partners.

## **Workforce Development and Career Pathways**

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

The LWDB has taken a regional approach to the development of Career Pathways, basing its efforts on the work accomplished by the Finger Lakes Regional Economic Development Council (FLREDC).



In the WIOA Regional Plan, the local workforce development boards have selected the following priority industry sectors: advanced manufacturing, healthcare and life sciences, and software and IT.

Advanced manufacturing is further divided into three Key Growth Pillars: Optics, Photonics, and Imaging (OPI); Agriculture and Food Production (Ag & Food); and Next Generation Manufacturing (Next Gen).

The need for business and job seeker services in all three industry sectors is reflected throughout the priorities of integration of strategies with core partner programs and into the regional workforce development system under the WIOA law. An urgent regional priority under WIOA is the development of Career Pathways in all our selected industry sectors.

In Program Year 2016, the Finger Lakes region made use of some Sector Partnership NEG funds to develop some initial advanced manufacturing Career Pathways maps. (The maps will be made available on our web site, [www.rochesterworks.org](http://www.rochesterworks.org).) This work included a set of recommendations to be taken up by the Workforce Development Boards if funding is available.

The Healthcare/Workforce Subcommittee of the Finger Lakes REDC worked during the summer and fall of 2016 to advance some recommended strategic objectives surrounding a healthcare Career Pathway. The work was suspended but has provided us with a foundation for continued development of this pathway. The occupations listed in Table 2, above, are a result of the Subcommittee's work.

The LWDB will make use of this initial pathways work when making recommendations for co-enrollment in core programs. The contracted "One-Stop Operator" will facilitate efforts to increase and measure co-enrollment and alignment of resources during quarterly one-stop system partner meetings.

Additionally, the board will work toward increasing the number of integrated education and training programs that provide training services to high school dropouts, English Language Learners, and participants with low literacy and/or numeracy skills and incorporating work-based learning into the Career Pathways.

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

The board will focus on activities leading to postsecondary credentials that meet the needs of both workers and businesses, with an emphasis on advanced manufacturing, healthcare and life sciences, software and IT, and other persistently unfilled jobs.

Our Career Pathways and Industry Sector-Based Strategies are also strategies that improve access to activities leading to postsecondary credentials. Career Pathways include the necessary supports to move adults and youth with barriers from their entry point to the point of achieving a recognized postsecondary credential. We will encourage businesses to incorporate appropriate work-based learning opportunities into postsecondary education programs.

Our work on aligning one-stop partner programs will also improve access to activities leading to recognized postsecondary credentials through cross-referrals, co-enrollment, and sharing of supportive services necessary to help participants to gain enrollment into and complete postsecondary programs.

The board will coordinate efforts to increase the number of integrated education and training programs that provide training services to high school dropouts, English Language Learners, and participants with low literacy and/or numeracy skills.

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

Most recognized postsecondary credentials are specific to an occupation or industry. Portability usually refers to a credential's acceptance outside the local area, or even nationally. We believe that to be the intended meaning of "portable" in the WIOA Final Rule. Some of our local credentials are portable, and some are not. Accredited post-secondary degree and certificate credentials are portable. Certifications awarded by national associations are also portable. State licenses and certificates, though not directly portable, are often transferable through reciprocity agreements among states. Finally, there are some non-credit vocational certificates that are not at all portable. This is a particular challenge in advanced manufacturing. Local businesses have repeatedly stated that they do not need workers to be certified by national associations. Therefore, training programs have typically been tailored to local needs. In designing advanced manufacturing career pathways, it will be an objective of the local board to incorporate some level of portability of credentials into the pathway.

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

There is an increasing awareness in our local area of the importance of stackable credentials. However, stackability is currently lacking in available local offerings. Some of this is due to state certification and licensing requirements. For example, although an LPN license should readily stack on top of a CNA certification, it does not because the credentials are each controlled by different units of state government. Some of the lack of stackability is due to a lack of intermediate occupations between the entry and professional level. For example, there is such a wide gap in the skills needed for a pharmacist, as compared to a pharmacy technician, that it has been impossible to stack one on top of the other. On the other hand, as manufacturing jobs become more technical, there is considerable opportunity to create stackable credentials in this industry. This will be an area of focus when designing advanced manufacturing career pathways.

## 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 LWDB will coordinate efforts of the one-stop partner programs, especially those programs with expertise in serving special populations, to help businesses identify, hire, and train qualified workers with disabilities, limited English, criminal backgrounds, and other populations that are underrepresented in the workforce.

One-stop partner programs with expertise in serving individuals with barriers to employment will cross-train and serve as a resource to all partner programs to expand access to program services for such individuals. The LWDB has contracted with a one-stop system operator to coordinate cross-training efforts and identification of program liaisons.

For the purpose of expanding access for out-of-school youth, the LWDB has contracted with six Community-Based Organizations throughout Monroe County to fund 17 Navigator positions to address the needs of out-of-school youth. The focus of the Navigators is on education, training and the connection of youth to employment and or educational opportunities. Two of the Navigators will work out of the one-stop career centers.

Service locations should be accessible to participants in all four quadrants of the City of Rochester, as well as those living in suburban areas of need. They should be accessible by public transportation and have ample parking spaces.

One of the objectives of the LWDB's Career Pathways goal is to provide integrated education and training to youth and adults. The LWDB will coordinate efforts to increase the number of integrated education and training programs that provide training services to high school dropouts, English Language Learners, and participants with low literacy and/or numeracy skills. Such efforts should make use of braided funding from multiple funding sources.

The LWDB will work to reduce duplicative administrative reporting requirements for programs that use braided funding from multiple sources.

**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.**

We will facilitate access to services through the one-stop delivery system, including remote areas, through the use of technology, by developing a local IT solution to coordinate cross-partner referrals. We will also use SMS messaging (texting), social media, and e-mail newsletters. Additionally, one-stop partner staff will be encouraged to use the JobZone and CareerZone systems, developed by NYS, to assist in job search and career planning, as well as mybenefits.ny.gov for

access to public benefit programs. We will work toward solutions to childcare and transportation hurdles to ensure access to training and employment.

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

The Career Centers are making use of OSOS as their intake case management information system. WIOA Title I Adult, DW, Youth, REO, Wagner-Peyser, TAA, Jobs for Veteran State Grants, and UI staff are all using OSOS for their career center case management. ACCES-VR staff will be able to view OSOS entries but will not be using OSOS for their own case management. It has not yet been determined whether TANF staff at the affiliate career center will make use of OSOS.

The local board will support the use of OSOS/NYESS by local partners and may recommend the development of a local IT solution to coordinate cross-partner referrals. We have been monitoring the 360 Collaborative as a potential model for a larger-scale referral system.

