

OYSTER BAY-NORTH HEMPSTEAD-GLEN COVE

Local Plan

July 1, 2021 – June 30, 2025

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Strategic Planning Elements

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

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

June 30, 2021

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

The Local/Regional Demand List will be shared with the Local Workforce Development Board electronically.

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

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

1. Professional and Business Services
In-demand Occupations:
Network and Computer Systems Administrators
Database Administrators
Cybersecurity Engineers
System Engineers
Information security analysts
.Net Developers
Computer User Support Specialists
Computer System Analysts
Computer Network Support Specialists
Web Developers and Digital Interface Designers
Software Developers and Software Quality Assurance Analysts and Testers
Computer and Information Research Scientists
Data scientists and mathematical science occupations, all other
Epidemiologists Clinical Laboratory Technologists and Technicians
Biological Technicians
Natural Science Managers
Medical Scientists
Microbiologists
Dental and Ophthalmic Laboratory Technicians and Medical Appliance Technicians
Dental Laboratory Technicians
Hazardous Material Removal Workers
Water and Wastewater Treatment Plant and System Operators
Administrative Service and Facilities Managers

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Compensation and Benefits Managers
Statisticians
Management Analysts
Market Research Analysts
Marketing Managers
Human Resource Specialists/Managers
Medical Health Service Managers
Grounds Maintenance Workers /Managers
Accountants and Auditors
Project Management Specialists
Business Operation Specialists
Compensation, benefits and job analysis specialists
Operations Research Analysts
Production, Planning and Expediting Clerks
Urban and Regional Planners
Training and Development Managers/Specialists
Paralegals and Legal Assistants
Court Reporters
Office and Administrative Support Workers
Medical Secretaries and Administrative Assistants
Medical Records Specialists
Information and Record Clerks
Janitors and Cleaners
Security Guard

2. Healthcare and Social Assistance

In-demand Occupations:

Diagnostic Medical Sonographers
Surgical Technologists
Radiologic Technologists and Technicians
Radiation Therapists
Physicians Assistants
Surgical Assistants
Ophthalmic Medical Technicians
Occupational Therapists/ Assistant/Aides
Emergency Medical Technicians and Paramedics
Nurse Practitioners
Nurse Midwives
Nurse Anesthetists
Licensed Practical Nurses
Nursing Assistants
Home Health and Personal care Aides
Phlebotomist
Medical Assistants
Orderlies

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Physical Therapists
Physical therapist Assistants
Physical Therapists Aids
Dental Hygienists
Dental Assistants
Pharmacy Technicians

3. Leisure and Hospitality

In-demand Occupations:

Chefs and Head Cooks
Cooks, Restaurant
Cooks, all other
Food Preparation and Serving-related workers
Fast Food and Counter Workers
Dining Room and Cafeteria Attendants and Bartender Helper
Hosts and hostesses, restaurant, lounge, and coffee shop
Waiters and Waitresses
Bartenders
Parking Attendants
Baggage Porters and Bellhops
Tour and Travel Guides
Museum Technicians and Conservators
Concierges
Ushers, lobby attendants, ticket takers
Recreation Workers
Amusement and Recreation Attendants
Passenger Attendants
Exercise/Fitness Trainers and Group Fitness Instructors
Locker Room, Coat room, and Dressing Room Attendants
Lifeguards, ski patrol, and other recreational protective service workers
Special Effects Artists and Animators

4. Manufacturing

In-demand Occupations:

Robotics Technician
Mechatronics Engineers
Aerospace Engineers
Chemical Engineers
Industrial Engineer
Electrical Engineers
Mechanical Engineer
Bioengineers and Biomedical Engineers
Health and Safety Engineers
Designer
Production Manager

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Production Workers
CNC Machinist
Quality Control Inspector

5. Trade, Transportation, and Utilities

Trades -

In-demand Occupations:

Sales Representatives, wholesale and manufacturing, technical and scientific products

Sales Managers

Purchasing Managers

Advertising and Promotion Managers

Retail/Parts Salesperson

Stockers and Order Fillers

Shipping, Receiving, and Inventory Clerks

Demonstrators and product promoters

Transportation/Shipping and Delivery -

In-demand Occupations:

Commercial Drivers

Heavy and tractor-trailer Truck Drivers

Short-truck Drivers

Utilities/Green Energy --

In-demand Occupations:

a. Offshore Wind Turbine/Pipeline

o Construction Occupations to erect the wind turbines:

☐ Construction Laborers

☐ Operating Engineers and other construction equipment operators

☐ Crane and tower operators

☐ Electricians

o Project Managers oversee the construction of the wind farm from site selection to the final installation of turbines.

o Wind Turbine Service Technicians

b.. Solar Photovoltaic Installers

6. Construction –

In-demand Occupations:

Project Engineers

Construction Managers

Construction Estimators

Construction and Building Inspectors

First line supervisors of construction trades and extraction workers

Construction Laborers

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Construction Equipment Operators
Highway Maintenance Workers
Helpers- construction trades
Electricians
Plumbers/Pipefitters/Pipelayers
Carpenters

7. Financial Activities -
In-demand Occupations:
Financial Managers
Personal Financial Advisors
Economists
Actuaries
Budget Analysts
Credit Analysts
Credit Counselors
Financial Clerks
Loan Officers

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

iii.

1. Professional and Business Services – this sector includes a range of industries mirroring Long Island’s wide-ranging skills and capabilities in science, engineering, and technology. Measured growth is expected in this industry cluster. The professional, scientific, and technical services (NAICS 541) industry sector includes vital research and development laboratories as well as companies providing computer systems design, engineering consulting, accounting, and legal services. According to the New York State Department of Labor (NYSDOL) Significant Industry Report of 2019, this industry is the fourth largest employer in the region and pays wages well above the all-industry average annual wage (\$73,400). As services to buildings and dwellings are a large part of administrative and support services, this industry is closely tied to the health of the economy. A report published by the U.S. Department of Labor, Bureau of Labor Statistics (BLS), in February 2021 outlined effects of the pandemic in this sector. Specifically, the BLS suggested that working from home is generally feasible in management, professional, and administrative support jobs, including those in the information, financial activities, professional and business services, and public administration industries, where contact with people is not required. Having said that, with the increased implementation of automation and productivity-enhancing technology in clerical and administrative work, such as online appointment booking systems and automated check-in kiosks, the negative effects are substantial. Consequently, a potential strengthening of this trend underlies the projected decline in demand for receptionists and information clerks. This greater drop partly results from an expected weakening in demand for receptionists in healthcare—a decline due to an assumed rise in the use of telehealth. Nevertheless, for those not adversely affected by these trends, employment prospects will be positive and contingent on technical

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knowledge of Spreadsheet software, Office Suite software, Word Processing software, and Database software. There is projected growth for those occupations involved with information technology and the biotechnology/life sciences industries.

2. Healthcare and Social Assistance – based on the New York State Department of Labor’s 2019 “Significant Industries” publication and the LIREDCs 2019 Progress Report, the health care and social assistance sector is critical to Long Island’s economy and is expected to see strong demand over the next decade as the population continues to expand and age. This sector accounts for nearly one out of every five jobs in the region. Growth in health care also benefits from continued technological innovation which creates more demand for health care services and requires new types of technical skills. The largest industry within this sector, ambulatory health care services (NAICS 621), was severely hampered by the pandemic but is resurging and is expected to grow through 2026. Lower costs, patient preference and improved outcomes have driven growth in outpatient care, particularly for in-home health services. While employment at hospitals is projected to grow at a slower pace compared to ambulatory health care services, hospitals rank among the largest employers in the region. The region’s largest hospitals have also been ramping up their cancer-related services and building new centers to accommodate more patients. The aging of Long Island’s population has increased the demand for nursing care and assisted living facilities. Employment at nursing and residential care facilities (NAICS Industry 623) is projected to grow, and the opioid epidemic has also driven demand for residential substance abuse facilities. New technologies will facilitate remote care monitoring and ease the sharing of health care information and treatment expertise. Skill levels are expected to rise for home health care workers, and staffing shortages are expected to increase beyond nursing to include technical occupations, doctor and surgeons, as well as health care support workers.

3. Leisure and Hospitality – according to the U.S. Department of Labor’s Bureau of Labor Statistics (BLS) February 2021 report on industry trends, online and mobile phone booking systems are expected to reduce the number of available jobs for reservation agents, while automated self-check-in stands and mobile phone room keys are expected to dampen demand for hotel, motel, and resort desk clerks. A sharp reduction in business travel, weaker demand for tourism, and stronger consumer preference for reduced human interaction will also negatively affect employment opportunities. In the food services and drinking place industries, waiter and waitresses, hosts and hostesses, bartenders, and cooks at institutions and cafeterias will experience a large decline. Many restaurants will seek ways to restrict contact between employees and customers, including the use of contactless ordering. Potential long-term trends of increased delivery, takeout, and curbside pickup services, coupled with adapted restaurant floor plans to limit capacity, prevent congestion, and help consumers feel safe while dining out, are expected to constrain employment of restaurant staff. Increased telework will likely reduce the number or size of office cafeterias, decreasing demand for cooks at institutions and cafeterias. Altered social behaviors are expected reduce demand for and attendance at concerts, sporting events, amusement parks, and other entertainment and leisure offerings. Despite the adjustment and transformation of this industry, satisfactory employment opportunities will still exist in some segments.

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4. Manufacturing - according to the “Significant Industry” report of 2019, manufacturing on Long Island has experienced significant restructuring in the last decade. The defense-manufacturing industry gave the region a strong base in engineering, and research and product development. Maintaining this essential mass of skills, talent, and innovation can be a strong asset in a world where technology and innovation are vital for economic growth. Long Island’s chemical manufacturing (NAICS 325) industry is the largest out of the 10 regions in the state, and experienced the second fastest growth rate, 20.2 percent, over the 2009-2014 time period. Activity is concentrated in pharmaceutical and nutraceutical manufacturing. Electrical equipment, appliance, and component manufacturing (NAICS 335), particularly surveillance and systems integration, continues to service both military and civilian product markets. Support in the development of manufacturing skills through both postsecondary training and apprenticeship opportunities will accelerate a future manufacturing workforce for the Long Island Region. Our workforce career preparation efforts will focus on the skills required to enter a career in the manufacturing industry including aerospace/defense, pharmaceutical, and metal fabrication. Engineers and computer hardware and software professionals are key to retaining technology in the region. Annual wages in this industry are currently the highest of the “significant industries” (\$71,900) in the Long Island region.

5. Trade, Transportation, and Utilities

Trades - According to the NYSDOL’s “Significant Industries” report of 2019 merchant wholesalers, nondurable goods (NAICS 424) are regularly tied to the region’s manufacturing base in medical equipment and supplies, pharmaceuticals, and nutraceuticals. The report claims that high rents in New York City has compelled many wholesalers to relocate their operations to Long Island. Professional and sales positions with technical expertise are important for this industry. Jobs in retail trade are well paying, 27.2 percent higher than the all-industry average annual wage. The region’s job growth rate for building material and garden equipment and supplies dealers (NAICS 444), 9.4 percent, was the fastest out of the ten regions throughout New York State over the 2009-2014 time period. Expansion by national chains like Home Depot, Lowe’s, etc. have and will continue to play a major role in job gains. With a boom in the housing market, the industry is expected to grow. General merchandise stores (NAICS 452) is the second largest industry in the retail trade sector and offers a range of occupations from an entry level cashier to a career in merchandising or finance. As with building material and garden supply stores, the expansion by national chains Walmart, Costco, and other department stores has played a key role in job gains.

Transportation/Shipping and Delivery - companies such as Amazon, FedEx and UPS will continue to hire workers for delivery in order to keep up with the increased demand of people ordering food and supplies online. Grocery stores such as Shop and Stop offer grocery delivery through their Pea-Pod service and many other grocery stores in the area are recognizing this need. Pharmaceutical chains such as Rite Aid, CVS Health, Rite-Aid, and Walgreens are also offering delivery services.

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Utilities/Green Energy -- as demand for renewable energy increases and the wind energy industry on Long Island continues to grow, there will be many opportunities for workers in search of new careers. According to the LIREDC's 2019 Progress Report and their updated State of the Region 2020 Recovery Plan, employment needs of wind farms include construction workers to erect the wind turbines; project managers to oversee the construction of the wind farm from site selection to the final installation of the turbines; and wind turbine service technicians. To support the effort, Governor Cuomo announced that the state is investing \$20 million in a new Offshore Wind Training Institute at SUNY Stony Brook and Farmingdale State College that will begin certifying and training individuals. The Governor stated that "We will train 2,500 workers beginning in the summer of 2021. But we won't only be training for wind and solar projects. The evolution to green energy will involve replacing home heating and cooling systems in approximately 130,000 buildings with heat pumps and geothermal heating. We will train workers for those positions also." The continued expansion and adoption of solar PV systems will result in excellent job opportunities, particularly for those with knowledge of solar panel installation.

6. Construction – is considered a “mixed-bag” as the rise in telework is expected to shrink demand for new office space, resulting in a decline in nonresidential building construction. Conversely, employment growth in residential building construction is projected to be greater with the evolution of telework inspiring individuals to migrate out of New York City to Long Island where housing is more affordable.

7. Financial Activities – based on projections from the NYSDOL's “Significant Industries” report of 2019, the article states that while the financial activities sector is not expected to return to the high levels of the last decade it remains a key component of the overall economy. With Long Island's high wages and proximity to the larger New York City financial markets, the credit intermediation and related activities industry (NAICS 522) will continue to be a catalyst of economic growth.

- 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.

1. The Business and Professional Services sector includes the widest variety of industries, with the professional, scientific, and technical services subsector complimenting Long Island's range of skills and capabilities in science, engineering and technology. With world-class research and development laboratories considered an integral part of Long Island's life sciences cluster, Long Island's universities, colleges, and postsecondary technical institutions have become a pipeline for qualified workers. Careers in scientific research and development services will be in-demand, as well as engineering, computer system design and related management positions. Positions such as accountants, auditors, human resource specialists, and market research analysts will require degrees while business support positions like secretaries, legal assistants, clerical workers will require certificate level training. Long Island employers are expected to actively seek qualified workers in the professional and business support services subsector particularly those who have adequate computer skills. Facility-support occupations involving the maintenance and cleaning of buildings will remain a viable option for jobseekers. Security service

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employment opportunities such as security guards and personnel who have computerized knowledge of security systems will succeed in this economy. In the wake of the pandemic, the waste management subsector particularly remediation services involving the sanitation of buildings has become a necessity due to society's apprehension in entering public places.

2. The Health and Social Assistance – despite the fact that the ambulatory subsector experienced a setback with less patient activity due to the pandemic, the healthcare and social science sector will continue to be the region's steadiest performer and accounts for nearly one out of every five jobs in the region. The aging of Long Island's population has increased the need for more medical services, including nursing care and assisted living. A "baby boomer" population that is actively retiring from the healthcare sector is also affecting the demand for employees. Individuals with clinical and diagnostic skill sets in the various healthcare disciplines such as nursing, radiation therapy, diagnostic medical sonography, radiologic technology, surgical technology, phlebotomy, physical therapy, dental hygienics are just some of the occupational areas that are hiring at a faster rate than the average according to the U.S. Department of Labor's Bureau of Labor Statistics. Well-trained individuals will enjoy employment opportunities that offer a self-sufficient wage.

3. The Leisure and Hospitality Sector has been particularly hard hit by the pandemic as many restaurants, eateries, accommodation services such as hotel/motels were restricted in their service to the public. Recreation and entertainment subsectors were also impacted. However, the industry is now rebounding as COVID-19 restrictions have been lifted, and as such, workers are being recalled. However, the degree to which this sector adds jobs to its pre-pandemic employment numbers is being closely monitored. With a sharp reduction in business travel, weaker demand for tourism, and stronger consumer preference for reduced human interaction will affect employment opportunities. In the food services and drinking place industries, the amount of waiter and waitresses, hosts and hostesses, bartenders, and cooks at institutions and cafeterias will be impacted somewhat. Altered social behaviors are expected reduce demand for and attendance at concerts, sporting events, amusement parks, and other entertainment and leisure offerings affecting employment of support personnel in these areas. However, despite any reorganization efforts as a result of the pandemic, this sector is still expected to serve as a major employer in this region. Other services within this sector include personal and laundry services (NAICS 812), auto repair, religious and charitable organizations, as well as business and civic associations which are expected to generate significant employment opportunities, particularly personal care activities which are increasingly needed by an aging population.