**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.**

All of the required employment and training activities described at WIOA Sec. 134(c) are provided in the local area. Such activities include the following career services: Eligibility for Title I services; outreach, intake, and system orientation; initial assessment; labor exchange services; referrals to programs; labor market information; information on local workforce system performance; information on performance and program cost of eligible providers; referrals to supportive services; UI information and assistance; financial aid information; comprehensive assessment (which may include WorkKeys Testing); individual employment plan; career planning and counseling; short-term pre-vocational services; internships and work experiences; out of area job search and relocation assistance; financial literacy services; English language acquisition and integrated education; workforce preparation; and follow-up services. All staff-assisted participants are offered an initial assessment. Other career services are provided based on the assessment of the individual service needs of each participant, which often includes a comprehensive assessment of barriers to employment, occupation and employment goals, and education and skill levels.

The following training activities are also provided: occupational skills training (including the classroom portion of Registered Apprenticeships); on-the-job training (including the on-the-job portion of Registered Apprenticeships); transitional jobs; adult education and literacy activities, including English language acquisition; and customized training. Incumbent worker training is also provided if sufficient WIOA Title I Adult funds are available. Due to reductions in WIOA Title I Adult and DW funds allocated to our local area in recent years, we have had to reduce the amount of funding available for training. We have made use of other resources, such as TAA, federal discretionary grants, Pell, TAP, and the Excelsior Scholarship to supplement our training resources.

Additionally, supportive services are provided, to include limited-use bus passes for participants in career services; fingerprinting and the application fee for a security guard license for veterans in the

Experience Counts Initiative; transportation, uniforms, and required safety equipment for eligible participants receiving transitional jobs services; and bus passes and gas cards for eligible participants receiving training services. Referrals are made to other one-stop system partners and community service providers to meet other needs. One-stop system partners are encouraged to make use of 2-1-1 Life Line and [mybenefits.ny.gov](http://mybenefits.ny.gov). We will continue to evaluate how our limited WIOA funding might be used to promote diversity, equity, and inclusion in the provision of supports to help participants benefit from career and training services.

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

Monroe County's Regional Transit Service (RTS) provides affordable bus service to and from the location of most workforce activities in Monroe County. The frequency and reach of this service has been significantly improved by the implementation of the Reimagine RTS initiative. However, we have lost a direct bus route to our 276 Waring Road Career Center. We hope to work with community partners, including Genesee Transportation Council, RTS, and the City of Rochester, to consider services that will supplement RTS bus service. Such services may include a Transportation Management Authority and/or various shuttle and rideshare options.

Supportive services are provided, to include limited-use bus passes for participants in career services; fingerprinting and the application fee for a security guard license for veterans in the Experience Counts Initiative; transportation, uniforms, and required safety equipment for eligible participants receiving transitional jobs services; and bus passes and gas cards for eligible participants receiving training services. Referrals are made to other one-stop system partners and community service providers to meet other needs. One-stop system partners are encouraged to make use of 2-1-1 Life Line and [mybenefits.ny.gov](http://mybenefits.ny.gov).

**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.**

We have a WIOA MOU that includes ACCES-VR and NYS Commission for the Blind as parties. The MOU describes applicable career services coordination and delivery, referral of system customers, and system access. The plan for system access includes the identification of program liaisons and cross-training of staff. In the MOU all partners commit to providing individuals with disabilities with physical and programmatic accessibility to facilities, programs, services, technology and materials, including appropriate staff training and support. We will develop additional replicated cooperative agreements as soon as New York State shares the details of any new cooperative agreements between ACCES-VR and/or NYS Commission for the Blind and other components of the statewide workforce development system.

**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 local board has issued a priority of service policy that details how priority for adult career and training services is extended to veterans, recipients of public assistance, other low-income individuals, individuals who are basic skills deficient, and other local priority groups. The policy covers basic and individualized career services, follow-up services, ITA training services, on-the-job training services, customized training services, transitional jobs, and supportive services. It also covers veterans' priority of service for DW career and training services. Other local priority groups include individuals categorized as in need of Career Development Services (CDS) per NYSDOL TA 8-4.2 (for individualized career services, on-the-job training services, customized training services, and transitional jobs); employed workers earning \$15 per hour or less (for ITA training services); and individuals who would meet the definition of low income after exclusion of payments for unemployment compensation and/or child support payments (for ITA training services). The specific order of priority for each service type is detailed in the local policy.

**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;**

In compliance with the Americans with Disabilities Act and section 188 of WIOA, partners will provide individuals with disabilities with physical and programmatic accessibility to facilities, programs, services, technology and materials, including appropriate staff training and support.

Accessibility to the services provided by the American Job Centers and all Partner agencies is essential to meeting the requirements and goals of the Monroe County/Rochester Workforce Development Board. Job seekers and businesses must be able to access all information relevant to them via visits to physical locations as well as in virtual spaces, regardless of gender, gender identity and/or expression, age, race, religion, national origin, disability, veteran's status, or on the basis of any other classification protected under state or federal law.

*Physical Accessibility*

One-stop centers will maintain a culture of inclusiveness, and the physical characteristics of the facility, both indoor and outdoor, will meet the latest standards of accessible design. Services will be available in a convenient, high traffic, and accessible location, taking into account reasonable distance from public transportation and adequate parking (including parking clearly marked for individuals with disabilities).

### *Programmatic Accessibility*

One-stop system partners will not discriminate in their employment practices or services on the basis of gender, gender identity and/or expression, age, race, religion, national origin, disability, veteran's status, or on the basis of any other classification protected under state or federal law. Partners must have policies and procedures in place to address these issues, and such policies and procedures must be disseminated to their employees and otherwise posted as required by law. Partners must comply with all applicable state and federal laws and regulations regarding these issues.

In partnership with the local WIOA Equal Opportunity Officer, the one-stop system operator will develop a process to review access to facilities and program services for all system participants, especially individuals with disabilities, youth, and individuals with barriers to employment. The one-stop system operator and partners will periodically reassess program accessibility and adjust strategies to improve access as needed.

#### **ii. Technology and materials for individuals with disabilities; and**

As part of the review of access to facilities and program services for all system participants, especially individuals with disabilities, youth, and individuals with barriers to employment, the one-stop system operator, in partnership with the local WIOA Equal Opportunity Officer, will identify needed purchases of assessment products for individuals with disabilities and assistive technology, including technology to make electronic communications accessible to individuals with disabilities.

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

During quarterly meetings of one-stop system partners, the one-stop system operator will facilitate the planning of cross-training of partner program staff. Such ongoing cross-training will especially include the training of system partner staff in addressing the needs of individuals with disabilities. The operator will also evaluate the effectiveness of cross-training annually and make recommendations for continuous improvement to the Monroe County/Rochester Workforce Development Board. One-stop career center staff received initial disability awareness training, delivered by ACCESS-VR and NYS Commission for the Blind, in 2016.

#### **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.).**

As part of the review of access to facilities and program services for all system participants, especially individuals with disabilities, youth, and individuals with barriers to employment, the one-stop system operator, in partnership with the local WIOA Equal Opportunity Officer, will identify needed purchases of assessment products for individuals with disabilities and assistive

technology. The cost of such purchases will be allocated among all parties to the Infrastructure Funding Agreement (IFA) according to the methodology identified in the IFA.