4. Manufacturing on Long Island has undergone significant restructuring in the last decade. The defense-manufacturing industry gave the region a strong base in engineering, research, and product development. Maintaining this critical mass of skills, talent, and innovation can be a powerful asset in a world where technology and innovation are critical for economic growth. Long Island's chemical manufacturing (NAICS 325) industry is the largest out of the 10 regions in the state, and had the second fastest growth rate, 20.2

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percent, over the 2009-2014 time period. Activity is concentrated in pharmaceutical and nutraceutical manufacturing. Metal fabrication, electrical equipment, appliance, and component manufacturing (NAICS 335), particularly surveillance and systems integration, continues to service both military and civilian product markets. Engineers and computer hardware and software professionals are key to retaining technology in the region. Individuals with strong engineering, research, and product development skills are deemed an asset in a world where technology and innovation are crucial for economic growth. Additionally, as labor costs rise and competition for low-wage overseas locations increases, more and more manufacturers are utilizing robot technologies. As a result, companies are seeking workers who can program and conduct maintenance on these machines.

5. Trade, Transportation, and Utilities employment opportunities are strong in the Trade subsector with the need for nondurable goods tied to the demands of the region's manufacturing base in areas such as medical equipment and supplies, pharmaceuticals, and nutraceuticals. Additionally, employment opportunities are supported by a strong demand for building and garden equipment and supplies. Expansion by national chains such as Home Depot, Lowe's, Walmart and Costco have played a key role in recent job gains. Professional and sales positions are the predominant occupations in this field, and hiring requirements vary with the type of product sold. If the products are not scientific or technical, on-the-job training under the supervision of a sales manager is sufficient; for those products that require a sophisticated level of expertise, a degree may be required in such specialties as chemistry, biology, or engineering. The Transportation Subsector has seen a dramatic increase with the proliferation of online buying by consumers and companies such as Amazon FedEx and UPS will continue to hire workers for delivery in order to keep up with the increased demand of people ordering food and supplies online. Truck Drivers with Commercial Driver Licenses are in-demand. The Utilities Subsector is in the process of transitioning to Green Energy Sources, and as a result Long Island is preparing for this conversion with the support of workers well-versed in the construction of wind farms; project management to oversee construction and installation; and for technicians that service and repair wind turbines.

6. Construction - the 2019 New York State Department of Labor's "Significant Industries" report states that construction occupations comprise much of the employment within the construction of buildings (NAICS Industry 236) and specialty trade contractors (NAICS 238) industry categories. The region's job growth rate in specialty trade contractors, 10.5 percent, was the fastest out of the 10 labor market regions throughout the state over the 2009-2014 time period. Most new construction will be required to meet new high standards for energy efficiency and use of green materials, and this will require some retraining for workers in the industry. Construction activity is booming across a number of sectors including residential projects and health care. Downtown revitalization plans should help the construction sector grow, including possible conversion of vacant shopping malls/retail centers for other uses such as "pop-up" retail. Looking ahead over the next several years, the retirement of many baby boomers will contribute to job

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opportunities in this industry, especially among the skilled trades. Essential skills are maintenance, repairs, new work, and alternations.

7. Financial Activities - with Long Island’s high wages and proximity to the larger New York City financial markets, the credit intermediation and related activities industry (NAICS 522) will continue to be a catalyst of economic growth. According to resources such as U.S. News and World Report “Best Jobs in 2021” and Indeed.com, companies will be seeking individuals who can work with top executives of companies to make financial decisions and ensure an organization is making informed decisions about company finances and meeting its money goals; advise and help companies meet their financial growth goals through recommendations on investments; help businesses meet requirements of compliance standards; and individuals with financial knowledge who can create programs that meet the needs of financial institutions. Additionally, financial advisement skills will help customers identify short-and long-term financial goals and lead them to products that make sense.

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

i. Current labor force employment and unemployment numbers;

Current labor Force unemployment and unemployment numbers for April 2021

Regional employment and unemployment:

	Labor Force	Employed	Unemployed	Unemployment Rate
Nassau-Suffolk	1,439,200	1,361,700	77,500	5.4%
Nassau County	687,900	651,000	36,900	5.4%

Local Workforce Development Area employment and unemployment:

	Labor Force	Employed	Unemployed	Unemployment Rate
Glen Cove City	13,700	13,000	700	5.0%
No. Hempstead Town	111,400	105,700	5,600	5.1%
Oyster Bay Town	152,200	144,300	7,900	5.2%

The New York State Unemployment rate in New York State for April 2021 was 7.8% and the Nassau-Suffolk unemployment rate was 5.4%, while unemployment in the LWDB Consortium region (City of Glen Cove, Town of North Hempstead, Town of Oyster Bay) was slightly lower. Total Consortium area employment in April 2021 was 263,000 and total unemployment was 14,200.

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

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According to the February 2021 U.S. Department of Labor, Bureau of Labor Statistics (BLS) Monthly Labor Review of the effects of COVID-19, the impacts of increased telework, weaker business travel, increased online shopping, expanded contactless ordering, greater demand for IT support systems, and more intensive medical research are expected to disproportionately affect some occupations and industry clusters.

The BLS is estimating potential long-term structural shifts in the U.S. labor market that are caused by changes in consumer and firm behavior as a result of the pandemic. Given the pandemic's unprecedented impact on public health and social behavior, and in light of the continued health crisis, the objective of the BLS's effort is to identify industries and occupations whose employment trajectories are subject to higher levels of uncertainty.

As a consequence of this economic report, the Oyster Bay-North Hempstead-Glen Cove Workforce Development Board (WDB) will conduct on-going analysis of sectors to remain vigilant regarding increases

in employment opportunities and declines. The Board will monitor the skills gap, needs of employers, and specific needs of target populations in the following sectors: Construction; Manufacturing; Trade, Transportation & Utilities; Professional & Business Services; Healthcare and Social Assistance; Leisure & Hospitality; Financial Activities; and Biotechnology/Life Sciences.

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

The New York State Census Bureau 2019 Report for the Educational Attainment Levels in Nassau and Suffolk Counties:

Nassau

- Residents ages 18 to 24
High School Graduates: 24.8%
Bachelor's Degree or Higher: 24.7%
- Residents ages 25 and over
High School Graduate or Higher: 91.9%
Bachelor's Degree or Higher: 47.2%

Suffolk

- Residents ages 18 to 24
High School Graduates: 28.0%
Bachelor's Degree or Higher: 19.0%
- Residents ages 25 and over
High School Graduate or Higher: 90.9%
Bachelor's Degree or Higher: 38.3%

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- d. Provide an analysis of workforce development activities, including education and training, in the region.
- i. Identify strengths and weaknesses of these workforce development activities.

The Long Island Workforce Development Boards (WDBs) lead a sophisticated network of programs and partnerships, and collaborate with other leaders, such as the LIREDC, to maintain and constantly improve and expand a comprehensive regional workforce development system. The WDB's have extended the footprint of the WIOA-mandated workforce development system to the larger, non-mandated system, through its participation on the LIREDC Workforce, Education and Veterans Workgroup, the Long Island Sector Partnership, the Northwell Health HealthCare Career Pathways Initiative, the Stony Brook University Manufacturing Extension Partnership Center (MEP) Manufacturing and Technology Resource Consortium (MTRC), and other groups and initiatives. The workforce development activities stated above have long been used to both foster and measure success in the One-Stop System.

The WDB ensures that our job seeking and business customers can avail themselves of a robust itinerary of employment and training services. Business services include customized screening and referral of qualified participants; recruitment events; labor market information; developing and implementing industry sector strategies; and training or upskilling a company's workforce. Individuals receiving services in the One-Stop Career Center can access a diversity of services necessary to assist in meeting their job search objectives. While some job seekers may only need self-service or other basic career services, other job seekers will require more comprehensive services that are specific to their individual career needs. Career services are grouped into two categories: basic and individualized. This distinction is not designed to create obstacles to entry, but instead illuminates the important role that these two classifications of services can have in helping individuals find employment. Basic career services are available to all job seekers and include labor exchange services, labor market information, job listings, and information on partner programs. In addition to these basic services, individualized career services may include comprehensive skills assessments, career planning, and creation of an individual employment plan that outlines the needs and goals of gainful employment for a particular individual. There is no sequence of service mandated for a job seeker to access training. Training is made available to individuals after an interview, comprehensive assessment, and suitability evaluation to determine that the individual needs training to obtain employment or remain employed. Based on the WDB's Supportive Services Policy, supportive services are also offered to sustain participation in WIOA services and activities based on participant need. Two (2) comprehensive American Job Centers (AJC) within the system are designed to provide a full range of assistance to job seekers under one roof. Established under the Workforce Investment Act, the Centers offer training

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referrals, career counseling, job listings, and similar employment-related services. Customers can visit our Centers in person or can connect to the Center's information online or through remote access.

Training services available to job seekers are job-driven and offer a wide range of training options. Training choices include classroom training funded through individual training accounts (ITA), literacy and English-language acquisition learning, on-the-job training (OJT), incumbent worker training (IWT), customized job training (CJT), and training developed through industry partnerships. The WDB will also contract with a training provider to procure training for a group of customers in a particular in-demand sector or occupation. All training options have easily identifiable success traits such as the ability to increase marketable skills and provide content specific to the occupations in highest demand in the region. Required follow-up of graduates by training providers, including placement support services, has increased placements regionally as well as locally. Data collected regarding graduates has indicated a significant rise in placements as a result of these initiatives.

Identified areas of strength within our local system include strong relationships with local partners that results in increased referrals for services; industry partnership and business/educational engagement models that help align workforce and training services with labor market demand; a diverse and extraordinary network of local training providers and programs; and enhanced evaluation and analysis capabilities that enable data-driven decision-making for our operations.

A weakness of ITA training is often the length of time training may take as well as the cost. Training providers have realized the need for more condensed training programs in order to better align with the duration of Unemployment Insurance Benefits and continue to reassess curriculums for this purpose. Costs are continually negotiated to ensure that all job seekers who lack the requisite occupational skills are given every opportunity to participate in training, as there are caps on the amount of tuition approved for each customer. Another challenge is the ability to offer “cutting edge” curriculums that will provide the skill sets needed in a rapidly changing economy. This matter is being addressed through the creation of a training committee that will include members from education, business, community, and government to review and collaborate on “best practices” to ensure compatibility between the skill needs of business in the region and the delivery of compatible training services. Finally, we recognize that there is a need to concentrate our efforts in strengthening coordination across the many partners and programs within the One-Stop delivery system. A challenge to effective networking is the ability to share data/information across programs. While several WIOA partner programs enter data into the New York State Department of Labor’s One-Stop-Operating-System (OSOS), other partner programs use different systems for tracking data. This incompatibility of

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management information systems often results in a duplication of effort, as customers are being served by multiple case managers/employment specialists who operate in silos rather than in unison. Furthermore, since one-stop partners report to different state-level and federal agencies and adhere to different policies and program eligibility requirements, the system has a tendency to become fragmented. Therefore, to improve uniformity within the system, the WDB has commissioned the One-Stop Operator with the task of working with our WIOA partners to develop strategies to improve system-wide coordination. Thus far, partnering strategies developed through regularly scheduled partner meetings, cross-training of program staff, business services collaborative efforts, and other interactive activities have produced noticeable benefits. On the agenda for 2021 is the development of common intake forms and a cohesion of cross-partner program policies and procedures. As the referral process progresses, we anticipate a greater rate of referrals among partner agencies and community-based organizations, with a much-improved tracking system to ensure an effective referral system exists for our customer-base.

Our workforce activities for businesses also identify strengths and weaknesses. While OJT is successful in reducing the commitment of a potential employer and providing the ability for a participant to gain work experience in a position of need, the required contracting process as well as the stringent requirements placed on the employer often dampens enthusiasm. A streamlined approach is being developed to loosen some of the formalities and protocols in order to encourage both employers and customers to participate in this work-based activity. On a positive note, through our involvement with such organizations as the New York State Department of Labor's Regional Business Services Unit, we are now better prepared to network regionally with employers. Developing better relationships and networks with small and large employers on Long Island will improve services to business, promote work-based training, and support the hiring needs of our business and job seeking customers.

- ii. Does the local area have the capacity to address the education and skill needs of the local workforce, including individuals with barriers to employment, and the employment needs of businesses? Please explain.

The workforce system created has the capacity to address the educational and skill needs of all participants and businesses. This capacity has been established through extensive partnerships, memorandums of understandings, and mutual goals across a diversity of organizations. Training options include classroom training funded through individual training accounts (ITA), on-the-job training (OJT), incumbent worker training (IWT), customized job training (CJT), and training developed through industry partnerships. The WDB also contracts directly with training providers to facilitate training of a cohort of

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customers for jobs in demand sectors and occupations. A varied list of training programs is included on the Eligible Training Provider List (ETPL). To help ensure training investments are aligned with the hiring needs of regional employers, each approved program will provide training in a high priority occupation and will deliver training aligned with industry partnership efforts. To maintain the value of the ETPL, training programs must meet performance benchmarks before they can be approved, including measures related to program completion, employment rates, median earnings, and credential attainment of their students. WIOA Title I Adult and Dislocated Worker participants can access funding through ITAs to attend programs on the ETPL. The WDB is also exploring how to best utilize ITA funds for out-of-school youth participants.

The WDB is planning on investing WIOA funding to develop a more diverse mix of quality work-based training opportunities that provide benefit to both job seekers and employers. The Workforce Boards of the region work together to engage with employers in key, high-demand industries and coordinate quality ITA Training and work-based training programs in high priority occupations. On-the-Job-Training (OJT) opportunities benefit employers by helping to meet their hiring and skill demands while also enabling them to receive reimbursements for training a new worker. OJT also supports job seekers by enabling them to receive training in an in-demand occupation while they earn a self-sustaining wage. The WDB is anticipating an update of the OJT Policy so that employers can qualify for an increase in reimbursement dependent on circumstances, particularly those companies still reeling from the effects of the pandemic. Presently, employers can be reimbursed up to 50% of the individual's training wages during the specified training period. However, small businesses may be reimbursed at rates up to 75% of the individual's training wages during the specified training period.

The WDB continues to explore opportunities to invest in incumbent worker training for employed individuals, as the prospect of employers remaining competitive is contingent on a well-trained workforce. Customized training is another work-based service that offers opportunities for short-term, employer-driven training for new hires. As Long Island's businesses and workers have been profoundly affected by the pandemic, it is our mission to help mend Long Island's economy by strengthening the competitiveness and well-being of our businesses and prepare our workforce for the jobs that await.

In this new planning cycle, the WDB will develop signature training programs through collaboration with our industry partnerships. Businesses in the region will be consulted with to define key workforce challenges, priorities, and goals. This helps to ensure training is employer-driven and able to adapt to real-time hiring needs of local businesses. Through an analysis of the demographics of our local workforce area as well as the customers who enroll in our workforce services, it has been determined that a significant portion of participants who rely on our services have barriers to employment. To address this need, the WDB will create employment and training opportunities beyond our existing portfolio of services to focus on specific groups identified with barriers to employment. In order to adequately serve this population, the WDB will seek the support of our partner agencies and community-based organizations who fully understand the

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actual needs and challenges; the WDB will also leverage funding and resources from additional sources such as competitive grants. The Career Center staff has been trained and equipped with the resources to help alleviate barriers so that each participant without distraction can take part in workforce services with the goal of gainful employment. An expansive list of supportive services approved by the WDB are designed to address the range of obstacles individuals from poorer communities encounter. Providers of Adult Basic Education, including English language acquisition services, are essential in supporting the needs of individuals within the public workforce development system. WIOA Title II providers deliver valuable services to individuals with barriers to employment, including basic skills training, high school equivalency attainment, ESL/language acquisition, job readiness support, computer literacy training, and other important services. The WDB will continue to explore ways of strengthening coordination and collaboration with our local WIOA Title II partner, including cross-training of staff, program referrals, and co-enrollment of shared customers.

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

The Workforce Development Board (WDB) is committed to leading the development, integration, and implementation of a world-class workforce development system in the Oyster Bay-North Hempstead-Glen Cove Local Workforce Development Area. In doing so, the WDB will focus on promoting high-quality jobs and supporting the training necessary to build the skills necessary for sustainable, long-term and family sustaining jobs. The WDB is of the firm belief that strategic alignment at a local level will lead to a stronger, more agile workforce development system that concurrently and efficiently serves job seekers and employers.

The Local Board’s mission statement is to “enhance the productivity and competitiveness of local employers by developing and coordinating resources that meet their needs; facilitate employment opportunities for all job seekers; and strengthen employment equity, inclusion, and diversity within the system”.