## **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?**

Our LWDB Sector-Based Strategies goal has a regional focus and is centered around business engagement and support of business-led strategies. When businesses take the lead in workforce development efforts, the LWDB will support them. Our business engagement goal is to increase the number of advanced manufacturing, healthcare and life sciences, and software and IT businesses that we engage in developing sector-based solutions to their hiring, training, and retention needs. Additionally, work-based learning should be incorporated into our career pathways strategies.

In working with businesses, the board engages in three primary activities: Recruit, train, and connect. Each of these activities presents opportunities to promote business leadership in the development of our sector-based strategies.

1. Recruit. We offer no-cost job posting, recruitment assistance, and targeted promotion with priority to in-demand sectors and occupations. Data collected through a new, combined Applicant Tracking System and Customer Relationship Management database, along with targeted conversations with businesses that use our recruiting services, will inform the development of career pathways in key industry sectors.

2. Train. Under WIOA and other grants, we offer various hiring incentives to local businesses. Incentives include a predetermined partial to full wage reimbursement for work-based training such as Work Experience Tryout (transitional jobs), On-the-Job Training, and Customized Training (when available). Priority is given to small- to medium-sized businesses, and in-demand sectors and occupations. In developing a pipeline of skilled workers, we have opportunities to work with both businesses and training providers to develop career pathways that meet the needs of both industry and the workforce. We will look to increase local and regional resources that may be dedicated to incumbent worker training within defined career pathways. To the extent possible, given our small business services team, our outreach efforts to engage businesses will focus on the FLREDC priority industry sectors. We will rely heavily on industry associations, such as RTMA and FAME, chambers of commerce, economic development partners, state agency partners, and training providers to engage businesses in need of workforce training. We will customize training solutions around the needs that businesses identify.

3. Connect. Through the career centers, we have begun piloting industry/occupation dedicated events to bridge awareness between businesses and job seekers. Throughout the month, workshops, newsletter articles, and social media posts are focused on a given industry/occupation.



Businesses are engaged to speak at a career panel and participate in a culminating job fair at the end of the month. These career panels promote an exchange between businesses and job seekers in a neutral environment, helping board staff to develop workforce strategies that meet the needs of both groups. We include business intermediaries and training providers as key participants in these forums and events. Recently, due to COVID restrictions, our industry spotlights have been held virtually. We will make a special effort to participate in regional and local meetings that convene businesses, business intermediaries, and training providers to discuss sector strategies for the advanced manufacturing and healthcare industries, as well as other in-demand industries. When such meetings are not facilitated by other organizations, the board will convene them.

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

We have representation from the Rochester Technology and Manufacturing Association (RTMA), Rochester Regional Photonics Cluster (RRPC), Greater Rochester Chamber of Commerce, and Workforce Development Institute (WDI), as well as other representatives of organized labor, on our board. We support the work of local and regional associations like RTMA and Finger Lakes Advanced Manufacturing Enterprise (FAME), the Job Service Employer Committee (JSEC), and Society for Human Resource Management (SHRM). We also engage a Human Resources Advisory Committee to seek input and guidance from HR professionals on our services and approach.

**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 board engages in three primary activities to meet the needs of local businesses: Recruit, train, and connect.

1. Recruit. We offer a wide range of free services that include job posting, customized recruitment, and job fairs. We post jobs both to our website and the NYS Job Bank. We host two major events each year, an annual career conference and job fair and a summer job fair, both involving 65-80 employers. Weekly, we host smaller recruiting events on site at our career centers, involving 2-4 employers. Recently, due to COVID, we have modified these events and held them virtually.

2. Train. We offer various hiring incentives to local businesses. Incentives include a predetermined partial to full wage reimbursement for work-based training such as Work Experience Tryout (transitional jobs), On-the-Job Training, and Customized Training. It is our goal to incorporate work-based learning into our career pathways strategies. We will look to increase local resources that may be dedicated to work-based learning, including apprenticeships and incumbent worker training within defined career pathways. We also seek to strengthen our coordination and collaboration with training partners that integrate work-based learning into their training programs. Such training partners include WIOA Title II, CTE Perkins, and other providers on the state Eligible Training Provider List.

3. Connect. We seek to develop partnerships among businesses, intermediaries, training providers, organized labor, and workforce organizations, to help businesses recruit, train, and retain a skilled workforce. Such connections will center around industry sector strategies, with a focus on developing and strengthening career pathways in the advanced manufacturing, healthcare, and other in-demand industry sectors. Through our website and the monthly RochesterWorks! business services newsletter, we offer valuable information for businesses, including workshops and events, and resources to help grow and improve the skills of their workforce and meet workforce-related challenges.

It is essential to have frequent coordination and communication of business services activities among the one-stop partner programs. In our local area, there are also a number of other workforce organizations that are not one-stop partners. The one-stop system operator will facilitate the coordination of business services among one-stop and other community partners at quarterly partner meetings. One goal of these meetings will be to promote greater communication and coordination among partners throughout the year.

The board will also work closely with NYSDOL's Regional Business Services Team, taking into account the continuum of business services offered through NYSDOL's Business Engagement Framework.

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

The LWDB has incorporated the priorities of the FLREDC into our regional and local planning. Specifically, we have given special attention to the Upstate Revitalization Initiative (URI) Plan. Business services staff from the three regional LWDBs, NYSDOL, and NYS Empire State Development meet up to four times a year as a Regional Business Services Team. This relationship provides the opportunity of cross-awareness and alignment of programs, services, and activities. Additionally, we have solid working relationships with both City (Rochester) and County (Monroe) economic development teams.

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

Our workforce programs will promote entrepreneurial skills training and microenterprise services through workshops and referrals to partner resources. We have workshop offerings, focused on non-traditional and entrepreneurial opportunities to generate income. Information and referral to various partners resources are facilitated through workshops and our Resource Guide for Employers.

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

One-stop career center staff participate in Rapid Response sessions for impacted workers. The local Trade Act coordinator works with the regional Rapid Response coordinator to ensure that Trade Act petitions are filed whenever appropriate and services are provided to all Trade-affected workers. The board would be interested in planning layoff aversion strategies using state Rapid Response funds.

## **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?**

Unless work search exempt, all UI recipients are scheduled for a series of either RESEA or C3E appointments at the one-stop career centers. RESEA appointments are handled by NYSDOL staff assigned to the RESEA program and co-located within the two comprehensive career centers. C3E appointments are handled by functionally aligned Wagner-Peyser or WIOA Title I Adult and DW staff at the two comprehensive career centers. All RESEA and C3E participants are scheduled for, referred to, or encouraged to participate in other appropriate applicable career services provided by the one-stop system partners.

Co-located Wagner-Peyser, RESEA, and WIOA Title I staff have also been trained to provide UI information and assistance, including assistance applying for work search exemption for approved training programs under Section 599 of NYS Unemployment Law.

The board will work to ensure that a balance is achieved between serving the needs of the UI program and serving the needs of non-UI recipient job seekers making use of the career centers.

**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 local board will focus on its goals for preparing an educated and skilled workforce when coordinating and aligning workforce investment activities with relevant secondary and postsecondary education programs.

1. Career Pathways: Under the leadership of the three regional Workforce Development Boards, we support the development and design of clearly defined Career Pathways in advanced manufacturing, healthcare and life sciences, and software and IT, as well as other industry sectors, such as building & construction trades and hospitality & tourism, that allow for entry by workers with lower literacy levels. It is our goal that education, training, employment, and

supportive services will be designed around these Career Pathways. These services should integrate education, training, and work-based learning (including registered apprenticeships), and should result in a high school diploma or equivalency and portable, stackable, industry-recognized credentials in demand occupations. Career Pathways should also include the necessary supports to move adults and youth with barriers from their entry point to a reasonable exit point along the pathway.

2. Sector-Based Strategies: We recognize the need to engage businesses in designing sector-based solutions to their hiring, training, and retention needs, with a focus on advanced manufacturing, healthcare and life sciences, software and IT, and other industry sectors with significant numbers of persistently unfilled jobs. We support business-led solutions that result in good jobs, encouraging businesses to incorporate appropriate work-based learning opportunities into education, training, and employment programs. We encourage businesses to meet their staffing needs by recruiting from populations that are underrepresented in the workforce, including youth, reducing barriers to their participation in work-based training and employment.

3. Role of the One-Stop System: We will strengthen the local one-stop system to drive alignment of education, training, employment, and supportive services, co-enrolling youth and adult job seeker participants in multiple partner programs whenever possible. Alignment includes, but is not limited to, co-enrolling youth and adult job seeker participants in multiple partner programs whenever possible to provide for all their education, training, employment, and supportive service needs. One-stop system partners should ensure that participants with barriers to education and/or employment, as identified by each of the one-stop system partners, have access to one-stop system services. Partners that serve special or target populations should offer cross-training to other system partners to help them increase their capacity to serve those special or target populations. In our WIOA MOU we have focused on strengthening the one-stop system through alignment of services. Our one-stop system operator has convened partner program entities to work toward this goal. The one-stop system operator will coordinate cross-training efforts of front-line one-stop system partner staff. The goals of the training are to expand access to program services and to align program services in a way that is efficient and seamless.

Key partners in our efforts to coordinate and align workforce investment activities with relevant secondary and postsecondary education programs include WIOA Title I, WIOA Title II, CTE Perkins, local businesses and business intermediaries, and high school programs with a focus on career pathways in key industry sectors, such as the local BOCES, Edison Tech, and the P-Tech program.

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

One of the objectives of the LWDB's Career Pathways goal is to provide integrated education and training to youth and adults. The LWDB will coordinate efforts to increase the number of integrated education and training programs that provide training services to high school dropouts, English Language Learners, and participants with low literacy and/or numeracy skills. Additionally, work-based learning should be incorporated into these Career Pathways.

For the purpose of expanding access for out-of-school youth, the LWDB has contracted with six Community-Based Organizations throughout Monroe County to fund 17 Navigator positions to address the needs of out-of-school youth. The focus of the Navigators is on education, training and the connection of youth to employment and or educational opportunities. Two of the Navigators will work out of the one-stop career centers.

In Program Year 2016, the Finger Lakes region made use of some Sector Partnership NEG funds to develop some initial advanced manufacturing Career Pathways maps. (The maps will be made available on our web site, [www.rochesterworks.org](http://www.rochesterworks.org).) This work included a set of recommendations to be taken up by the Workforce Development Boards if funding is available.

The Healthcare/Workforce Subcommittee of the Finger Lakes REDC worked during the summer and fall of 2016 to advance some recommended strategic objectives surrounding a healthcare Career Pathway. The work was suspended but has provided us with a foundation for continued development of this pathway.

These dual efforts will help inform education and workforce investment activities. The LWDB will work with our local community college to ensure that labor market data, including career pathways maps for key industry sectors, a list of local demand occupations, numbers of job openings, growth in job openings, labor supply, occupational wage progressions, and skills, education, and training needed for demand occupations are published and available to all local workforce and educational partners.

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

Our efforts at coordinating education and workforce investment activities will make use of braided funding from multiple funding sources. Cross-training of front-line program staff, led by our one-stop system operator, will result in both expanded access to and alignment of program services in a way that is efficient and seamless. The LWDB will work to reduce duplicative administrative reporting requirements for programs that use braided funding from multiple sources. Additionally, our regional approach includes coordination with the Regional Economic Development Council. As all major stakeholders are informed of the Career Pathways work that is being done, duplication of services becomes far less likely.

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

Since 2006 WIOA Title I Adult and DW and Wagner-Peyser staff have been functionally aligned and integrated into service teams in the two comprehensive one-stop career centers. This functional alignment, along with common processes, functional supervision, and a common data entry system (OSOS), has improved service delivery and prevented duplication of services. Whenever possible and practical, functionally aligned staff should perform an initial assessment for each participant to determine whether they are in need of Job Search Ready Services (JSRS) or Career Development Services (CDS). Beginning in PY 2017, the one-stop system operator has led efforts to convene all one-stop system partners to improve the cross-program referral process, increase co-enrollments, implement shared data systems, and measure progress toward greater program alignment.

The board will work to ensure that a balance is achieved between serving the needs of the UI program and serving the needs of non-UI recipient job seekers making use of the career centers.

**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.**

We have a WIOA MOU that includes all one-stop system partner programs as parties. The MOU describes applicable career services coordination and delivery, referral of system customers, and system access. The plan for system access includes the identification of program liaisons and cross-training of staff.

## **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.**

**Strategic Vision:** Through alignment of education, training, employment, and supportive services, meet the needs of both job seekers and businesses in Monroe County.

### **Goals:**

- *Career Pathways:* Under the leadership of the three regional Workforce Development Boards, support the development and design of clearly defined Career Pathways in advanced manufacturing, healthcare and life sciences, and software and IT, as well as other industry

sectors, such as construction & building trades and hospitality & tourism, that allow for entry by workers with lower literacy levels. Ensure that education, training, employment, and supportive services have been designed around these Career Pathways. These services should integrate education, training, and work-based learning (including registered apprenticeship), and should result in a high school diploma or equivalency and portable, stackable, industry-recognized credentials in demand occupations. Career Pathways should also include the necessary supports to move adults and youth with barriers from their entry point to a reasonable exit point along the pathway. These supports may include career guidance; work experiences; financial literacy education; assistance with transportation, child care, or other related costs; mentoring; and activities related to leadership development, decision-making, citizenship, and community service. It may be necessary to provide incentives for special populations, including youth, who achieve milestones along the pathway.