The Workforce Development Board has developed a strategic vision and system goals for participants who enter the workforce system. Vision and goals consist of several elements, namely, the ability to provide support and resources to participants regardless of circumstance. This means that assistance and workforce resources should be made accessible without prejudice and are intended to enable those with the greatest need, the ability to access workforce services whether onsite at the Career Center, virtually/online, or through the provision of “reasonable accommodations”. The goal is to ensure that those who seek the services of the local workforce system will be met with resources and professional guidance to assist in the most significant way. Performance standards, as set forth by the Workforce Innovation and Opportunity Act (WIOA) and monitored locally by the New York State Department of Labor (NYSDOL), will measure the

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effectiveness of workforce systems through six (6) program performance indicators. These indicators of performance will be applied across all platforms to determine the success of program and service goals.

Our young people receive services that are coordinated and administered by outside providers adept at addressing the needs of youth, particularly at-risk youth and those with disabilities. Youth providers develop meaningful programs that conform to program standards as prescribed under WIOA. Youth program elements and a vision for success must be incorporated into all youth programs. Investing in the future talent pipeline is a strategic priority of the WDB. A fundamental component of youth services is to prepare youth for employment opportunities which is accomplished through the development of work-based opportunities. Twenty (20) percent of WIOA Youth funding must be spent on providing work experience for participants, ranging from job shadowing to paid work experience. It is vital that youth are exposed to a range of available careers so they can find their passion, connect to career pathways, and ultimately turn passion into sustainable employment through a mixture of mentoring and training services. Youth programs are designed to support the earning of a GED or graduation from high school on time, provide valuable work and occupational skills training, and help our young people to develop life skills such as leadership and effective communication abilities.

The Local Board's strategy to meet this vision is to:

- Equip workers with the knowledge, credentials, skills and abilities to enter and progress along career ladders in expanding and transformative industries that hire for demand occupations;
- Develop strategic coalitions with secondary and postsecondary education to develop connections with career pathways to increase success in earning career pathway related industry-recognized credentials, associate degrees or higher education, thereby benefitting job seekers, workers, and the Long Island economy;
- Strengthen use of regional career pathways to better align secondary and postsecondary training/credentials with employer-certified work readiness skills, standards, and competencies to prepare and place job seekers in rewarding employment;
- Promote and support projects that develop a talent pipeline in high priority occupations;
- Employ sector-based strategies to identify specific workforce preparation requirements;
- Form robust partnerships designed to plan collaboratively, share resources, leverage funds, and accept mutual responsibility;
- Propose economic development and business engagement strategies that have a successful history of coordination to build programs, apply for funds, and implement activities to address the needs of employers across the region;

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- Develop a sustained, synchronized outreach and public relations campaign to increase partnerships with employers in order to better connect job seekers with viable employment opportunities, and to engage our communities and identify their needs and concerns;
- Establish informed planning and continuous improvement activities with fact-based decision-making, using relevant, reliable data;
- Utilize co-enrollment, as well as blending and braiding of funds where feasible;
- Apply customized employment and person-centered planning, particularly for individuals with disabilities;
- Maintain a systemic culture of quality management that celebrates accomplishments and addresses weaknesses with constructive solutions

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

The local area’s workforce development network of programs offered by partners are designed with the same strategic vision in mind – to support and uplift the most vulnerable. Partner agencies understand the importance of providing equity and opportunity in the services we offer to our customers. Partners realize that in order to “even the playing field” for those with barriers to employment, we must remove obstacles which have systemically inhibited them from successfully participating on a pathway to self-sufficiency. Based on a comprehensive assessment, program delivery begins with the provision of needed supportive services to remediate personal/family related hurdles; then, an examination of one’s soft skill capabilities and delivery of transitional services such as social intelligence, rules of conduct and proper communication protocols. The next step in the process is to assess and identify the individual’s level of job search etiquette and provide appropriate services such as resume and interviewing preparation activities. The final action is to identify the individual’s literacy and occupational prowess and align the appropriate Title I and Title II services. The strategic vision will be realized when all customers have equal access to the services and opportunities available through the system. The One-Stop Operator supports this concept by hosting quarterly partner meetings where the accessibility and performance of system services for the most at risk are tested. Discussions among partners allow for constructive criticism to be applied in order that the system vision and goals adopted remain on course. The vision of helping those in need with a level of professionalism and substance is universally accepted and endorsed throughout the Oyster Bay-North Hempstead-Glen Cove Workforce System.

Workforce development programs will support a vision that:

- Provides employers and job seekers a fully integrated and accessible system of employment, education, and training services for the purpose of developing the economic strength and global competitiveness of the local area.

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- Develops a comprehensive career pathway system and expands career pathways as the primary model for skill, credential, degree attainment, with an emphasis on assisting individuals to address barriers to employment, earn a family-sustaining wage, and advance their careers.
 - Engages employers and industry clusters through innovative strategies to improve the connection and responsiveness of workforce programs and services with labor market demand, including recruiting, training, and retaining talent.
 - Increases opportunities for all youth to experience work-based learning through summer employment, pre-apprenticeship, Registered Apprenticeship, internships, job shadowing, mentoring, and other experiences in the workplace including developing employability skills.
 - Identifies and enacts system changes and improvements that enhance the collaboration and partnership between agencies and partners in the workforce development system.
- ii. • Implements improvements to One-Stop service delivery to better serve all customers, both job seekers and employers.

iii. 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?

WIOA requires that a Memorandum of Understanding (MOU) be executed among the system’s partners. The MOU will serve as a critical mechanism toward ensuring that the roles and responsibilities of the partners involved with the workforce system are well-defined and mutually agreed upon for the successful operation of an integrated service delivery system, which supports the strategic vision and goals of this workforce area. The MOU requires that all programs provide a rubric of resources that will be contributed to the system. The One Stop Operator coordinates all partners and program providers to help align available resources that support the vision and goals of the WDB. This coordination is facilitated through partner meetings and continuous contact among partners and service providers. Topics of discussion at these meetings typically include information on service availability, current workforce needs or trends, alignment of services to avoid duplication, and how to effectively refer customers to the various partner agency services. Additionally, a committee of WIOA MOU partners and other community service providers are in the process of working together to create and publish the Workforce Services Resource Guide which will be made available on the WDB website. The Resource Guide will include services available in the community, how to access them, and applicable basic eligibility requirements of the services stated. This Resource Guide is viewed as a valuable tool to advertise our system of services.

The goals of the Local Board and its One-Stop partners are outlined in the MOU. The mission of the partnership is to develop, deliver and promote best-in-class economic and workforce services to generate, sustain and grow individual, business and community prosperity. An important component of this vision is to

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guarantee equal opportunity to access and participate in all appropriate workforce services through the provision of supportive services and removal of barriers.

Each MOU outlines the shared vision and goals of the system in order to:

- Develop industry-driven career pathways that prepare people for in-demand occupations in high-growth industry sectors based on an annual review of economic intelligence and labor market information.
- Support system alignment, service integration, and continuous improvement using data to support evidence-based decision-making.
- Strengthen communication, coordination, and decision-making between regional partners to meet labor market needs.
- Enhance the existing network between education, business and industry representatives, labor, and other regional workforce development partners to develop new programs and services and align existing programs and services with regional and industry needs.
- Support the development and continued collaboration between regional workforce and economic development networks in the Long Island region to address workforce education and training priorities.
- Develop regional leadership and operational partnerships among postsecondary education, adult literacy, industry, labor, and other workforce and economic development entities to strengthen coordination and improve the delivery of services.
- Increase the number of youth and adults who obtain marketable and industry-recognized skill credentials, with a priority on unemployed, underemployed, low-skilled, low income, recipients of public assistance, English language learners, veterans, individuals with disabilities, foster youth, reentry, high-priority and at-risk populations.
- Increase the scope and breadth of opportunities for youth, particularly low income, at-risk, disconnected, and out-of-school youth, in order to graduate from high school prepared for postsecondary training and careers.
- Improve opportunities for quality of life, independence, health, and dignity of the older worker population. Promote independence, advocacy, physical and cognitive health, economic self-sufficiency for older populations from low-income communities.

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

The local board’s performance goals negotiated with NYSDOL will be met or exceeded. Obtaining work, retaining employment and meeting a specific average earnings rate all contribute to growing a tax base and increased spending in our communities. Good performance and outcomes in workforce programs foster economic growth while leading individuals to a path of self-sufficiency. Encouraging youth participants to meet employment and educational goals leads them to future successes where they will be able to fill job openings and help

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solve the major skill gap issues facing Long Island. As youth usually spend their earned money locally, the Long Island region will benefit through their putting money back into the economy.

The Local Workforce Development Board (WDB) has implemented continuous improvement initiatives meant to maximize performance by identifying and focusing on the issues that typically impact performance across many local areas such as measurable skill gains and credential attainment for those participating in training services. These focus points create a more in-depth understanding of the performance challenges and their solutions. Training and all service outcomes are enhanced by better planning, staff development, more effective training, readiness assessments, and better career pathway development. Program-related performance and outcomes must be reviewed and shared with partners and providers to ensure everyone is knowledgeable, up-to-date, and can take the proper next steps in assisting job seekers. Performance outcomes must dictate adjustments in local policy and procedures, and timely action must be taken by partners and providers to implement corrective action in order to positively impact performance. Therefore, regular meetings with Title I service providers as well as partners to discuss policies, evaluate performance, and understand career service needs is a critical component of successful workforce delivery.

Actions the local board will take to ensure a high performing workforce development system:

- Attainment of successful monitoring reports and other evaluations by federal and state oversight staff.
- Creation and engagement of workforce governance and service delivery “best practices” that may be modeled;
- Adoption and use of new and improved methods to reach and serve individuals with barriers to employment;
- Adoption and use of new career and training services provided for the WIOA Title I programs;
- Attainment of training expenditure targets;
- Successful regional coordinated employer engagement practices between our system-wide Business Services Team and the WDB’s direct activities; and
- Sector initiatives measured through the employment of qualitative and quantitative measurements.

The WDB also plans to apply the following procedures to remain a high-performing board:

- Intensify its collaboration with the other regional local workforce boards to implement broader-based regional workforce initiatives; and
- Increase the use of technology to improve access for customers, including returning citizens, those with disabilities, and others with barriers to employment.

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Local Workforce Development System

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

The core programs—Adult, Dislocated Worker, Youth, Adult Basic Education, Wagner-Peyser and Vocational Rehabilitation—work in concert to effectively serve job seekers and employers. Strategies are formed by employer engagement and industry partnership efforts, as well as through an analysis of robust labor market information. While each program has clearly defined activities to carry out, as defined by law, it is through coordination and cooperation that optimum outcomes can be achieved. Alignment of core programs includes establishing effective sector strategies that merge guidance, education, training, and support services to prepare individuals for careers. Given each individual’s needs and career goals, the system helps to guide each participant to appropriate programs and services. The WDB promotes co-enrollment of shared customers to better align services, prevent duplication of service, and increase the quality and quantity of career service provision among the core programs.

At the One-Stop Career Center, programs are linked together for the ease and ultimate success of the job seeker and employer. WIOA requires four (4) core program partners to provide expanded services at One-Stop Career Centers. Services are provided by partners through on-site involvement and/or online/virtual methods. The core programs work together to ensure a customer-centered approach to service delivery.

WIOA Title I: Adult, Dislocated Workers and Youth

The Adult Program provides career and training services to help job seekers who are at least 18 years old succeed in the labor market. Authorized under WIOA, the Adult program is one of the WIOA Title I core programs designed to assist participants in obtaining employment. Priority of service is given to participants who are recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient. Additionally, if the participant is determined to be an eligible veteran or a spouse of a veteran, priority of service is also extended to these covered persons. Through the Adult program two types of services are made available. The first type of services is known jointly as career services, and the second is training services. A participant who, after an interview, evaluation, or assessment and career planning is determined to be unlikely or unable to obtain or retain employment which leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment, he/she may be in need of training services. To participate in a training program, the participant must have the aptitude and qualifications to successfully participate in the selected training program and be otherwise eligible in accordance with the priority of service system.

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The Dislocated Worker Program provides career services to assist job seekers who meet the definition of a Dislocated Worker. The goal is to return the individual to the workforce with the skills they need to obtain quality employment in demand industries. Dislocated Worker programs assist workers before or after layoff by identifying individual need, and meeting those needs through skills training, on-the-job or customized training programs, as well as apprenticeship opportunities to help facilitate rapid reemployment. Dislocated Workers are triaged at the point of entry to identify potential program eligibility. This initial intake and triage allows for the development of a streamlined service strategy that maximizes the funding of all entities in carrying out core reemployment activities.

The WDB continues to develop and implement strategies for connecting local area youth with meaningful careers. Programs are grounded in the communities they serve, with staff focused on providing culturally competent services and youth-driven programming for young adults disconnected from employment and education or at risk of dropping out of high school. Our Youth Formula Program is designed to provide high-quality youth services to at-risk populations and those with barriers to employment, including In-School Youth (ISY), Out-of-School Youth (OSY), Youth with disabilities, and re-entry youth. OSY programs focus on connecting young adults quickly with academic remediation, occupational skills training, and the supports they need to be successful in the workforce and post-secondary education. Individuals aged 18-24 may be eligible for both the WIOA Youth and Adult programs and can be co-enrolled in the two programs, simultaneously. ISY programs work with high school students on career readiness matters, including participation in job shadowing, paid work experience, and college preparation. Youth services under Title I are based on the 14 Required Youth Program Elements as outlined in WIOA legislation. We continuously evaluate these elements to ensure they reflect our latest innovations, community connections, and program management. Through a competitive bidding process, WIOA Youth providers are selected.

By leveraging WIOA Formula Youth funds and Temporary Assistance for Needy Families (TANF) Youth resources, our youth program can better coordinate partner resources, align with employer's needs, and help youth overcome barriers to employment. Partnerships with various systems, including training providers, welfare, adult probation, community services, literacy, housing, health, and community-based organizations, offers the opportunity to streamline services and allows for a full range of activities and support that lead to academic and employment success.

Under Title I, participants will receive the following WIOA Title I services at the One-Stop Career Center:

- Initial Assessment
- Referrals to programs

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- Referrals to supportive services
- Career and Technical Training
- Unemployment Insurance information and assistance
- Financial aid information
- Individual Employment Plan
- Career planning and counseling
- Out-of-area job search and relocation assistance
- Financial literacy services
- Workforce preparation
- Follow-up services

WIOA Title II: Adult Education and Family Literacy Act (AEFLA)

AEFLA is designed to create a partnership among the Federal Government, States and localities to provide adult education and literacy activities. For adults who are deficient in basic skills, adult basic education is a critical partner in establishing career pathways. Funded programs provide a full range of adult basic education services from beginning level literacy and English language acquisition, attainment of a high equivalency diploma, to transitional activities to support college and career readiness. Programs provide basic skills instruction in the context of work readiness and incorporate workplace preparation activities and career awareness and planning. The Long Island Regional Adult Education Network (LI-RAEN) provides technical assistance and professional development to adult education and family literacy programs funded by the New York State Education Department (NYSED). LI-RAEN offers adult literacy programs throughout Nassau and Suffolk Counties and works closely with our WDB and the One-Stop Career Center as well as other public agencies within the local workforce development system to address emerging, transitional, and incumbent workers literacy needs. In the past, LI-RAEN has provided on-site literacy support at our Career Centers. At Adult Learning Centers throughout Long Island, individuals, ages 18 and older, will receive services to help with:

- Literacy Attainment
- High School Equivalency Preparation
- English language acquisition and integrated education
- Career planning and counseling
- Referrals to supportive services
- Referrals to programs

WIOA Title III: Wagner-Peyser Act Employment Service

Wagner-Peyser staff are co-located in the One-Stop Career Centers and provide universal access to job seekers seeking employment and career services, referrals to partner programs, and reemployment services to individuals receiving unemployment insurance. Services to job seekers include but are not limited to needs/ interest assessments; job search and job placement assistance; career counseling; workshops; development of an individual employment plan; and case management. The Department of Labor through its Wagner-Peyser staff works

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with the public and private sectors to create job opportunities, offer job fairs, help individuals find employment and assist businesses find skilled workers. Wagner-Peyser staff located in the One-Stop Career Centers are cross-trained so they can adequately address the needs of employers and job seekers. Individuals will receive the following services:

- Initial assessment
- Referrals to programs
- Referrals to supportive services
- Unemployment information and assistance
- Career planning and counseling
- Out of area job search and relocation assistance

WIOA Title IV: Vocational Rehabilitation Program

The program is designed to improve and align core programs toward the goal of assisting individuals with disabilities to maximize employment, economic self-sufficiency, independence, and inclusion and integration into society. Adult Career and Continuing Education Services – Vocational Rehabilitation (ACCES-VR) provides vocational rehabilitation services for eligible individuals with disabilities including youth, and coordinates and collaborates with many partner agencies. Access-VR offers a full range of individualized services that include but are not limited to diagnostic, vocational counseling and guidance, vocational evaluation, restoration, and job placement. Services are aimed at providing individuals with successful transition to meaningful, high quality employment opportunities. Under WIOA, ACCES-VR has the ability to provide in-school youth with disabilities pre-employment transition services to better prepare these students for a life after high school. Services may include but are not limited to paid work experiences, job shadowing, workplace readiness training, and career guidance. ACCESS-VR also provides multiple services to the business community designed to assist businesses with onboarding pre-screened qualified employees with disabilities. ACCES-VR is committed to plan for continued program coordination and cross-training so that all partner agencies have a better understanding of how to serve people with disabilities. Individuals will receive the following services:

- Initial assessment
- Referrals to programs
- Referrals to supportive services
- Financial aid information
- Individual Employment Plan
- Career planning and counseling
- Short-term pre-vocational services
- Occupational training
- Internships and work experiences

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

iii. The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) is a principal source of federal funding for the improvement of secondary and post-secondary career and technical education (CTE) programs across the nation. The purpose of the Act is to develop more fully the academic, career, and technical skills of secondary and post-secondary students who elect to enroll in CTE programs. The Perkins Post-Secondary program partner for the Oyster Bay-North Hempstead-Glen Cove Local Workforce Development Area is Nassau Community College (NCC). The partner agency representative for NCC regularly attends partner agency meetings and provides information regarding training opportunities and employment related services available at NCC, including those funded by the Carl D. Perkins Act. This relationship will ensure participants have access to high-quality training that leads to skills and credentials that align with the needs of target employers. Through Perkins Act Funding, the needs of job seekers are supported by skills-based training in the latest Microsoft Office programs which are taught onsite at the Career Centers.