- *Sector-Based Strategies:* We recognize the need to engage businesses in designing sector-based solutions to their hiring, training, and retention needs, with a focus on advanced manufacturing, healthcare and life sciences, software and IT, and other industry sectors with significant numbers of persistently unfilled jobs. Support business-led solutions that result in good jobs, encouraging businesses to incorporate appropriate work-based learning opportunities into education, training, and employment programs. Encourage businesses to meet their staffing needs by recruiting from populations that are underrepresented in the workforce, including youth, reducing barriers to their participation in work-based training and employment.
- *Role of the One-Stop System:* Strengthen the local one-stop system to drive alignment of education, training, employment, and supportive services, co-enrolling youth and adult job seeker participants in multiple partner programs whenever possible. Alignment includes, but is not limited to, co-enrolling youth and adult job seeker participants in multiple partner programs whenever possible to provide for all their education, training, employment and supportive service needs. One-stop partners should ensure that participants with barriers to education and/or employment, as identified by each of the one-stop system partners, have access to one-stop system services. Partners that serve special or target populations should offer cross-training to other system partners to help them increase their capacity to serve those special or target populations.

**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.**

One of the objectives of the LWDB's Career Pathways goal is to provide integrated education and training to youth and adults. The LWDB will coordinate efforts to increase the number of integrated education and training programs that provide training services to high school dropouts, English Language Learners, and participants with low literacy and/or numeracy skills. Such efforts should make use of braided funding from multiple funding sources. The LWDB will work to reduce duplicative administrative reporting requirements for programs that use braided funding from multiple sources.

The LWDB will coordinate efforts of the one-stop partner programs, especially those programs with expertise in serving special populations, to help businesses identify, hire, and train qualified workers with disabilities, limited English, criminal backgrounds, and other populations that are underrepresented in the workforce.

One-stop system partner programs with expertise in serving individuals with barriers to employment will cross-train and serve as a resource to all partner programs to expand access to program services for such individuals. The LWDB has contracted with a “One-Stop System Operator” to coordinate cross-training efforts and identification of program liaisons.

For the purpose of expanding access for out-of-school youth, the LWDB has contracted with six Community-Based Organizations throughout Monroe County to fund 17 Navigator positions to address the needs of out-of-school youth. The focus of the Navigators is on education, training, and the connection of youth to employment and or educational opportunities. Two of the Navigators will work out of the one-stop career centers.

Service locations should be accessible to participants in all four quadrants of the City of Rochester, as well as those living in suburban areas of need. They should be accessible by public transportation and have ample parking spaces.

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

The LWDB has taken a regional approach to the development of Career Pathways, basing its efforts on the work accomplished by the Finger Lakes Regional Economic Development Council (FLREDC).

The WIOA Regional Plan includes the following priority industry sectors: advanced manufacturing, healthcare and life sciences, and software and IT.

Advanced manufacturing is further divided into three Key Growth Pillars: Optics, Photonics, and Imaging (OPI); Agriculture and Food Production (Ag & Food); and Next Generation Manufacturing (Next Gen).

The need for business and job seeker services in all these industry sectors is reflected throughout the priorities of integration of strategies with core partner programs and into the regional workforce development system under the WIOA law. An urgent regional priority under WIOA is the development of Career Pathways in both of our selected industry sectors.

In Program Year 2016, the Finger Lakes region made use of some Sector Partnership NEG funds to develop some initial advanced manufacturing Career Pathways maps (which will be posted at [www.rochesterworks.org](http://www.rochesterworks.org)). This work included a set of recommendations to be taken up by the Workforce Development Boards if funding is available.

The Healthcare/Workforce Subcommittee of the Finger Lakes REDC worked during the summer and fall of 2016 to advance some recommended strategic objectives surrounding a healthcare Career



Pathway. The work was suspended but has provided us with a foundation for continued development of this pathway. The occupations listed in Table 2, above, are a result of the Subcommittee's work.

The LWDB will make use of this initial pathways work when making recommendations for co-enrollment in education and training programs. The contracted "One-Stop System Operator" will facilitate efforts to increase and measure co-enrollment and alignment of resources during quarterly one-stop system partner meetings.

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

The WIOA State Plan includes six goals that ensure that Titles I, II, III, and IV work together to align and coordinate services, providing job seekers and businesses seamless service delivery in a way that advances the implementation of the State's strategy by creating a unified workforce development system.

These goals include:

1. Aligning workforce development and economic development functions to create systems that align the needs of businesses with job seeking customers, including individuals with disabilities;
2. Incentivizing robust business partnerships to best inform workforce decision making at all levels of the system;
3. Recognizing the essential role of education and literacy as the foundation for a strong, versatile workforce and provide priority to serving New Yorkers who are basic skills deficient and have barriers to employment;
4. Sharing labor market data across workforce partners to inform policy and service decisions;
5. Developing training for front line program delivery staff to provide efficient and seamless services with other mandated programs and partners; and
6. Continuing to integrate information technology to improve service delivery.

The LWDB will support the strategies associated with these six goals as follows:

1. Alignment of workforce and economic development: The LWDB has incorporated the priorities of the FLREDC into our regional and local planning. Specifically, we have given special attention to the Upstate Revitalization Initiative (URI) Plan.
2. Incentivizing Business Partnerships: Our LWDB Sector-Based Strategies goal is centered around business engagement and support of business-led strategies. When businesses take the lead in workforce development efforts, the LWDB will support them. Additionally, work-based learning should be incorporated into career pathways.
3. Recognition of the Role of Education and Literacy: Career Pathways design includes a focus on integrated education and training. The LWDB will coordinate efforts to increase the number of

integrated education and training programs that provide training services to high school dropouts, English Language Learners, and participants with low literacy and/or numeracy skills.

4. **Sharing Labor Market Data:** The LWDB will work with our local community college to ensure that labor market data, including career pathways maps for key industry sectors, a list of local demand occupations, numbers of job openings, growth in job openings, labor supply, occupational wage progressions, and skills, education, and training needed for demand occupations are published and available to all local workforce and educational partners.
5. **Training of front-line staff:** The LWDB has contracted with a “One-Stop System Operator” to coordinate cross-training efforts of front-line one-stop system partner staff. The goals of the training are to expand access to program services and to align program services in a way that is efficient and seamless.
6. **Information Technology:** The LWDB will support the use of OSOS/NYESS by local partners and may recommend the development of a local IT solution to coordinate cross-partner referrals. We have been monitoring the 360 Collaborative effort as a potential model for a larger-scale referral system.

Our support of these six strategies includes alignment with the four WIOA core partner programs, the other required one-stop system partners (including CTE Perkins), and eventually other community partners.

## Youth Activities

**a. Provide contact details of Youth Point of Contact for your local area:**

Antwan Williams, Director of Youth System Services

RochesterWorks, Inc.

100 College Ave., Suite 200, Rochester, NY 14607

awilliams@rochesterworks.org

(585) 258-3500, x-3540

**b. Provide the number of planned enrollments in PY 2021 for:**

**i. New OSY**

275

**ii. Carry-over OSY**

200

**iii. New ISY**

0 (We are a 100% OSY program and do not plan to serve any new ISY)

**iv. Carry-over ISY**

0 (We are a 100% OSY program and do not have any carry-over ISY)

**v. Work Experience**

76

\*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 Service 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 Objective Assessment is used to identify strategies to be included on the Individual Service Strategy (ISS). The ISS is used to bridge assessments with goals, planned activities and the 14 WIOA Youth Elements. Board staff provide ongoing training opportunities on the 14 WIOA Youth elements. In summer and fall 2016, four such training sessions were held including the following topics: Selection, correct usage, and funding of the 14 WIOA Youth elements in relation to meeting the primary indicators of performance; and best practices challenges, and ways to provide each of the 14 elements. In addition, the LWDB's youth program specialist serves as a resource to Navigators, sharing technical information from USDOL and NYSDOL, and monitoring Navigator performance.

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

RochesterWorks, Inc. has contracts with organizations that specialize in serving youth with disabilities, such as Starbridge and Monroe 2-Orleans BOCES, to provide the 14 WIOA Youth Elements. ACCES-VR has representation at the RochesterWorks' Youth Committee to provide assistance/guidance around youth related issues/disabilities and trainings. ACCES-VR also has a staff person on site two days a week at the Goodman Street Career Center for customer referrals/assistance.

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

Our local area has developed the Youth Works Model for delivering youth services. Essential to the model is the belief that every youth needs (at least) one supportive adult to help them connect to resources that will minimize barriers to employment and education.

The Model:

- Connects key stakeholders (businesses, schools, workforce development) to the emerging worker;
- Provides a framework for successful workforce development to the emerging worker;
- Increases the number of youth attaining a H.S. Diploma or equivalent (TASC);
- Enhances youth post-secondary readiness;
- Improves youth job readiness;
- Develops social and emotional skills of youth;
- Ensures the involvement of a caring adult with each youth;
- Leads to successful employment; and
- Supports the Monroe County/Rochester Youth Committee in funding effective programming.

**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.**

Our local policy on “Needs Additional Assistance” criteria for OSY has been included as Attachment G. We do not enroll ISY.

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

Our local policy on Basic Skills Deficiency has been included as Attachment H.

## **Administration**

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

RochesterWorks, Inc.

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

The award of subgrants and contracts in the local area follows the RochesterWorks, Inc. procurement procedures, which require written price quotes for any subgrants or contracts valued between \$5,000 and \$50,000. Any procurements valued at more than \$50,000 require an RFP. All subgrants and contracts are made in accordance with the Uniform Administrative Requirements at 2 CFR Part 200 et al.

**c. Provide the local levels of performance negotiated with the Governor and CEOs 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 following are the local levels of performance for the WIOA primary indicators of performance for PY 2020 and PY 2021:

**PY 2020**

<b>Performance Indicator</b>	<b>Adult</b>	<b>DW</b>	<b>Youth</b>
Employment Rate, 2nd Qtr After Exit	69.0%	67.0%	66.9%
Employment Rate, 4th Qtr After Exit	68.0%	67.0%	63.0%
Median Earnings, 2nd Qtr After Exit	\$5,300	\$6,500	\$3,000
Credential Attainment, 4th Qtr After Exit	41.2%	30.9%	58.7%
Measurable Skill Gains	45.0%	45.0%	50.0%

**PY 2021**

<b>Performance Indicator</b>	<b>Adult</b>	<b>DW</b>	<b>Youth</b>
Employment Rate, 2nd Qtr After Exit	69.5%	67.5%	67.9%
Employment Rate, 4th Qtr After Exit	68.5%	67.5%	63.5%
Median Earnings, 2nd Qtr After Exit	\$5,400	\$6,600	\$3,100
Credential Attainment, 4th Qtr After Exit	42.2%	31.9%	59.7%
Measurable Skill Gains	45.5%	45.5%	50.5%

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

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

The Monroe County/Rochester Workforce Development Board was initially certified on December 7, 2015. We are working with our Chief Elected Officials to monitor and resolve any issues regarding membership compliance.

The initial Service Delivery MOU and Infrastructure Funding Agreement (IFA) were executed on or before September 9, 2019. Our renewals have been completing and are awaiting state action. We have implemented all required local policies.

Both comprehensive career centers and our affiliate career center achieved certification according to the instructions in TA 18-1 in 2018. We are awaiting state guidance for recertification.

We have met or exceeded all performance goals under WIOA. We have policies and procedures in place that should result in our continuing to meet or exceed all performance goals.

## **Training Services**

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

The following training activities are provided in the local area: occupational skills training (including the classroom training portion of a Registered Apprenticeship); on-the-job training (including the on-the-job portion of a Registered Apprenticeship); transitional jobs; adult education and literacy activities, including English language acquisition; and customized training. Incumbent worker training is also provided if sufficient WIOA Title I Adult funds are available.

With the exception of on-the-job training, customized training, incumbent worker training, and transitional jobs, all training services are provided through the use of individual training accounts (ITAs) and are provided to eligible participants through the one-stop career centers.

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

Contracts are used for on-the-job training, customized training, incumbent worker training, and transitional jobs. They are not used for occupational skills training. ITAs are used for occupational skills training.

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

We ensure informed customer choice by allowing for ITAs in demand occupations through the New York State Eligible Training Provider List. We provide a print version of local offerings on the list, crosswalked to demand occupations, to all applicants for ITA training. The full, electronic version of the list is also available online at <https://applications.labor.ny.gov/ETPL/>.

## **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.**

On June 15, 2021, we will post our final draft of the local plan on our website, [www.rochesterworks.org](http://www.rochesterworks.org), for public comment, with instructions to e-mail comments to [Lkoslow@rochesterworks.org](mailto:Lkoslow@rochesterworks.org). The notice will also be publicized through our electronic job seeker newsletter on June 22, 2021. The deadline for comments was June 29, 2021, at 11:59:59 p.m. No comments were received.

## 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** – Out-of-School Youth “Needs Additional Assistance” Policy

**Attachment H** – Basic Skills Deficiency Policy

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 board has the capability for it) – Note that electronic signature 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, New York 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 would be preferable to provide a list of hyperlinks to these agreements made available on your LWDB website.



## Attachment A: Units of Local Government

Please list the unit or units (multiple counties or jurisdictional areas) of local government included in the local area. If the CEO Grant Recipient has designated a local grant subrecipient to administer WIOA pursuant to WIOA § 107, please indicate the unit of local government that is the grant subrecipient. However, if instead, the CEO Grant Recipient has designated a fiscal agent, please indicate this on Attachment B.

Unit of Local Government	Grant Subrecipient
	Yes
Monroe County (grant recipient)	<input type="checkbox"/>
City of Rochester	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

***§107(6)(B)(i) - When a local workforce area is composed of more than one unit of general local government, the chief elected officials of such units may execute an agreement that specifies the respective roles of the individual chief elected officials.***

If your local workforce area is composed of more than one unit of general local government, is there a written agreement between local officials that details the liability of the individual jurisdictions?

Yes  No

## Attachment B: Fiscal Agent

WIOA §117(d)(3)(B)(i)(II) indicates that the chief elected official Grant Recipient may designate a local fiscal agent as an alternative to a local grant subrecipient. Such designation to a grant subrecipient or fiscal agent shall not relieve the chief elected official or the Governor of the liability for any misuse of grant funds. If the CEO identified a fiscal agent to assist in the administration of grant funds, please provide the name of the agent.