- iv. Other workforce development programs, if applicable.

In addition to the core program partners, there are several other mandatory partner programs for which career services must be delivered under WIOA. The merging of all partner services under one umbrella provides a central point of service for those seeking employment, training and related services. A One-Stop Operator was procured to coordinate the service delivery of all One-Stop partners, service providers, local business, and community-based organizations within the One-Stop delivery system. The One-Stop Operator will identify and assess the availability of services provided by partners, coordinate the delivery of services, and work with the partners and other providers to create strategies that will improve the provision of workforce programs to customers, particularly targeted populations. This process will ensure service integration among partner agencies, simplify the process for customers to access services, and ensure that the culture of the One-Stop delivery system promotes knowledge transferred across partner programs. Other mandatory partner agencies and programs within our workforce system include:

- Senior Community Service Employment through the Urban League of Westchester County which helps unemployed, income-eligible job seekers, age 55+, gain valuable work experience through a work-based job training program. Participants are placed in temporary employment opportunities, earning minimum wage.
- Community Services Block Grant Employment and Training through the Nassau County Economic Opportunity Commission at Port Washington Community Action Council provides support services, basic needs and advocacy to low-income residents. Also, operates a food pantry.

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- v. • Temporary Assistance for Needy Families through the Nassau County Department of Social Services provides financial assistance, supportive services, and work opportunities to eligible residents of Nassau County, with the goal of assisting recipients in obtaining gainful employment. DSS programs include Temporary Financial Assistance, Supplemental Nutrition Assistance Program (SNAP) to help needy families purchase healthy and nutritional foods, Home Energy Assistance Program (HEAP) to assist low-income people pay the cost of heating their homes, assistance in finding employment, child support payments, child care assistance, as well as child and adult protective services

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

The WDB actively works to maintain the quality and continuous improvement of contracted service providers and eligible training providers in the One-Stop delivery system. Key components of “continuous improvement” include:

- Dedicated staff that develops a monitoring plan for each program. During program monitoring, our staff identifies program strengths, areas for improvement, and potential compliance issues for each program. Depending on the results, the monitor may create a plan for technical assistance or require a sub-recipient to submit an improvement plan. This regular channel of communication between our monitoring staff and sub-recipients helps to identify and resolve issues or concerns early into a program and supports regular program improvements.

- Staff analyzes program data including enrollment numbers, services provided, outcomes achieved, and other relevant data to inform program decision-making.

- Cross-partner coordination, including working closely with our local One-Stop Operator to oversee operations, coordinate service delivery among one-stop system partners, and ensure that One-Stop Career Center certification criteria are consistently met.

Career Center management will provide regular training to staff to ensure that current procedures are being followed and staff have the most up-to-date information. This includes labor market information, employment trends and current practices regarding employment counseling. Sharing of the most current information will allow services to continually improve to meet the demands of consumers. The One-Stop Operator ensures that staff of all partner agencies are cross-trained in order to better understand the programs and services offered through each partner agency within the American Job Center One-Stop system.

- c. The WDB collaborates with local economic development to promote skills gap strategic planning and studies in order to identify local workforce and pipeline needs. The local board also partners with education to identify new courses of study to meet employer and jobseeker demands. Representatives of local education are included on the local board. The WDB will continue to monitor all service providers on a regular basis to ensure satisfactory service delivery. Career Center staff visit service provider sites, including training providers, youth

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providers, on-the job training providers and other work-based providers to ensure contractual and programmatic adherence. For training providers, the staff meets with school management, instructors, and students in order to obtain a comprehensive evaluation of the learning process. Recommendations for service improvement are made as a result of these meetings. For those training providers who have advisory councils which consist of school management, business leaders and government agencies, Career Center staff are active participants. Membership in these councils allows staff to stay informed regarding educational trends and offers a venue to voice the needs of job seekers and local business. Training providers are monitored on a regular basis to confirm that the delivery of training aligns with the needs of customers and employers, particularly in the development of curriculums that are relevant to the current job market. Staff to the board are involved in the monitoring of the One-Stop Center, One-Stop Operator, and fiscal agent to certify compliance with mandates as set forth under the Workforce Innovation and Opportunity Act (WIOA). Workforce Development Board members are responsible for evaluating the performance of service providers when making decisions during the selection process, as well as during the reapproval process. Customer feedback and surveys make certain that customer demands are addressed.

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

Service Providers reach into the community and collaborate with external stakeholders to coordinate efforts and serve local area job seekers, facilitating a mechanism for agile career service delivery. Service provider selection is contingent on the degree to which a provider has partnered with industry as reflected in the quality of services offered. Additionally, ongoing dialogue with providers by the WDB offers an awareness of labor market needs and services that are aligned. Our Business Services Unit located at the Career Centers conduct job fairs and recruitment events, serving both business and job seeking customers.

The One-Stop Career Center offers monthly workshops and career services through its contracted workshop professional facilitators which includes:

- Cover Letter Writing: Examples of four types of cover letters and instruction on how to build the perfect cover letter along with marketing and thank you letters.
- How to Write a Resume: Learn the latest format and theories of resume writing. Samples are given to model and we may be able to assist you with typing, if needed.
- Social Media: Learn the ins and outs and potential dangers of the online job application process. Learn about the use of job boards and social media like Facebook and LinkedIn and how it might help you.
- Interviewing: Review the needed preparation, conduct, and follow-up to ensure interview success including how to handle challenging questions.

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- **Networking:** The skills you need for building and expanding your own network of people to aid your job search. Most successful techniques to finding a job in today's market.
- **Salary Negotiation:** The basic ability to answer an employer's questions about salary and plan a strategy to get the income you need.
- **Transferable Skills:** Demonstrates how to take previous industry-specific experiences and turn it into a group of general skills applicable to any new occupation. Great for career-changers
- **Facebook for Job Seekers:** In this two-hour workshop, learn to use Facebook in your job search. Learn how to research companies and expand your networking capabilities. Learn how HR professionals and recruiters use this tool. Learn to protect yourself by removing or hiding unflattering and inappropriate content.
- **LinkedIn for Beginners:** A two-hour hands-on social media workshop where you will learn how to create a LinkedIn account and profile that will help you in your job search.
- **Mastering LinkedIn (Advanced):** A two-part advanced three-hour hands-on workshop for current LinkedIn users who have accounts. Covers best practices on building your profile, connections, recommendations and endorsements.
- **How to use the Internet as a Job Search Tool:** Learn how to navigate the Internet for your Job Search.

Other Career Services:

- **ACCES-VR Orientation:** (Adult Career and Continuing Education Services-Vocational Rehabilitation) assists individuals with disabilities to obtain and maintain employment.
- **NYS Veterans Representative:** A New York State Veteran's representative will speak to veterans about employment opportunities as well as Federal & State programs specifically for veterans.

Training Services:

The Eligible Training Provider List (ETPL) for the Oyster Bay-North Hempstead-Glen Cove Local Workforce Development Area includes a robust list of training programs offering training in high priority occupations in such industries as Healthcare and Social Assistance, Professional and Business Services, Information Technology (IT), Biotechnology/Life Sciences, Manufacturing, and Trade, Transportation and Utilities. Training providers, namely, our local colleges/universities, proprietary, and technical institutions deliver skills training in targeted occupational areas. Funding to attend training programs on the ETPL is available to qualified WIOA participants through Individual Training Accounts (ITAs). To ensure quality and relevance of the ETPL, programs must meet performance benchmarks related to program completion, employment rates, median earnings, and credential attainment of their students. Informed customer choice in the selection of training opportunities is contingent on the availability of

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program-specific information which must be posted on the ETPL website for customers to review, such as information on program descriptions, program length, tuition/costs, prerequisites, and credentials offered. Many of our training providers maintain dedicated placement teams to match job seekers with local business opportunities.

Work-Based Training:

Work-based training offers a diverse mix of opportunities for skills acquisition through on-the-job training, incumbent worker training, customized job training, apprenticeships, and work experience (adult and youth work experience and transitional jobs). The WDB works with employers in key, high-demand industries to coordinate quality work-based training programs connected to high priority occupations. These programs benefit both job seekers and employers. For example, those businesses engaged in youth work experience programs get first-hand experience working with their workforce pipeline while young adults learn skills that can only be acquired on the job. Work-based training programs enable job seekers to receive training in an in-demand occupational area and earn a wage, while employers receive subsidy for the hiring and training costs.

Youth programs are delivered by competitively procured service providers with experience in providing workforce development services to both in-school and out-of-school youth.

Services and activities can include:

- Job Readiness Workshops - addresses soft skills, digital literacy skills, financial literacy, and building a strong resume.
- Job Readiness Assistance - these activities include resume writing, interview preparation, job search, and placement assistance.
- Individual Comprehensive Counseling and Guidance - one-on-one assistance from an Academic Career Advisor.
- Mentorships - partner role model mentorship during participation.
- Work-Based Learning/Work Experience - paid hands-on learning experience that includes occupational and academic components.
- Training Services - activities include occupational skills training; entrepreneurial training; adult education and literacy activities; and internships in combination with training.
- Activities to Prepare for and Transition to Post-secondary Education and Training: assistance with college and financial aid applications.
- Follow-up Services - up to 12 months; Long-term employment retention; Referrals.

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

In order to effectively promote and develop career pathways and sector strategies, it is vital that the WIOA core and One-Stop partner programs work

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together to ensure a customer-centered approach to service delivery. The required partners collaborate and align their services to enhance access for job seekers and business and create a seamless, customer-focused One-Stop delivery system. Partner agencies with a remote and/or physical presence at one or more of the One-Stop Career Centers located within the Oyster Bay-North Hempstead-Glen Cove Local Workforce Area contribute as follows

- WIOA Adult and Dislocated Worker - the WIOA Adult program provides career and training services through the Oyster Bay-North Hempstead-Glen Cove Workforce System to help job seekers who are at least 18 years old succeed in the labor market. In the provision of individualized career and training services, WIOA establishes a priority for serving veterans/veterans spouses, low-income individuals, recipients of public assistance, and individuals who are basic skills deficient. The WIOA Dislocated Worker program provides career and training services to help job seekers who meet the definition of a Dislocated Worker with the goal of helping these individuals return to the workforce with the skills they need to obtain quality employment in demand industries. The Workforce Partnership, which is the designated Title I service provider, delivers Adult and Dislocated Worker services using a model of dual-customer focus on employers and jobseekers that aligns with the vision of a world class workforce development system. The Workforce Partnership utilizes career counselors, business service specialists, consultants, and other workforce development professionals to ensure WIOA Title I Adult and Dislocated Worker Services are readily available to customers and are effectively delivered through the system as follows:
 - o Basic career services are made available to all individuals, and include a
 - ☐ Determinations of eligibility;
 - ☐ Outreach, intake, and orientation;
 - ☐ Initial assessment;
 - ☐ Labor exchange services;
 - ☐ Referrals;
 - ☐ Workforce and labor market employment information;
 - ☐ Performance information and program cost information;
 - ☐ Information on performance accountability measures;
 - ☐ Information on the availability of supportive services or assistance;
 - ☐ Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA; and
 - ☐ Information and assistance regarding filing claims under UI programs.
 - o Individualized Career Services are provided when they are needed for an individual to obtain or retain employment. One-Stop Center staff rely principally on assessments to determine the need for and appropriateness of individualized career services. These services include:
 - ☐ Comprehensive and specialized assessments;
 - ☐ Development of an individual employment plan;
 - ☐ Group and/or individual counseling and mentoring;
 - ☐ Career planning (e.g., case management);
 - ☐ Short-term pre-vocational services;

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- ☐ Internships and work experiences that are linked to careers;
- ☐ Workforce preparation activities

o Training services provide access to a wide range of training programs, which fall broadly into two types: institutional (classroom) training programs, and work-based training programs which are developed directly with employers by WDB staff and include activities such as on-the-job training, incumbent worker training, transitional jobs or customized training.

o Follow-up services are applied with the belief that maintaining a job is often much harder than finding one. Thus, follow-up services are viewed as a critical component in ensuring the success of individuals who receive career development, employment, and training services through WIOA funds. Follow up services can be of help to many of the priority populations that the WDB serves, as unexpected challenges with childcare, transportation, and other issues can result in the loss of employment. To this end, the WDB works with its contracted service providers to ensure that there are resources that will facilitate employment retention.

- WIOA Youth - youth programs are designed to serve eligible youth and young adults, ages 16-24, and is based on the 14 Required Youth Program Elements as outlined in WIOA legislation. Services are expansive and include high-quality case management support toward educational attainment that includes career guidance and exploration, attaining a high school diploma or equivalency certificate, summer and/or year-round work experience opportunities such as internships and pre-apprenticeships, skills training along a career pathway for in-demand industries and occupations, as well as any necessary supportive services. The goal for program participants is either advancement into postsecondary education or the attainment of employment with a family-sustaining or self-sustaining wage. Youth program services are designed to provide premium youth services to in-school youth (ISY), out-of-school youth (OSY) and youth with significant barriers to employment, such as a disability, being a pregnant or parenting youth, or being subject to the juvenile/adult justice system. Contracts are competitively procured with local youth organizations to deliver WIOA Youth services.

- Adult Education and Family Literacy - WIOA Title II Adult Education programs provide a full range of adult basic education services from beginning level literacy through secondary and transition activities to support college, career readiness, and to prepare and plan for entry into a career pathway. Programs provide basic skills instruction in the context of work readiness and incorporate workplace preparation activities and career awareness and planning in instruction and services. Programs also assist adults in attaining a high school equivalency diploma and supports immigrants and other individuals with English language acquisition activities. The Long Island Regional Adult Education Network (LI-RAEN) is the Title II Adult Education partner for the Oyster Bay-North Hempstead-Glen Cove Local Workforce Development Area.

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- New York State Department of Labor – staff of the Division of Employment and Workforce Solutions provide Wagner-Peyser employment services to job seekers and employers through the Career Center. Services to job seekers include but are not limited to job search and job placement assistance, career counseling, needs and interest assessments, workshops, development of an individual employment plan, and case management. Services to employers include assistance in developing and posting job orders, referral of qualified job seekers to job openings, and organizing job fairs. Both job seekers and employers are also provided with labor market information to help inform their activities. NYSDOL offers employment and training services to unemployed veterans, supports workers whose jobs move outside of the United States, and offers Unemployment Insurance to eligible workers.
- Vocational Rehabilitation - Adult Career and Continuing Education Services – Vocational Rehabilitation (ACCES-VR) is a core partner and assists individuals with disabilities to achieve and maintain employment and to support independent living through training, education, rehabilitation, and career development. ACCES-VR also provides multiple services to the business community designed to assist businesses with onboarding pre-screened qualified employees with disabilities. There is a representative from ACCES-VR onsite at the Hicksville Career Center twice per month or as needed to provide services. Participants receive referrals to programs and supportive services, internships and work experiences, career planning and counseling, and short-term pre-vocational services.
- New York State Commission for the Blind (NYSCB) - the New York State Commission for the Blind (NYSCB) works with individuals of all ages who are legally blind to help them live independent lives by providing counseling, training, and employment services. Programs offered to job seekers include assessment of skills, skills training, work try-out, on-the job training, and job coaching for those individuals who would benefit from the support of staff to teach them their new job tasks at their place of employment. Staff of the Commission for the Blind will also advise the visually impaired of other services or accommodations which would help them better perform their job.
- Senior Community Service Employment – this program is operated locally by the Urban League of Westchester County, and provides onsite support at the Career Centers, as needed. Authorized by the Older Americans Act, the Urban Seniors Job Program (USJP) is a National Urban League workforce development program administered by the Urban League of Westchester County for residents of Nassau and Suffolk Counties. The USJP provides subsidized, service-based training for low-income, unemployed persons 55 or older. SCSEP participants gain work experience in a variety of community service activities at local non-profit and public facilities, including schools, hospitals, day-care centers,

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and senior centers. Participants receive an initial assessment, referral to programs, referral to supportive services, an Individual Employment Plan (IEP), career planning, counseling, internships and work experiences.