<b>Fiscal Agent</b>
RochesterWorks, Inc.

## Attachment C – Signature of Local Board Chair

**Signature to be submitted to NYSDOL.**

Attachment D – Signature of Chief Elected Official(s)

**Signatures to be submitted to NYSDOL.**

## Attachment E: Federal and State Certifications

The funding for the awards granted under this contract is provided by the United States Department of Labor which requires the following certifications:

### **A. CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION-LOWER TIER COVERED TRANSACTIONS**

1. By signing this Contract, the prospective lower tier participant certifies, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statement in this certification, such prospective participant shall provide an explanation.
3. The prospective lower tier participant shall pass the requirements of A.1. and A.2., above, to each person or entity with whom the participant enters into a covered transaction at the next lower tier.

### **B. CERTIFICATION REGARDING LOBBYING - Certification for Contracts, Grants, Loans, and Cooperative Agreements**

By signing this Contract, the Contractor hereby certifies, to the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the Contractor, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the Contractor shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
3. The Contractor shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of facts upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S.C. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### **C. DRUG FREE WORKPLACE**

By signing this Contract, the Contractor certifies that it will provide a Drug Free Workplace by implementing the provisions at 29 CFR 94, pertaining to the Drug Free Workplace. In accordance with these provisions, a list of places where performance of work is done in connection with this specific grant will take place must be maintained at the Contractor's office and available for Federal inspection.

### **D. NONDISCRIMINATION & EQUAL OPPORTUNITY ASSURANCE**

As a condition to the award of financial assistance from the Department of Labor under Title I of the Workforce Innovation and Opportunity Act (WIOA), the Contractor assures that it will comply fully with the nondiscrimination and equal opportunity provisions of the following laws:

(1) Section 188 of the WIOA, which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age disability, political affiliation, or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in a program or activity that receives financial assistance under Title I of WIOA;

(2) Title VI of the Civil Rights Act of 1964, as amended which prohibits discrimination on the basis of race, color, and national origin;

(3) Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities;

(4) The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and

(5) Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs.

The Contractor also assures that it will comply with 29 CFR Part 38 and all other regulations implementing the laws listed above. This assurance applies to the Contractor's operation of the WIOA Title I - financially assisted program or activity, and to all agreements the Contractor makes to carry out the WIOA Title I-financially assisted program or activity. The Contractor understands that the United States has the right to seek judicial enforcement of this assurance.

### **E. BUY AMERICAN NOTICE REQUIREMENT**

In accordance with Section 502 of the WIOA, none of the funds made available under the WIOA may be expended by an entity unless the entity agrees that in expending the funds it will comply with sections 8301 through 8303 of title 41, United States Code (commonly known as the "Buy American Act").

## **F. SALARY AND BONUS LIMITATIONS**

No federal funds appropriated annually under the heading 'Employment and Training' shall be used by a subrecipient of such funds to pay the salary and bonuses of an individual, either as direct costs or indirect costs, at a rate in excess of Executive Level II. This limitation shall not apply to vendors providing goods and services as defined in 2 CFR 200.330. See Training and Employment Guidance Letter number 5-06 for further clarification. Where applicable, the Contractor agrees to comply with the Salary and Bonus Limitations.

## **G. VETERANS' PRIORITY PROVISIONS**

Federal grants for qualified job training programs funded, in whole or in part, by the U.S. Department of Labor are subject to the provisions of the "Jobs for Veterans Act" (JVA), Public Law 107-288 (38 USC 4215). The JVA provides priority of service to veterans and spouses of certain veterans for the receipt of employment, training, and placement services. Please note that to obtain priority service, a person must meet the program's eligibility requirements. Training and Employment Guidance Letter (TEGL) No. 5-03 (September 16, 2003) and Section 20 of the Code of Federal Regulations (CFR) Part 1010 (effective January 19, 2009) provide general guidance on the scope of the veterans priority statute and its effect on current employment and training programs. Where applicable, the grant applicant agrees to comply with the Veteran's Priority Provisions.

## **STATE CERTIFICATIONS**

### **H. CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND OUTSTANDING DEBTS**

By signing this Contract, the Contractor, as a duly sworn representative of the contractor/vendor, hereby attests and certifies that:

- (a) No principal or executive officer of the Contractor's company, its subcontractor(s) and/or successor(s) is presently suspended or debarred; and
- (b) The Contractor, its subcontractor(s) and/or its successor(s) is not ineligible to submit a bid on, or be awarded, any public work contract or sub-contract with the State, any municipal corporation or public body for reason of debarment for failure to pay the prevailing rate of wages, or to provide supplements, in accordance with Article 8 of the New York State Labor Law.
- (c) The Contractor, its subcontractor(s) and/or its successor do not have any outstanding debts owed to the Department, including but not limited to, contractual obligations, fines related to Safety and Health violations, payments owed to workers for public works projects or the general provisions of the Labor Law, unemployment insurance contributions or other related assessments, penalties or charges.

**I. CERTIFICATION REGARDING "NONDISCRIMINATION IN EMPLOYMENT IN NORTHERN IRELAND: MacBRIDE FAIR EMPLOYMENT PRINCIPLES"**

By signing this Contract, the Contractor stipulates that in accordance with the MacBride Fair Employment Principles (Chapter 807 of the Laws of 1992), the Contractor, or any individual or legal entity in which the Contactor holds a 10% or greater ownership interest, or any individual or legal entity that holds a 10% or greater ownership interest in the Contractor, either (a) has no business operations in Northern Ireland, or (b) shall take lawful steps in good faith to conduct any business operations in Northern Ireland in accordance with the MacBride Fair Employment Principles (as described in Section 165 of the New York State Finance Law), and shall permit independent monitoring in compliance with such principles.

**J. NON-COLLUSIVE BIDDING CERTIFICATION**

By submission of this bid, each bidder and each person signing on behalf of any bidder certifies, and in the case of a joint bid each party thereto certifies as to its own organization, under penalty of perjury, that to the best of his or her knowledge and belief:

- (1) The prices in this bid have been arrived at independently without collusion, consultation, communication, or agreement, for the purpose of restricting competition, as to any matter relating to such prices with any other bidder or with any competitor;
- (2) Unless otherwise required by law, the prices which have been quoted in this bid have not been knowingly disclosed by the bidder and will not knowingly be disclosed by the bidder prior to opening, directly or indirectly, to any other bidder or to any competitor; and
- (3) No attempt has been made or will be made by the bidder to induce any other person, partnership or corporation to submit or not to submit to bid for the purpose of restricting competition.

**K. IRAN DIVESTMENT ACT**

By signing this Contract, the Contractor certifies in accordance with State Finance Law §165-a that it is not on the "Entities Determined To Be Non-Responsive Bidders/Offerers Pursuant to The New York State Iran Divestment Act of 2012" ("Prohibited Entities List") posted at: <http://www.ogs.ny.gov/about/regs/docs/ListofEntities.pdf>.

The Contractor further certifies that it will not utilize on this Contract any subcontractor that is identified on the Prohibited Entities List. The Contractor agrees that should it seek to renew or extend this Contract, it must provide the same certification at the time the Contract is renewed or extended.

During the term of the Contract, should the state agency receive information that a person (as defined in State Finance Law §165-a) is in violation of the above-referenced certification, the state agency will review such information and offer the person an opportunity to respond. If the person fails to



demonstrate that it has ceased its engagement in the investment activity which is in violation of the Act within 90 days after the determination of such violation, then the state agency shall take such action as may be appropriate and provided for by law, rule, or contract, including, but not limited to, imposing sanctions, seeking compliance, recovering damages, or declaring the Contractor in default.

The state agency reserves the right to reject any request for renewal, extension, or assignment for an entity that appears on the Prohibited Entities List prior to the renewal, extension, or assignment of the Agreement, and to pursue a responsibility review with Contractor should it appear on the Prohibited Entities List hereafter.

I, the undersigned, attest under penalty of perjury that I am an authorized representative of the Bidder/Contractor and that the foregoing statements are true and accurate.

Signature of Authorized Representative: David Seeley
Title: Executive Director
Date: 8/11/2021

Attachment F – Youth Services Chart

**Youth Services**

**Name of Local Area:** *Monroe County/Rochester WDA*

Name of Organization Providing Youth Services <i>(Provide name of organization)</i>	Phone Number	Type of Agreement <i>(Select from the 3 options in the drop-down menu)</i>	<i>(Mark "x" for all program elements provided by the organization)</i>																
			Intake & Eligibility	Objective Assessments	Individual Service Strategy	Tutoring/ Study Skills	Alternative Sec. School	Occupational Skills Training	Work Experience	Edu. Offered Concurrently	Leadership Development	Supportive Services	Adult Mentoring	Comp. Guidance/ Counseling	Financial Literacy	Entrepreneurial Skills	Labor Market Information	Postsecondary prep./transition	Follow-Up
RochesterWorks	585-258-3500	LWDB	x	x					x			x	x		x		x		x
Urban League of Rochester	336-515-2062	Contract	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Refugees Helping Refugees	585-563-7747	Contract	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Monroe 2-Orleans BOCES	(585) 349-9102	Contract	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Villa of Hope	(585) 328-0740	MOA										x							
The Community Place of Greater Rochester, Inc.	(585) 288-0021	Contract	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Catholic Family Center: YouthBuild	(585) 546-7220	MOA						x					x						
Unity Health System	(585) 723-7000	Contract							x										
BOCES II	(585)352-2400	Contract						x											
OACES	(585) 262-8000	Contract				x	x	x						x		x	x	x	

Jordan Health Center	(585) 423-5800	Contract												X	X				
Starbridge Services, Inc.	(585) 546-1700	Contract	X	X	X				X		X	X				X		X	X
Angels of Mercy	(585) 730-4556	MOA										X							
Liberty Resources	(585) 410-3370	MOA												X					
Urban League of Rochester	(585) 325-6530	MOA						X									X		
Lawrence Forte III Consulting	(585) 710-2999	MOA									X		X				X		
Monroe Community College	(585) 292-2000	MOA				X		X			X								
iTEC	(585) 785-4524	Contract				X				X	X	X	X			X	X	X	
Genesee Mental Health	(585) 922-9900	MOA												X					
Catholic Family Center	(585) 546-7220	MOA						X		X	X	X	X	X	X		X		
PathStone	(585) 802-5190	MOA				X		X			X	X	X	X	X	X	X	X	X
Mothers In Need of Others	(585) 348-8596	MOA										X							
Society for the Protection and Care of Children	(585) 325-6101	MOA									X	X	X			X		X	X
VOA Working Wardrobe	(585) 647-1150	MOA										X							
ACCES-VR	(585) 238-2900	MOA						X	X		X	X	X			X	X	X	X
Rochester Rehab	(585) 473-2052	MOA						X			X	X	X			X	X	X	
Asbury United Methodist Church	(585) 271-1050	MOA									X								

# Attachment G

## Needs Additional Assistance Policy

### **Background**

The Workforce Innovation and Opportunity Act (WIOA) allows local areas to provide services to out-of-school youth who are low income, but do not meet one of the listed barriers (basic skills deficient, English language learner, homeless, runaway, foster care, pregnant or parenting, offender, school dropout, within the age of compulsory attendance but hasn't attended for at least one quarter, or youth with a disability) IF these youth require "additional assistance to complete an educational program or to secure or hold employment." §681.210(c)(9) and §681.300.

### **Policy**

The Monroe County/Rochester Workforce Development Board recognizes the following categories as satisfying the definition of requiring "additional assistance to complete an educational program or to secure or hold employment":

- o Substance abuser
- o Victim of physical, sexual or psychological abuse

## Attachment H

### BASIC SKILLS DEFICIENT POLICY

#### **Basic Skills Deficient definition including English Language Learners:**

“Basic Skills Deficient,” defined at WIOA 3(5) and further explained in TEG 19-16, means an individual who is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society. This definition includes English Language Learners, defined at WIOA 203(7). Inability to compute or solve problems or to read, write, or speak English at the necessary level may be documented by a score on the TABE test (or other equivalent assessment on the National Reporting System (NRS) benchmarks crosswalk) equivalent to the 8th grade level or below; a WorkKeys level of two (2) or below on the Reading for Information, Applied Mathematics, or Locating Information assessment; or a self-attestation that an individual with a primary language other than English has limited ability in reading, writing, speaking, or comprehending the English language.

#### **RochesterWorks! (RW) Youth System Approach addressing Basic Skills Deficient:**

Minimizing and addressing enrollment barriers for youth such as basic skills deficiency including our English Language Learners, is a key priority. In our Youth Works-A Workforce Development Model, our approach is that “it takes a village” including our Navigator(s) and engaged people in governance, schools, alternative education providers, and community partners, to address basic skills deficiency.

The Navigator builds a relationship of trust with our youth as the caring adult on a one-on-one basis. It is important early in the relationship from the WIOA enrollment to assess our youth’s basic and academic skill level with the TABE 11-12 or other assessments. Once basic skills deficient issue is identified the Navigator can begin addressing this issue. The Navigator coordinates different systems integration with community partners, schools, and education providers. The Navigator connects the youth with the appropriate alternative education provider(s) for classes, tutoring and high school equivalency programs (if applicable) to address target areas.

In that way, both youth and Navigator, can work to complete the Individual Services Strategy (ISS) within 60 days of enrollment to document the youth’s educational and/or employment goals including addressing target areas to improve literacy and numeracy levels. Coordinating and creating a supportive and nurturing environment between the youth and community partners by the Navigator(s), our youth’s opportunities expand if they choose to pursue post-secondary education resulting in the attainment of a credential, apprenticeship, unsubsidized employment with equitable living wages, and other opportunities. Ultimately, we want to enable active WIOA enrolled out of school youth (OSY) and youth receiving follow-up service(s), full participation in workforce development activities and opportunities for education (i.e., college, school) and/or employment to attain WIOA Youth Performance Indicators.