- Temporary Assistance for Needy Families – designed to help needy families achieve self-sufficiency. States receive grants to design and operate programs that provide assistance to needy families so that children can be cared for in their own homes and reduce the dependency of needy parents by promoting job preparation, work and marriage. The Nassau County Department of Social Services (DSS) is the TANF partner for the Oyster Bay-North Hempstead-Glen Cove Local Workforce Development Area. It provides assistance to needy families so children might be cared for, and it ends the dependence of needy families on government benefits by promoting job preparation. The WDB maintains an agreement with the Nassau County DSS to operate their TANF program for the Oyster Bay-North Hempstead-Glen Cove Local Workforce Area. TANF participants receive services at an eligible partner site located at the Massapequa and Hicksville Career Centers. Career Center staff develops individual employment plans to assist TANF recipients in obtaining self-sufficient employment. Counseling staff provides career planning and counseling, short-term pre-vocational services, occupational skills training, work experience, supportive services and follow-up assistance. Co-enrollment in the WIOA Title I Adult program offers a broader range of services, such as occupational skills training. TANF customers are deemed a priority population under WIOA.

- Community Services Block Grant – The mission of the Community Services Block grant (CSBG) is to provide a full range of services and activities having a measurable impact on the causes of poverty in a community or those areas of a community where poverty is a particularly acute problem. Ameliorating the causes and conditions of poverty takes on a variety of community engagement activities and collective activism to remove obstacles that impede the achievement of self-sufficiency; i.e. employment and training resources; community stakeholder collaboration; literacy activities; obtaining adequate housing; grassroots activities that provide intervention to the causes of poverty; addressing the needs of youth through programming or coordination; and increased engagement in community planning and enhancement activities. The Nassau County Economic Opportunity Commission through the Port Washington Community Action Council (CAC) is the CSBG partner for the Oyster Bay-North Hempstead-Glen Cove Local Workforce Area. The goal of Port Washington CAC is to revitalize communities, assist families and children in need through the provision of services, and to coordinate available federal, state, local and private resources. Individuals will receive referrals to programs and supportive services, financial aid information, career planning and counseling, internships and work experience, financial literacy services and workforce preparation.

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- f. • Carl D. Perkins and Technical Education – the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) is a principal source of federal funding to states for the improvement of secondary and post-secondary career and technical education (CTE) programs across the nation. The purpose of the Act is to develop more fully the academic, career, and technical skills of secondary and post-secondary students who elect to enroll in CTE programs. The Perkins Post-Secondary program partner for the Oyster Bay-North Hempstead-Glen Cove Local Workforce Development Area is Nassau Community College (NCC). Through a strong partnership with NCC, representatives are onsite at the Career Centers to improve the career and technical skills of customers through training classes offered in demand occupational areas. Academic, career and technical skills are developed more fully by supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce development boards, business and industry, and intermediaries.

Workforce Development and Career Pathways

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

Career pathways will continue to be constructed in a way that leads learners to achievable and incremental steps toward higher levels of education and work. Strong career pathways should include on-ramps for disadvantaged and diverse populations including those with limited basic skills and barriers to employment; be stackable in design, allowing each course and program to prepare students for the next step; contextualize basic skills and technical content to the knowledge and skills needed in a specific occupation or group of occupations; focus on careers in demand that deliver family-sustaining wages and ongoing advancement opportunities; and include work-based initiatives through structured experiences. Career pathways advancement must include active participation by employers; improvements in program content and delivery; integrated support services; and various ways to enter and exit pathways. The WDB has assigned the One-Stop Operator to expand the opportunities for career pathways across the local area, and to align with local organizations such as the New York State Department of Labor; Manufacturing Technology Resource Consortium (MTRC); Northwell Health HealthCare Career Pathways Project; New York State Education Department, Adult Continuing Career Education Services-Vocational Rehabilitation (ACCES-VR); New York State Education Department, Long Island– Regional Adult Education Network (LI-RAEN); Opportunities Long Island; New York State Office of Children and Family Services (NYSOCFS); Nassau County Board of Cooperative Educational Services (BOCES); Nassau Community College (NCC); EAC Network (EAC); Nassau County Youth Board (NCYB); and the Economic Opportunity Commission (EOC) of Nassau County. It is expected that proactive alliances with these institutions will lead to the creation of a stronger career pathway system that will address

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employers workforce pipeline needs and help individuals to succeed, especially those who are disadvantaged and have barriers to employment.

The WDB, the other local boards on Long Island, and partners have helped to foster development of career pathways. This development has been advanced through regional meetings to determine the best approach and outcomes to meet the needs of the population. Furthermore, strong relationships with our WDB members are critical in facilitating career pathways and co-enrollment. The WDB includes members from secondary and post-secondary institutions, vocational training schools, unions, government, community-based organizations and business. We realize that career pathway opportunities in partnership with WDB members representing the adult education and post-secondary communities is critical in moving the process forward and will be created. WDB meetings encourage regular communication among members by sharing information, and in many instances, it serves as a platform to start initiatives such as the development of career pathways.

Previous efforts developing career pathways for the healthcare industry were supported by a grant from the United States Department of Health and Human Services Administration for Children and Families. Although the grant has ended, the partnerships created, the lessons learned and the sequence of training and upskilling opportunities are still in place for those in need of additional training. Other career pathway initiatives have included pathways in Physical Therapy Aide to Physical Therapy Assistant, Certified Nursing Assistant to Practical Nursing and the path from Practical Nursing to Registered Nurse. The WDB will fund individuals for courses in Electrical, Carpentry, Welding, Plumbing, and Construction Management administered through the Electrical Training Center, Nassau BOCES, and Nassau Community College. Upon successful completion of these courses, graduates may apply to the Trade Unions for membership, employment, and further career training. Nassau BOCES has an Articulation Agreement presently in place with many regional colleges/technical institutions including Nassau Community College, SUNY at Farmingdale, Electrical Training Center, and Island Drafting and Technical Institute. As a result of this agreement, some admission requirements for BOCES graduates by these institutions of higher learning may be waived. Additionally, based on a review of the courses completed at BOCES, postsecondary institutes may grant credits toward a degree or certificate. The WDB's Business Services Unit (BSU) is responsible for gathering information regarding job ladders specific to industries and provides the WDB and Career Center staff with this valuable data. OJT opportunities are available to help the job seeker and employer and will be leveraged in support of career pathways. The WDB continues to support all of these efforts and will pursue expansion into other Long Island Regional Economic Development Council (LIREDC) targeted industries, as listed in their most recent progress report on the economy. Projects to work with all partners to facilitate further partnerships, leverage multiple

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funding sources, and cross-train staff on the various service options are pivotal for successful career development opportunities for our customer base.

The WDB will convene workgroups consisting of representatives from secondary and postsecondary education, as well as WIOA Title I, Title II, Title III, and Title IV partners along with industry representation to better define career pathways. Pathways will be informed by labor market data, training curricula, and the needs of employers to provide multiple entry and exit points, as well as connections to other pathways and inclusion of job seekers with disabilities and other barriers. Information regarding pathway options will be used not only to support job seekers at the Career Centers but will also be made available to the general public through our posting of this information on our website. WIOA partner programs will help identify numerous points of entry along a Career Pathway and establish steps to success, including career services and training that are manageable for program participants to achieve. Close coordination with Title II Adult Education programs helps participants obtain literacy/numeracy skills, digital skills, English language proficiency, and GED credentials necessary for entry into a career pathway. Title IV Vocational Rehabilitation partners help individuals with a disability access the programs and support needed for placement along a career pathway. Through coordinated and strategic partnerships with education and training institutions, including career and technical centers, colleges, and other post-secondary training providers as well as local industry, the WDB will work to ensure skills training and credentialing programs are designed to provide participants with the qualifications needed for gainful employment along a career pathway.

In this new planning cycle, the Board will intensify its relationship with community organizations, educational institutions, local industry and partner agencies to support placement of individuals into quality entry-level jobs that offer the work experience and technical skills necessary to lead to employment in High Priority Occupations (HPOs). This collaborative effort will identify career pathways that provide specific on ramps for quality entry level jobs. Career guidance and navigation services will be enhanced to guide individuals, particularly individuals with barriers to employment into partner programs and services that offer an effective pathway to their career goals. The Board envisions all participants being introduced to career-track employment and will further this effort through a well-trained intake and assessment staff who will help jobseekers sign up for various workshops and a WIOA informational session regarding career pathway opportunities. It is the Board's intention to design a career pathway process that will steer customers from their first employment onward to becoming self-sufficient in an occupation that allows opportunity for increased income and responsibilities. This approach is embodied in the career pathways directive included in WIOA. The linchpin to success in this approach is skills acquisition, whether by "learning by doing" work experience or on-the-job training, occupational skills training, or a combination of mentoring/job shadowing.

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Without skills attainment, the customer will bounce from one low paying job to the next with no improvement and no hope for a better life. The Board's approach to successful service delivery is to address barriers and provide access to skills acquisition. For youth, the Board's goal is to create a plethora of workforce activities that will transition in-school and out-of-school youth to employment or higher education through the gradual acquisition of competencies, giving customers skills for success and growing confidence in their ability to succeed. A key motivational factor in moving individuals forward on a career pathway is to ensure they understand what it takes to be successful and what steps are needed to obtain a job paying a living wage. To reinforce this knowledge, we will post skill requirements, career ladder data, and salary expectations for each target occupation in the region on our website.

The American Job Center Partnership works toward co-enrollment and common case management to strengthen and expand the depth of services provided. Choosing from a wider array of services, exchanging ideas and assessments of how to better assist a customer, and removing duplication provides for more productive outcomes for job seekers. In support of common case management and co-enrollment strategies, all Title I and Title III partners use the New York State Department of Labor One-Stop-Operating-System (OSOS) as the primary tool for capturing WIOA intake and case management information. This system accurately tracks co-enrolled activities and includes at a minimum, projected start and end dates, details regarding service outcomes, and identifies coordinated services. For those partners who are not authorized to enter data into the OSOS system, an exchange of vital information among partners is conducted through forms designed for this purpose. The One-Stop Operator convenes, at a minimum, quarterly meetings of all Career Center partners to promote co-enrollment of shared customers and to increase program efficacy and seamless delivery of service. These meetings allow partners to evaluate the effectiveness of each partnership and explore ways to improve service delivery and access to resources, including pathway opportunities. Meetings also focus on ways for partner agencies to share strategies and coordinate customer orientations in a manner that supports the partners in providing services to mutual customers. Partners have opportunities to provide input and comments regarding service provision, physical attributes of the Centers, and may highlight their organizations challenges and successes with partner coordination efforts. Inter-partner agency referrals are currently being processed by use of the Partner Referral Form which has streamlined the process of communicating pertinent customer information to all parties involved. To further support these efforts, bi-annual sessions are scheduled for all Career Center partner staff to participate in cross-training. In conclusion, the One-Stop Operator collaborates with the partners to develop a best practice approach in communicating, tracking, and case managing of shared customers that will ensure all services are being coordinated and not duplicated.

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

The WDB works to identify, develop, and feed sector pathway programs in their local area. These programs and activities should result in the attainment of industry-valued and recognized post-secondary credentials that are aligned with employer workforce needs. A recognized postsecondary credential includes both educationally awarded credentials as well as a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, and a license recognized by the state or federal government. The local board supports training for credential programs that are affordable and readily available at places and times convenient for working adults, and those that clearly articulate costs and prerequisites and are clear regarding the skills, knowledge, and abilities that are benchmarked by a given credential. The WDB will improve access to activities leading to these recognized postsecondary credentials and will further align education and credentialing with occupational requirements.

The WDB has strong relationships with local colleges and training providers including Nassau Community College, Stony Brook University, Hofstra University, Molloy College, Island Drafting and Technical Institute, Nassau BOCES, Hunter Business School, Commercial Driver Training, Inc., Electrical Training Center, Inc., Access Careers, Nail, Skin & Hair Institute, Gloria K. School, as well as connections to apprenticeship and trade programs like the Joint Apprenticeship and Training Committee (JATC) for the Electrical Industry of Nassau and Suffolk Counties, Labor Education and Community Services Agency, Northeast Carpenters Apprenticeship Fund, and Opportunities Industrialization Center of Suffolk, Inc. Many of the training providers we partner with attend WDB meetings and provide valuable information for post-secondary credentials. We will continue to work with the colleges and training providers to develop training programs with industry-valued credentials in each target sector. Our training offerings continually evolve as we respond to industry demand. In the past, we have leveraged additional funding streams, such as NYSDOL CFA and Disability Employment Initiative funding to provide targeted individuals with training opportunities and will continue to apply for such funds. The State's Eligible Training Provider List (ETPL) will be updated to include all training providers that offer training opportunities that align with viable career pathways. Our Business Services Unit will work with employers and industry associations to ensure that our training programs reinforce their hiring and skill needs.

- c. Career Center staff continually communicates with customers to inform them of the training providers and programs available through WIOA funding, as well as the types of credential attainment available upon graduation. Training providers send potentially eligible students to our Career Centers for orientation and assessment to determine if they may qualify for funding. Some of our contracted vocational training providers receive State and Federal grants that our customers

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may be eligible to receive. Job seekers interested in training who do not pass their entrance school exams may be provided with basic math and reading skills through providers such as the local Title II Adult Education and Literacy partner. The WDB has relationships with numerous community organizations and informs these entities of any and all fundable programs available to their residents.

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

Yes, many of the credentials our customers receive are transferrable to other occupations or industries. The local board works toward improving access to activities leading to a recognized post-secondary

- ii. credential, including a credential that is an industry-recognized certification which is portable. For example, a collaborative union-related training program with Opportunities Long Island allowed individuals to receive job readiness classes, gain knowledge about the crafts, and learn the skills needed to be competitive when applying for a union apprenticeship. These credentials were able to be utilized in many union positions such as carpentry, electrical and brick layers and could be easily transferred to other positions or jobs outside of the unions. The Project Management (PMP) certification that we offer is portable to many industries and occupations including finance, information technology construction and retail positions. Commercial Driver’s License training provides endless job opportunities in transportation, retail, and construction. Computer technician training graduates can work in government, finance, manufacturing and IT positions. Those individuals receiving HVAC certification can work in virtually any industry and have the opportunity to start a business on their own. Most credentials received by our participants are portable as they are recognized throughout many industries and regions.

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

- iv. Yes, many of the workforce training programs used through the Career Centers provide customers with the opportunity to qualify for a sequence of credentials. The WDB seeks credentials that are stackable or one of multiple parts that add up to a more substantial credential and do not require starting over at each step and are linked to a job or an educational pathway. For example, individuals who have received WIOA funding for Certified Nursing Assistant training have also been funded for Phlebotomy and EKG Technician training. Individuals that have been trained in Project Management can potentially be funded for Business Analysis training or Green Technology training. Individuals trained in a Basic Manufacturing course can theoretically be funded for additional trade courses such as Welding, HVAC and Plumbing. The WDB will continue to work with all of our training providers to develop training programs with industry-valued credentials in multiple target sectors which will be stackable for job seekers.

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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.

Customers with significant employability skill deficiencies or other barriers to employment meet with Career Center staff to identify the action and services needed to achieve gainful employment. Interventions may require intensive services and the assistance of multiple organizations and leveraging of funds. Services may include job readiness workshops (hygiene, proper attire, and time management), networking, using LinkedIn, group resume preparation and advanced levels of computer software training (Microsoft products). One-on-one resume preparation is made available to customers who need assistance translating past work experience into a resume format. Individuals in need of work clothing are offered the services of our clothing partners. These centers are stocked with gently used business attire – including shoes, belts, coats and more. In addition, the WDB ensures that all Career Center locations are structurally accessible and have the equipment, technology, and services that guarantee people with disabilities equal access to available services. This includes conducting a more intensified outreach to individuals with disabilities to encourage their participation in workforce services, and a more meaningful connection with employers to advocate for and facilitate the hiring of individuals with disabilities. The WDB will also continue to focus its efforts on providing eligible veterans and eligible spouses, public assistance recipients, other low income, and basic skills deficient individuals with priority over other eligible populations in any program or service.

Title IV ACCES- VR provides information to assist the WDB with the planning and provision of services to individuals with disabilities. In addition, WDB members and the Title I Youth Coordinator collaborate to identify and improve educational and employment opportunities for In-School Youth ages 14-21 and Out-of-School Youth ages 16-24, so that youth may attain the skills needed to complete educational and career goals, and successfully enter the workplace.

The Career Center staff coordinates with local partners and service providers in the region including Nassau BOCES, Nassau Community College, and Title II LI-RAEN to provide educational and remedial services to individuals with barriers to employment such as poor literacy skills, English language deficiencies, and those lacking a High School diploma. ACCES-VR provides vocational rehabilitation services for eligible individuals with disabilities including youth and has coordinated and collaborated with many partner agencies in service delivery, youth services, and enhanced business engagement.

- 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.

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The WDB and American Job Center partners facilitate access to services provided through the one-stop delivery system, including remote areas, through the use of technology and other means. Using technology to remove barriers and facilitate access to services is no longer optional, it is expected. Advances in communications and technology have allowed the One-Stop delivery system to provide greater access to supportive services, education, training, and other workforce development services. The WDB's website includes all partner website links with contact information. Posting the One-Stop Career Center schedule of events such as job fairs, employability workshops and partner agency services has enhanced knowledge and an awareness about services offered throughout our workforce system. To ensure access to services, the website is updated continually to publicize Career Center services and programs. System partners are available to answer customer questions and will provide information via phone and email. The WDB has been working on improving our website and otherwise expanding our online presence to better serve customers through virtual means. The effects of the pandemic have caused us to accelerate these efforts. The following are a few examples of services available to customers online:

- Program Eligibility and Enrollment - staff can complete the WIOA enrollment process electronically through the use of Zoom videoconferencing, phone, email exchange, and the website which contains intake and registration forms.
- Orientation - staff can offer this session through Zoom, phone, email exchange, and the WDB's website which contains program information.
- Client Case Management - is provided through the New York State Department of Labor's online One-Stop Operating System and used by Title I and Title III staff to share information about Career Center customers.
- Client Support Services - these services can be provided via email exchange, as well as through phone contact.
- Resume and Job Search Assistance - using Zoom, job seekers can participate in workshops or receive one-on-one assistance.

Customers no longer have to travel to the Career Center to determine where and when services are being provided. Accessing or registering for most services requires only a phone call or email. Additional promotion of One-Stop services is accomplished via the WDB's website.

The One-Stop Career Center has installed a website short cut to New York State's MyBenefits (mybenefits.ny.gov) on all Center computers and trained staff on its use. This site was developed to help increase access and awareness of various public benefit programs including program pre-screenings for: TANF, Supplemental Nutrition Assistance Program (SNAP), Nutrition Education, Home Energy Assistance Program (HEAP), Women Infants, and Children (WIC), School Meals, and the Supplemental Security Income (SSI) State Supplement Program and others. This site can also be accessed from a customer's home via computer/iPhone access.

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The WDB's Business Services Unit (BSU) generates weekly job listing including the most recent postings and compiles them into one Word document. The listings include the job title, skills and competencies required by the business, the hourly rate, hour of work and fringe benefits provided. These listings are emailed weekly to staff, local community-based organizations, and to customers who have requested inclusion. Entering key words into the "Find" function allows the customer to quickly search through hundreds of job orders for positions that are aligned with their skill set.

BSU, utilizing the job listings mentioned above, the NYSDOL's Skills Matching and Referral Technology (SMART), and the resume database will support our business customers hiring needs and fill openings that have been listed. BSU staff will search the databases to find appropriate candidates, contact the customer to conduct an initial assessment, determine interest, and then make a direct referral to the company.

In addition to the two (2) One Stop Career Centers, the WDB will also continue to expand services at remote locations in the local area through the following strategies:

- Forming partnerships with the library system to provide services in remote areas of the local workforce area.
 - Bolstering the use of technology, including text messaging, social media, on-line video conferencing, internet searches, and other state-of-the-art methods to locate, communicate, and contact with jobseekers and industry personnel.
- c. • Expanding its network of community partnerships to include additional community-based entities, faith-based organizations, employer-sponsored groups, and government organizations to increase access throughout the local area.

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

The USDOL expects states and local areas to improve customer service and program management by integrating intake, case management and reporting systems. To that end, the NYSDOL, in partnership with the One-Stop Career Center system has for several years been working towards an Integrated Workforce Registration facilitated through the One-Stop Operating System (OSOS). Currently, all job seekers, including UI Claimants, Adults, Youth, Displaced Homemakers, Dislocated Workers and other populations register through the same online portal. NYSDOL, WDB, and partner agency staff located at the Career Centers are responsible for collecting and entering the information required for registration into the workforce development database. This shared system will provide for updated data, improve the quality of data and information, eliminate duplication of services, increase system performance and better align the delivery

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of services for all customers. This management system will become more functional when other partner agencies participate.

The WDB is committed to ensuring that the New York State Department of Labor One-Stop Operating System (OSOS) remains the management system of record and data entry point for all of our WIOA-funded programs. Staff regularly monitors program data entry to confirm that all applicable WIOA-funded activities are entered accurately and in a timely manner, such as participant and employer registrations, job postings, job matching, career planning, case progress notes, and outcomes. WIOA Title I Adult, Dislocated Worker, Youth and Title III NYSDOL staff are responsible for OSOS data entry. Core partners, WIOA Title II (Adult Education) and Title IV (Vocational Rehabilitation), as well as the other partners within the system utilize separate data management systems for entering program-related information. However, through the Memorandum of Understanding (MOU) partners have committed to establishing procedures for securely sharing data and information across programs in support of system coordination. To enforce this effort, the MOU also establishes points-of-contact across partner programs to facilitate communication and more actively endorse the referral process. Better collaboration between partners and co-enrollment of customers will avail individuals of a wider range of services.

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

Initial Assessment – Staff will collect information and conduct an assessment on a customer’s skill levels, including literacy, numeracy, and English language proficiency; work history; employment barriers; employment goal(s) and occupational knowledge; supportive service needs; and whether referrals to other programs are appropriate or necessary.

Comprehensive Assessment – Staff will conduct specialized assessment of a job seeker’s barriers to employment, occupational and employment goal(s), educational and skill levels, and personal circumstance to determine his/her service needs. This may include diagnostic testing and use of other assessment tools, and in-depth interviewing and evaluation. The comprehensive assessment will be used to develop an Individual Employment Plan (IEP).

Individual Employment Plan (IEP) – One-Stop Career Center staff will in partnership with the customer, use the information collected during the assessment process to develop the IEP. The plan will outline the necessary services to be provided to achieve the planned goals; the steps and timelines for achieving the goals including vocational training, if appropriate; and the terms, conditions, and responsibilities associated with the plan.

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Self-Service Tools: Including telephones for customers to talk privately to prospective employers; fax and copy machines; a Career Resource Library consisting of books, newspapers, videos, special directories and other career-related materials such as LMI related to the most in-demand occupations on Long Island. There are banks of computers available to conduct job search, update resumes, access LinkedIn accounts, or complete online employment applications.

Career Planning and Counseling – One-on-one or intensive career planning and counseling with a professional counselor using the initial and comprehensive assessments and the IEP to enhance the customer’s chances of entering or reentering the labor market. Staff will help the customer analyze and understand career-related information and the information generated through the use of self-assessment tools provided at the Career Center. During these sessions, Career Center staff will make referrals to workforce activities and supportive services, which may include drug and alcohol abuse counseling, mental health counseling, and to partner programs appropriate to the needs of the customer.

Short-term Pre-Vocational Services – These services may include academic education and job readiness training for development of work readiness skills, including but not limited to, learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, higher-order reasoning, problem-solving skills, work attitudes, and professional conduct.

Short-term Computer Training – Classes in all of the latest Microsoft applications are taught at the One-Stop Career Center. Classes are available regularly. Hundreds of self-paced tutorials covering topics ranging from soft skills to complete vocational training courses are always available. This tutorial option can be accessed at the Career Center.

Internships and Work Experience – Customers with little or no work experience may be provided work experience. Work experiences may be in the form of internships, on-the-job training, apprenticeship, summer employment for youth, and/or other work placement opportunities. The purpose of a work experience is to provide the customer with an understanding of the work environment and job responsibilities, specific work skills, and experience on how the customer performs in the work setting.

Financial Literacy Services – Workshops will be provided to older youth and young adult customers to gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality relevant learning strategies. Topics may include creating a budget; initiating checking and/or savings accounts at banks; learning how to effectively manage spending, credit, and debt; learning how to protect against identity theft; and benefits advisement.

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Employment Related Workshops - Including Successful Job Search, Networking, Skills Transference, Resume and Cover Letter Preparation, LinkedIn, How to use the Internet as a Job Search Tool, Online Social Networking, How to Work with Recruiters Effectively, Salary Negotiations, Interviewing Techniques, and The Job Club are available for customer participation.

Job Fairs / Job Listings / Job Opportunities - Job fairs which include human resource representatives from companies throughout Long Island are conducted onsite or virtually. Job listings with hundreds of opportunities are available at the Career Center or electronically in a word searchable format. Opportunities for on-the-job training are frequently available and will be offered to appropriate candidates.

Work-Based Training – Employer-based training includes on-the-job training, customized training, incumbent worker training, and apprenticeship opportunities.

Occupational Skills Training: Hundreds of training opportunities have been procured from local training providers. Training is targeted to jobs and industries identified as priority by the LIREDC and NYSDOL. Demand sectors include Healthcare, Advanced Manufacturing, Biotechnology/Life Sciences, Information Technology, Construction and Professional and Business.

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

WIOA-funded participant support services are administered in accordance with the WDB's Supportive Services Policy. Supportive services under WIOA are provided to enable enrolled individuals to participate in training and work activities. The provision of supportive services is determined on an individual basis and is based on the results of an assessment by an assigned Career Counselor. Approval of payments is contingent on need and must be outlined in the participant's Individual Employment Plan or Individual Service Strategy. Documentation to support eligibility will be placed in the customer's file. To receive supportive services, participants must be progressing satisfactorily in services and activities outlined in their service plans. Prior to recommending WIOA supportive services, Career Counselors assist participants in searching alternative sources of support. Only payments that are determined reasonable and necessary are provided. Every effort is made to find non-WIOA programs, partners, or resources to provide supportive services. Supportive services offered are available to meet a wide range of needs, including, but not limited to, transportation, tools, equipment, training-related supplies, uniforms, employment-related clothing, credentials, licenses, certifications, testing, health services, DMV costs, materials for individuals with disabilities,

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childcare, and dependent care. The WDB will approve payments that are determined to be reasonable and necessary.

The WDB provides supportive services to enable WIOA eligible individuals who cannot afford to pay for such services the ability to successfully participate in authorized WIOA activities. For Youth participants such activities must correspond to the 14 WIOA Youth Elements.

Besides direct payment of supportive services to our participants, if a particular service is determined to be better suited through a local agency, staff will facilitate acquisition through a referral process. Our WDB for many years has been instrumental in forming partnerships with numerous organizations on Long Island that offer support to those in need. Thanks to these linkages, we can readily make referrals as follows:

Housing – Nassau County’s HUD program is administered by the County Executive’s Economic Development and Workforce Housing Division. The Division is charged with developing projects designed to improve community facilities principally for persons of low and moderate incomes. The agency is also charged with the financing of affordable housing programs. This close relationship enhances the ability of One-Stop Career Center staff to inform individuals of the services available and to refer them when appropriate. Career Center staff also refers individuals in need of housing assistance to the Housing, Adult Services, and Employment Division of the Nassau County Department of Social Services (DSS).

Child and Dependent Care – Individuals who are receiving public assistance or deemed low income and in need of day care, can be referred to DSS for childcare subsidies. In addition, the Child Care Council of Nassau County can be quickly accessed to expedite childcare arrangements for those in need of this service. The Council promotes the availability of quality childcare services in the area and provides parents with referrals and information on evaluating quality child care, plus resources on various parenting issues.

Transportation – If a customer is low income or on public assistance and in need of transportation assistance to successfully participate in workforce services, our staff will make a referral to DSS in order for the individual to apply for bus tokens to access the NICE Bus System, as well as other relevant subsidies.

Work Attire – The WDB continues to partner with agencies that can provide job seekers with complete attire for job interviews and initial work outfits. The unit has hundreds of men and women’s business suits, ties, pocketbooks, shoes, and a variety of accessories. All of the merchandise is brand new or like new - donated by local retailers, consignment stores and employees.

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

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In accordance with WIOA 678.500, the WDB, the Career Center and the Chief Elected Official have entered into a single umbrella MOU with each of the mandated partners that addresses the provision of services to our shared customers. The MOU is pending approval in Albany but includes the career services to be provided, the assignment of co-location at the One-Stop Career Centers, the process for referrals, and how the infrastructure costs will be shared.

The WDB has procured the services of the One-Stop Operator who is responsible for coordinating the activities of the partners to ensure the most efficient provision of services to all the populations served by the One-Stop delivery system. The One-Stop Operator is responsible for facilitating staff cross-training, leveraging partner resources and services, offering One-Stop delivery system services, and assisting in the consolidation and coordination of service functions among partners such as, orientations, intake and assessment, business outreach, etc. The One-Stop Operator has worked together with partners to develop a mission statement and create communication policies. Additionally, the One-Stop Operator reviews program performance reports.

Quarterly partner meetings allow the One-Stop Operator and partners to evaluate whether the stated mission is being achieved and to prepare corrective action plans. Additionally, the One-Stop Operator evaluates approaches and technique for partners to incorporate that can better serve individuals most in need and to facilitate their participation in career pathway and work preparation activities. The One-Stop Operator is in the process of developing an outreach subcommittee to partner with advocacy groups and community organizations to leverage and coordinate community resources to better assist these individuals in achieving successful employment outcomes. The mission statement for this committee is “to expand awareness of the Oyster Bay-North Hempstead-Glen Cove Workforce Partner System to engage our communities and identify their needs and concerns”. A committee will also be created to evaluate training services for both customers and staff.

Cooperative agreements have been executed with training providers to offer the occupational skill sets necessary for customers to be competitive in today’s job market. Additionally, our training options include an online training service through New York Wired where hundreds of courses and certification/industry credential attainment can be accessed through remote participation. There are cooperative agreements for work-based training such as OJT. The WDB also has agreements with youth service providers in the region to support our youth in completing high school, preparing for postsecondary opportunities, and acquiring the soft skills and technical skills necessary to land a job that offers advancement. Workshop providers who are professionals in their respective fields have agreed to lend their expertise in assisting job seekers learn job search techniques that will return them to work quickly.

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Other cooperative arrangements involves our work with the Nassau County Department of Social Services in assisting the TANF population with career preparation and employment services. Our Career Center staff also depends on the expertise of such rehabilitation organizations as ACCES-VR to establish accessible services and facilities. Advice regarding reasonable accommodations helps facilitate enrollment of individuals with disabilities into Career Center services.

- h. Finally, the WDB has developed a joint venture with the Urban League of Westchester County which operates the Senior Community Service Employment Program for Long Island. Collaborative efforts have resulted in the Career Center serving as a worksite for seniors, and through participation in some of the workforce services at the Center, these seniors have been able better prepare for employment opportunities.

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

Priority status is established during eligibility. Priority of service for veterans and eligible spouses applies across all qualified employment and training programs. The priority of service for public assistance recipients, other low-income individuals, individuals who are basic skills deficient, and individuals who are both underemployed and low-income is a statutory priority that applies only to the receipt of individualized career services and training services with respect to WIOA Title I Adult program. Before determining eligibility, all applicants complete an initial assessment to determine if they are basic skills deficient. The process for determining whether an applicant 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 is determined through observation by staff. TABE testing will also determine the status of the individual.

The WDB has established guidelines and polices to ensure that staff obtain and maintain appropriate documentation to support any of the criteria listed under the priority of service category. The WDB has assigned the One-Stop Operator with the task of overseeing the implementation of the approved "priority" policy. Oversight responsibility includes preparing instructional data for staff to follow regarding proper execution, as well as the monitoring of the process to ensure that the priority policy is being correctly implemented. Monitoring involves checking Adult "priority" designation at the point of intake as well as through the One-Stop Operating System (OSOS) database. Corrective action will be implemented by the One-Stop Operator in the form of both verbal and written instruction.

Career Center staff have been given the WDB “Priority of Service” policy. The WDB and One-Stop Operator will ensure compliance with the “Priority of Service” policy as listed below:

Policy:

1. First, to veterans and eligible spouses (who also are included in the groups given statutory priority for WIOA adult formula funds). This means that veterans and eligible spouses who also are recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive first priority for services provided with WIOA adult formula funds.
2. Second, to non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA adult formula funds. This priority includes individuals who are public assistance recipients, other low-income individuals, or individuals who are basic skills deficient.
3. The third priority is for veterans (or eligible spouses of veterans) who are not included in any of the WIOA priority groups (receiving public assistance, low income, or basic skills deficient).
4. The fourth priority is for those Adults who are deemed suitable for individualized career and/or training services, but do not meet the definition of “priority” as listed in paragraphs one (1) through three (3). These individuals must be a member of one or more of the following populations: Displaced Homemakers; Long-Term Unemployed (unemployed for 27 or more consecutive weeks); Single Parents (who have primary responsibility for one or more dependent children under age 18 (including single pregnant women); Older individuals (age 55 and older) o Individuals with disabilities; Individuals facing substantial cultural barriers; Ex-Offenders o Individuals within two years of exhausting lifetime TANF eligibility; Youth who have aged out of the foster care system o Family income below 50% of Median Income; Eligible migrant and seasonal farmworkers o Indians, Alaska Natives, and Native Hawaiians; Such other groups as the Governor determines to have barriers to employment.
5. Last, to non-covered persons outside the groups given priority under WIOA, as listed above.

VERIFICATION PROCESS I - REPORT ACCURATE DATA INTO OSOS TO ENSURE PRIORITY OF SERVICE: to demonstrate and document the implementation of the WIOA Adult priority of service requirements, it is important to collect and report on the various elements found in OSOS. Relevant to the priority of service requirements are the elements used to categorize individuals into one of the three priority groups and elements that indicate the type of services each participant receives. Career Center staff must report the characteristics of participants, the services received, and the outcomes attained. This information will help ensure that the Oyster Bay-North Hempstead-Glen Cove Local Workforce Development Area is implementing the priority of service provision of WIOA. To

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accomplish this objective, staff must ensure the collection of precise, thorough, and reliable demographic information from the following forms: ES 100 – Career Center Registration Form ES 102 – Career Center Supplementary Registration Form Completion of this form is voluntary; however, customers should be encouraged to complete the form in order to be better assisted. Specifically, data collected from this form will help to determine if a customer qualifies for other Workforce System programs and services and identifies those customers who are considered “priority”.

PROCESS II - ENROLLMENT RATE REQUIREMENTS FOR PRIORITY GROUPS - to ensure that services provided to Adults under Title I of WIOA serve as a pathway to the middle class and maintain and build skills to remain in the middle class, WIOA focuses on serving “individuals with barriers to employment”, and as such, has created a policy to provide priority to certain target groups: veterans and veterans spouses; public assistance recipients; other low-income individuals; and basic skills deficient. To ensure that the majority of individuals receiving workforce services under this grant are the hardest to serve, the One-Stop Operator will track enrollments as follows:

Enrollment Rate Requirements for Priority Groups:

- A minimum of 75% of individuals receiving individualized career and training services in the Adult program must be from priority groups one (1), two (2), three (3), or four (4). Of this 75% participation rate, a minimum of 50.1% must be from priority groups one (1), two (2), or three (3). Please note that the U.S. Department of Labor encourages a 75% enrollment rate for priority groups one (1) through three (3).
- Category five (5) is designated for those individuals who are considered noncovered and outside priority groups one (1) through four (4). A maximum of 25% of Adult-funded customers receiving individualized career and training services may be from this category.

- j. 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;

Both One-Stop Career Centers are physically accessible through structural modifications outside and throughout the building. Customer entrances are equipped with automatic doors and newly reconstructed ramps. Career Center bathrooms are handicapped accessible and classrooms are furnished to accommodate customers with disabilities.

Efforts to extend access and awareness of programs and services for the disabled population are also made through various methods. The Career Center provides

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outreach materials and the website provides contact information and an explanation of career services. For individuals who are not able to travel to the One-Stop Career Center locations, customer will be advised of the numerous community resource centers located throughout Nassau County that are available to provide supportive services. Staff also host and attend job fairs to promote services available to job seekers with disabilities and participate in on-site recruitment events with disability organizations. Presentations are made at conferences and events to provide agencies and disabled individuals with information regarding the facilities, programs, and services available in the One-Stop system.

In accordance with the Americans with Disabilities Act (ADA), the WDB will take all necessary steps to ensure that appropriate auxiliary aids and services are made available and will provide equal opportunity and access under the law to all career services. This commitment is posted on all promotional materials and reads: "Services funded under the Workforce Innovation and Opportunity Act (WIOA). An equal opportunity employer/program. Career Centers are handicapped accessible. Auxiliary aids and services are available upon request to individuals with disabilities". Furthermore, a notice and communication of non-discrimination is prominently posted in both Career Centers. The Career Centers are accessible for individuals with disabilities as each location is equipped with assistive technology apparatus designed to serve the needs of the visually and hearing impaired as well as for those individuals with physical and cognitive disabilities. We have recently added a Closed-Circuit Television (CCTV) contributed by the Commission for the Blind, and offer such accommodations as Telecommunications Relay Services (TTY) as well as large screen computers, adaptive keyboards and adjustable workstations. A Limited English Proficiency policy is developed within each Career Center, including the provision of language interpretation services. Onsite at our Career Centers and through virtual methods, partner staff are available and trained to assist individuals with disabilities and language barriers.

In alignment with WIOA, the WDB is proactive in gathering information crucial in the planning and provision of services for individuals with disabilities. WDB meeting agenda items include updates on the activities in the One-Stop Career Center related to serving people with disabilities. The One-Stop Operator not only monitors the Career Centers to ensure compliance with nondiscrimination requirements of the Workforce Innovation and Opportunity Act (WIOA) and applicable provisions of the Americans with Disabilities Act of 1990, but also conducts partner meetings that evolve around initiatives to improve opportunities and accessibility of workforce services for individuals with disabilities.

- ii. Requests for accommodations can be submitted to One-Stop Career Center staff. Complaints regarding the lack of reasonable accommodations or the Center's lack of accessibility will be forwarded to the American Job Center System's Equal Opportunity Officer who is responsible for ensuring compliance with ADA and Equal Employment Opportunity matters.

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iii. Technology and materials for individuals with disabilities; and

In order to ensure the highest level of service delivery and widespread access for all customers, the Career Centers in the One-Stop Delivery System of the Oyster Bay-North Hempstead-Glen Cove Local Workforce Development Area have assistive/adaptive technology in place to successfully serve individuals with disabilities. The system is fully accessible as follows:

Physical accessibility to the services provided within the LWDA's One-Stop Center and all partner agencies is essential to meeting the requirements and goals of the LWDA delivery-system. Job seekers and businesses must be able to access all information and programs applicable to them via visits to physical locations, as well as in virtual spaces. One-Stop Centers will maintain a culture of inclusiveness and the physical features of the facility, both indoor and outdoor, will comply with the most current mandates of accessibility. Services will be offered in a congenial, high traffic, and accessible location, taking into account reasonable distance from public transportation and adequate parking (including parking clearly marked for individuals with disabilities). Indoor space will be designed in a judicious and meaningful style providing equal access for individuals with disabilities.

Under the terms of programmatic accessibility, all partners agree that they will provide accommodations for individuals who have communication challenges, including but not limited to individuals who are deaf and hard of hearing, individuals with vision impairments, and individuals with speech-language impairments. An interpreter will be provided in real-time, or, if not available contemporaneously, will be provided within a realistic and reasonable timeframe to assist any customer with a language barrier. Installed is cutting-edge technology such as scanning-reading software (JAWS), Zoom Text Magnifiers, Closed-Circuit Television (CCTV), Telephone Relay Service (TTY), adaptive keyboards, adjustable workstations, listening/hearing apparatus, and large print hand-outs are available to enhance access.

Virtual accessibility will require that partners either have their own web presence through a website and/or the use of social media, or consent to post content on the Local Board website, entitled thewp.org. The One-Stop Operator will work with the partners to safeguard that job seekers and businesses have access to the same information online as they do in a physical facility. Furthermore, all information kept virtually will be updated on a regular basis to guarantee the dissemination of correct information.

Communication means that individuals with disabilities can communicate (and be communicated with) equally with those who do not have such disabilities. Partners agree that they will provide accommodations for individuals who have communication challenges, including but not limited to individuals with vision impairments, deaf and hard of hearing, and individuals with speech-language impairments, when requested.

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Partners assure that they have guidelines and processes in place to address equitable accessibility, and that such policies and procedures have been dispersed to their staff and posted as required by law. Partners additionally declare that they are in compliance with all relevant State and Federal laws and regulations regarding these matters. Partners verify that One-Stop system programs, services, technology, and materials are physically and programmatically accessible and available to all. Additionally, system staff will be trained and receive assistance from specialized partner staff, as needed, in order to provide services to all regardless of range of abilities, mobility, age, language, learning style, capacity for comprehension, and educational level.

The provision of accessible knowledge in the One-Stop System is crucial and must take into account the diversity of customers, including ethnic background, race, abilities, disabilities, age, gender, language ability, intellectual capacity, and literacy level. Furthermore, the One-Stop System must anticipate that customers have diverse learning styles and consider the learning needs of all customers when developing programs. This means that the same information must be provided through different modalities allowing all customers equal access to workforce services and activities including orientation sessions, appropriate job search workshops and training services, as well as hand-outs and other pertinent job search and supportive service materials. Thus, it is imperative to provide alternative modalities for expression, learning and memorizing in order to level the playing field among customers. Accordingly, to ensure that key information is equally perceptible to all, content will be presented through such methods as text, speech, illustration, film, video, digital, pictures, tactile, graphics, as well as the inclusion of text-to-speech software for those with visual and/or literacy challenges and interpretation and translation tools for speakers of other languages. Career Centers are committed to presenting content clearly and logically and recognize that not all customers learn in the same way as some are auditory learners, some are kinesthetic learners, some have a visual learning style, and many use a combination of learning styles.

Hence, the American Job Center System of the Oyster Bay-North Hempstead-Glen Cove Local Area is steadfast in providing the following accessibility support to customers: thoroughly evaluate and understand the customer in order to gain insight into optimal ways of communicating and processing information; prepare readability levels of materials at a 6th grade level; include a live “read-along” or incorporate software for customers who exhibit difficulty in reading and comprehending text; use a variety of visual, audio and tactile instruments to supplement text for those with low-literacy and/or sensory and perceptual disabilities; prepare large print and double spaced materials for those customers who have difficulty reading cursive or typed handouts; illustrate program content through use of social media and interactive websites; allow more time to complete tasks; assign workforce activities at an appropriate level; actively confirm the customer’s understanding and presenter’s understanding of what is

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being communicated between parties; give precise directions eliminating the use of jargon and abstract language; arrange smaller group sessions and utilize one-on-one meetings for customers who are easily distracted; assist customers in completing applications, resumes and other required job search paperwork; moderate speaking pace and allow for sufficient “wait-time” for those who seem to process auditory information slowly; use outlines and checklists for customers who are unable to organize and prioritize job search activities; focus on abilities.

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

The WDB will ensure the effective and compliant provision of services to individuals with disabilities. One-Stop Career Center staff through weekly meetings, discuss activities related to service accessibility for customers particularly those individuals with disabilities. Presentations are provided to staff from guest speakers who come from the disability community. Through our neighboring rehabilitation organizations such as ACCES-VR and Commission for the Blind, program coordination and cross-training of partner staff in areas such as the ADA, Title IV services, and assistive technology, provide partner staff with a better understanding of how to best serve customers with disabilities.

In compliance with the ADA and section 188 of WIOA, partners will provide individuals with disabilities physical and programmatic accessibility to facilities, programs, services, technology and materials. To ensure Equal Opportunity for all individuals who attend our American Career Centers and throughout the workforce system, Equal Opportunity training is conducted for all partner staff on an annual basis to ensure that communication for individuals with disabilities within the system is just as effective as communication with the non-disabled. This includes providing staff members with appropriate training in providing career support, accommodations, and finding employment for individuals with disabilities. Training topics will include how to use assistive technology, how to make reasonable modifications for service delivery, voluntary disclosure of disability, effective communication, and standards for confidentiality. Additionally, staff will attend training designed to promote cultural and ethnic diversity, which fosters the ideology of inclusion. Staff members participate in conference calls and webinars, attend professional development training, and meet with other agencies and organizations in regard to appropriate access of programs and services for individuals with disabilities. Most of the planned cross-training of partnering staff will be conducted by our Title IV partners, ACCES-VR and the Commission for the Blind to ensure that staff have updated information regarding the needs of individuals with disabilities and to apprise staff of current legislation/policies. Training will also be provided, as needed, by other appropriate disability resource organizations, as well as a representative from the WIOA Title V Older Americans Act who can provide strategies on how to best serve our senior community. Training logs will detail the specific training topics.

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The One-Stop Operator is responsible for coordination and scheduling all staff cross-training.

- v. 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.).

In accordance with WIOA Section 188, all One-Stop partners are committed to providing equal access to all customers in an environment free from discrimination. One-Stop partners are parties to the MOU. The MOU captures each partner's roles and responsibilities in the American Job Center system and memorializes the way partners will work together collaboratively to satisfy the federal regulations for the system. In the System Access section of the MOU, it is stated that "One-Stop Career Centers are compliant with the Americans with Disabilities Act (ADA) in terms of access and feature accommodations for individuals with disabilities". Requests for accommodations can be submitted to any and all One-Stop staff located in the Career Centers. Each Center Manager will be responsible for ensuring compliance with ADA and Equal Employment Opportunity Issues. All staff members must work closely with customers to ensure the provision of services is coordinated with NYSDOL, ACCESS-VR, WDB, and other One Stop partners and applicable service providers in the community.

Each Center is equipped with assistive technology procured with local and state-level funding and was selected based on input received by the NYSDOL, ACCESS-VR, Commission for the Blind and local service providers. Ongoing site reviews by the NYSDOL, ACCESS-VR, Commission for the Blind, the WDB and other applicable organizations will ensure all Centers remain physically accessible and contain the most up-to-date and suitable assistive technology available. An ACCESS-VR Orientation is available at the Career Center by appointment to assist individuals with disabilities obtain and maintain employment. ACCESS-VR staff provide initial assessments, referrals to programs and supportive services, IEPs, and many other career services.

At our Career Centers we realize the importance of open dialogue between counseling staff and customers with barriers and disabilities and will ensure a linkage to support direct contact with customers within a reasonable time by phone or real-time web-based technology.

In compliance with the Americans with Disabilities Act and section 188 of WIOA, partners will provide individuals with disabilities physical and programmatic accessibility to facilities, programs, services, technology and materials, including appropriate staff training and support. Partners commit to periodically reassessing program accessibility and will adjust strategies to improve access as needed.

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The partners recognize that NYS Human Rights Law prohibits discrimination or harassment against any employee, applicant for employment or customer due to age, race, creed, color, national origin, sexual orientation, gender identity or expression, military status, sex, disability, predisposing genetic characteristics, familial status, marital status, or domestic violence victim status of any individual. The partners understand that the NYS Human Rights Law affords protections from employment discrimination for persons with prior conviction records, or prior arrests, youthful offender adjudications, or sealed records. The WDB, partners and all system staff will comply with and uphold these rights.

The Board promotes full accessibility by requiring that its One-Stop Operator, partners, site managers and staff contribute towards this objective as follows:

- Conduct and participate in training of staff members and partner personnel regarding services to individuals with disabilities.
- Provide outreach and referral to agencies within the local area that offer services to individuals with disabilities.
- Maintain an updated list of resources available within the local area for use by staff and customers in accessing needed services.
- Advocate for individuals with disabilities and barriers to employment by advising and informing them about resources available within the Career Centers and throughout the local area and coaching them on how to apply for needed resources.
- Utilize a Limited English Proficiency policy, including the use of any multi-lingual personnel in the Centers as well as providing access to language interpretation services.
- Provide assistive technology apparatus for persons with disabilities, such as a Closed-Circuit TV, TTY, and other adaptive keyboards and adjustable workstations.
- Conduct a physical inspection of all assistive technology/equipment to ensure functionality on an annual basis.
- Coordinate staff training on assistive technology and equipment to ensure that personnel are fully trained in usage and application.
- Help individuals with disabilities who may require additional assistance with the registration process.
- Maintain required federal and state notices and postings on disability laws and program requirements.

- vi. Furthermore, all individuals who participate in the One-Stop Service Delivery System are advised of the policies and procedures related to discrimination, equal access, and their rights as a program participant under WIOA in a written format. This form includes access to the Equal Opportunity Officer, specific covered individuals, and how to file a claim related to discrimination if a customer experiences discrimination or has a programmatic grievance. When an individual first enters the Career Center, this “Grievance Policy and Procedure” form is given to them to read and sign. All customers receive a copy of the policy.

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Business Engagement

- a. What strategies and programs, including training programs, will be used to facilitate engagement of businesses, including small businesses and businesses in in-demand sectors and occupations?

The Business Services Unit (BSU) attends Nassau County Industrial Development Agency (IDA) meetings to network with companies relocating or resizing in Nassau County in order to assist with their hiring needs. Attendance at local chambers of commerce and business organization meetings such as the Long Island Association (LIA), facilitates networking opportunities and provides helpful insight into the hiring demands of local business, including small businesses which are the backbone of Long Island's economy. To enhance economic development in our local workforce area, WDB staff participates in roundtable discussions with priority-sector companies in such industries as Information Technology, Biotechnology/Life Sciences, Healthcare and Social Assistance, Manufacturing/Robotics, Construction, Trades and Professional/Business. The WDB realizes the importance of having an open dialogue with our business community and is planning a conference to include business personnel from priority sectors, including large and small companies. Of particular interest, is to learn more about the needs of start-up and small businesses, and, as such, an invitation will be sent to representatives from The Farmingdale Small Business Association which is a local chapter of the SBA and located on the SUNY Farmingdale campus, as well as the Long Island Small Business Assistance Corp.

Work-based services including on-the-job training, incumbent worker training and customized training are explained and developed by our BSU with interested companies. When meeting with business representatives, the BSU team discusses tax incentives available to save employers money when hiring veterans, ex-felons (returning citizens) and individuals with disabilities. WDB staff also attends LIREDC Workforce Development Work Group meetings where industry experts and local businesses come together to discuss regional employment and training initiatives. During these meetings much is learned about the state of the Long Island economy, particularly the employment needs of both business and job seekers. WDB meetings serve as a venue for business members from various sectors to share their knowledge and expertise regarding skill requirements and hiring demands. BSU staff who attend business/recruitment events use the opportunity to discuss workforce services, evaluate the needs of employers, and offer tangible solutions.

Business service representatives from the core partners and other partner agencies promote the use of workforce programs to the employer community by explaining the benefits of participation and eliminating any cumbersome registration requirements on the part of business. Additionally, through partner meeting discussions, efforts are underway to create a united business services team comprised of all the individual business units from each partner agency,

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which is expected to eliminate redundancy and wasted time, as well as reduce expenses by serving companies cooperatively instead of unilaterally.

A revamped American Job Center website will promote employer services including:

- Recruit & Hire
 - o Job Fairs
 - o Reserve Interview Space
 - o Online Job Postings
 - o Job Description Writer
- Training Subsidies
 - o Work Experience
 - o Internships
 - o Registered Apprenticeship
 - o Customized Training
 - o Incumbent Worker Training
 - o On-the-job training
- Incentives
 - o Disabled Access Credit
 - o Work Opportunity Tax Credit (WOTC)
 - o Federal Bonding Program
- Layoffs and Closures
 - o Rapid Response
 - o Incumbent Worker Funds

To encourage a stronger presence of the business community within our workforce system, the WDB plans on hosting focus groups to better understand the needs of the various industry sectors on Long Island and to create an environment that is conducive to a stronger partnership. We realize that business must recognize a benefit for participation in our workforce system, and through proactive dialogues we are optimistic that we can convince the local business community of our value in supporting them with their staffing and operational needs. Results of these exchanges will be analyzed by a business advisory council we plan on developing to implement viable business strategies and solutions. Finally, business survey results that are solicited by our business services personnel will be shared with the WDB at meetings, and will serve as a tool to identify areas for improvement and expansion of services offered to business.

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

In order to improve the connection and responsiveness of workforce programs and services in the labor market, the WDB strongly believes in business intermediaries who can advocate for such associations. The WDB understands that strategic employer engagement is dependent on employer intermediaries sitting at the table to lead and define strategies and programs that support the

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economic health of Long Island. Through partnerships with business intermediaries, the WDB will convene employers across demand industry sectors to create a sustainable infrastructure for planning and executing innovative solutions to key challenges shared within each industry. Realizing the needs of business will allow for the development of workforce programs that will increase business stability and productivity through the creation of a pipeline of well-trained, qualified workers. Connections with these business liaisons will yield accurate, current labor market information to help develop targeted business solutions and will open up many doors to new opportunities to better serve our business and job seeking customers.

- ii. The WDB through its Business Services Unit (BSU) maintains a working relationship with business intermediaries in Nassau County. Career Center staff works with institutions such as Nassau Community College to co-host job fairs. BSU staff also meets with the Nassau County Industrial Development Agency (IDA), as well as other local business intermediaries interested in promoting our services and nurturing a stronger connection between the workforce development community and business. Therefore, in order to support the growth of sector-based strategies, the WDB will continue to recruit the services of notable industry intermediaries such as the Long Island Association (LIA), The Workforce Development Institute (WDI), the Stony Brook Manufacturing and Technology Resource Consortium (MTRC), Northwell Health, Launchpad Huntington, Ignite Long Island, Long Island Software & Technology Network (LISTnet), Long Island Federation of Labor, the Hauppauge Industrial Association, and many chambers of commerce across the region. We will continue to seek the assistance of these intermediaries and plan to engage with additional arbitrators who can help expand our knowledge and connect our services with priority industries.

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

Partner coordination is a key driver of success in the WDB's-funded programs and initiatives. Coordination with the WDB's industry partners helps to ensure programs and services are aligned with labor market demand, lead to jobs at the conclusion of program completion, and supports an employee's retention in employment and advancement to better job opportunities. One-stop system partner coordination helps to streamline service delivery across programs and ensures customers can access the full range of workforce development and supportive services needed to achieve their educational and career goals. Furthermore, partnerships with additional stakeholders such as education, economic development, government, philanthropy, and labor, help to eliminate silos and ensure resources are being applied as efficiently and effectively as possible to meet workforce and economic goals of our area. These partnerships all work to bridge the gap between job seekers and employers, and supports the achievement of WIOA employment, education, and employer outcomes.

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Our Business Services Unit (BSU) offers a variety of services to local businesses, including marketing and recruitment events to assist employers in meeting their workforce staffing needs. Services include:

- Job Postings – companies can post their job openings at no cost. Postings will be on the New York State Job Bank as well as distributed to thousands of job seekers.
- Job Fairs – general fairs open to all businesses and customers, fairs targeted to Long Island Regional Economic Development Council’s priority industries such as Healthcare and Advanced Manufacturing, and fairs targeted to communities surrounding businesses seeking staff.
- On-site Recruitments – companies can participate at our facility to host hiring events. BSU staff will create all materials and market the event.
- Virtual recruitment events - allows our services to reach a broader employer and job seeking audience.
- Job Matching – our staff matches our job seekers to the positions posted based upon the individual’s skills and strengths.
- Industry Specific Seminars – companies can host a seminar to discuss career opportunities specific to their industry. The seminars often attract job seekers who may not have considered the industry before.
- Work-based learning including on-the-job training (OJT), incumbent worker, customized training, and Registered Apprenticeships, which may be long-term or short-term based on individual need.

COVID-19 has shifted the way employers conduct business and has proliferated the need for the WDB to sustain an online presence to better connect with job seekers and employers. From telework arrangements to distance learning, the system has been rebooted and rewired to think and do business differently. For example, we now engage employers and job seekers through virtual job fairs and online hiring events and shifted WIOA workshops to Zoom. Additionally, relevant program content and access to program materials and forms are now available on our website. We are also prepared to instruct our job seekers about the techniques needed for virtual interviewing and can connect customers to interviews through Zoom technology.

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

An understanding by the WDB of economic development activities on Long Island is imperative in order to stay abreast of the changing economy and to more effectively share resources and opportunities to assist businesses. Grants, loans, tax credits, technical assistance and operational support are available through the Empire State Development (Long Island Region) which we relay to those individuals interested in starting a small business, minority owned enterprises, etc. Partnering with the Long Island Regional Economic Development Council (LIREDC), the Long Island Development Corporation (LIDC), the Long Island Association (LIA), Nassau County Industrial Development Association (IDA) and

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other professional economic-based associations supports the needs of employers and workers in the region by allowing workforce development programs to compile accurate information and develop programs based on economic trends, knowledge of companies and industries relocating to Long Island, industry needs, skill set requirements, etc. An understanding of economic development activities allows staff to share valuable information with the job seekers and companies we encounter such as the availability of incentives for start-up companies, entrepreneurial ventures, and business expansion through competitive grants and incentives.

The WDB and its Business Services Unit (BSU) engage in ongoing communication and coordination with economic development agencies and with the knowledge they retrieve can develop services and support that may avert layoffs and closures, accelerate reemployment of affected workers, and allow for the transmission of up-to-date information regarding financial and technical resources available through economic development. Economic development departments communicate with the WDB and BSU about companies undergoing downsizing activities in order that our services can be immediately applied to lessen the devastating effects for the business and employees affected.

Collaboration with economic development partners and programs aims to:

- Increase awareness among employers about resources available through the public workforce development system - regular interactions with economic development representatives provides the knowledge for them to effectively market programs such as on-the-job training, customized training, work-based learning, and incumbent worker training to their members and stakeholders.
- Streamline workforce development efforts and holistically address employer needs.

- d. Our organizations are aligned throughout this plan because economic development drives the growth and the WDB drives a workforce development system that responds to and supports this growth.

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

Entrepreneurial skills training is attached to many different types of occupational and educational career training and is becoming more and more imperative to have for not only hiring purposes, but for upward mobility within a job. We encourage entrepreneurial training as a component of all training, especially for those occupations which have the potential to lead to self-employment. Professional and personal networks, education, and funding sources are considered important for a successful entrepreneurship. The Farmingdale Small Business Development Center (SBDC) at Farmingdale State College which is funded in part by the U.S. Small Business Administration and the State of New York provides those interested in starting a business assistance through such

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services as mentoring, information on startup and business structure, developing business plans, providing cash flow projections, creating marketing plans, and offering loan information. Many local public libraries can also provide programs and tools for one to learn the process involved in starting a business. Additionally, Career Center staff will make referrals to Stony Brook University and Hofstra University which both offer state-of-the art incubator programs for new start-ups.

Entrepreneurship is one of the WIOA 14 youth program elements and is supported through access to entrepreneurial skills training for interested participant either directly or through referral. The WDB's year-round and summer youth employment programs also connect youth to work experience with businesses, exposing them to multiple skills adaptable to entrepreneurial and microenterprise activities, including business management, administration, and customer service.

- ii. The WDB will explore ways of expanding entrepreneurial skills training and microenterprise services to individuals in our workforce area and plans on promoting entrepreneurial training and microenterprises opportunities via social media. The website will be updated to feature a section dedicated to entrepreneurship resources. The WDB also plans on reaching out to such organizations as The Farmingdale Business Center to learn more about services for entrepreneurs and to connect with training resources that can enhance participation.

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

A Regional Rapid Response Team comprised of the Rapid Response Regional Representative and his unit, as well as representatives from the One-Stop Career Center system will work collaboratively to execute rapid response activities in response to a layoff or permanent closure. The team is chaired by the Regional Representative, Fred Danks. For each rapid response event, Mr. Danks designates who will be deployed, including Title I staff from the Career Centers.

The Career Center Business Services Unit (BSU) will work together with statewide rapid response efforts in addressing the rapid response activities in the region. Rapid response staff will take a pro-active approach to planning the activities for the companies before any layoffs occur. When a layoff does occur, the local rapid response team will conduct visits on-site to identify the number of employees that are affected and assess their needs. BLS staff are usually asked to attend these on-site orientations which involve a presentation by both rapid response and the BLS staff to discuss re-employment, re-training, job search assistance, and other partner services available through the One-Stop delivery system. Customers will be assessed for their educational levels, work experience, and barriers to employment. Brochures and handouts with Career Center service information are

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provided at the first meeting with customers. Customers who can be readily re-employed will be assisted with job placement, immediately. Customers who are assessed to be in need of individualized career services, retraining or both will be scheduled to visit the Career Center to register for these services. All customers are provided with a Career Center Informational packet and contact information in order to schedule an appointment. In many instances, appointments are made on-site with the affected workers.

Rapid Response events give the BSU and Career Center staff the opportunity to explain workforce development activities and services and provides an opportunity for outreach and to educate potential customers. Presentations at companies are also designed to explain services available for businesses, any many liaisons have been developed with companies as a result. The partnership between Rapid Response staff and Career Center staff offers affected workers the opportunity to understand the range of employment and training services available throughout the region, and, more importantly, provides a message of hope.

The rapid response process includes:

- Workforce services are explained at the initial rapid response event.
- If access is available at the rapid response event, BLS/Career Center staff will assist the rapid response staff in registration, developing resumes, and encouraging the affected workers to participate in additional WIOA services at the Career Center.
 - If access is not available to the BLS Career Center staff, the affected workers will be provided information about Career Center services, and Rapid Response staff will extend an invitation to the workers.
 - All staff at these sessions will explain other community resources available for affected workers.

In conclusion, through coordinated efforts by Rapid Response and BLS/Career Center staff, individuals will be provided information about available workforce services and referred to the Career Centers for comprehensive assessments, skills classes, assisted job search, resume development and training opportunities, as needed.

Program Coordination

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

The Oyster Bay-North Hempstead-Glen Cove Local Workforce Development Area (LWDA) strengthens the linkage between the One-Stop delivery system and unemployment insurance programs by working with partner programs to collaborate and create a seamless customer-focused one-stop delivery system

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that integrates service delivery across all programs and enhances access to the programs services. The LWDA continuously provides staff development to all partners to enhance the delivery of quality services to its customers through informed and knowledgeable employees.

Unemployment insurance benefits are accessed through the New York State Department of Labor. Computers at the Career Center are available for claimants to use in filing/updating Unemployment Insurance (UI) claims. Thus, Career Center staff assist customers in getting started with the filing process, particularly for those with computer literacy issues. Additionally, there is a phone dedicated to unemployment insurance in the Career Centers that directly connects to UI's call center. As a direct result of the COVID-19 pandemic, virtual services were provided through the Career Centers to assist individuals seeking assistance in filing UI claims, as well as with other questions/problems they encountered in the filing process. The local workforce staff provided whatever help they could regarding filing and receipt of UI benefits, and always transferred the caller to the UI call centers for specific information. Data was also shared with UI recipients about virtual job search workshops on such topics as resume writing and interviewing techniques, as well as the availability of online training to improve employability and occupational skills. Requirements for continued receipt of benefits includes work search, and staff at the Career Centers are mandated to assist UI recipients in returning to work by assessing their needs and developing an individual employment plan (IEP) that includes the career and training services required to find self-sufficient employment.

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 WDB and the One-Stop Delivery (American Job Center - AJC) partners coordinate relevant secondary and postsecondary education programs and activities, including programs authorized under the Carl D. Perkins and Career and Technical Education Act of 2006, to improve strategies for referral, provide the necessary prerequisites for enrollment, and enhance quality and effectiveness by ensuring compatible with the needs of employers. The WDB will continue to focus on the importance of secondary and postsecondary education as a means for individuals to learn the occupational skills necessary for successful careers that offer career pathways for mobility, and credential attainment to prove mastery in their field of endeavor. Contingent on the success of secondary and postsecondary training is the assurance that individuals possess the qualifications needed for successful outcomes, and when they do not, a plan for remediation must be developed. At the Career Centers, this means counseling staff must assess the individual's ability to maintain satisfactory performance in an educational program whether it be adults or dislocated workers entering

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postsecondary or youth attending secondary education. The key to success in a career pathway approach is that enrollment into training must be based on a solid foundation of knowledge and ability. Our workforce staff at the Career Centers are prepared to refer customers who lack the ability to participate in postsecondary training to local Adult Learning Centers funded through Title II that offers basic and remedial skills for improving reading, math and communication skills. Removal of barriers is also an important component of successful preparation for training, and referrals to supportive services will be made prior to enrollment. We also realize that staff must reach out to the rehabilitation community for their advice and guidance in preparing individuals with disabilities for successful training outcomes.

The educational community is striving to incorporate the opinions and needs of businesses and the workforce community to assure that the program designs are more targeted to the needs of businesses and will have a greater impact on the business community. The WDB seeks to assist businesses in closing gaps in hard and soft skill development through facilitating communication between businesses and the area educational and vocational partners. This type of facilitation will help ensure that the curriculums used for training and worker development meet industry demands. The WDB will continue to encourage and facilitate the relationships between businesses and educational partners to assist in the development of career pathways. Career pathways are understood to provide substantive planning direction for WIOA. The WDB continues to encourage the local educational community to work with business to better understand the workforce development needs of the local population and how to best address those needs going forward.

The Town of Oyster Bay on behalf of the Local Workforce Development Area (LWDA) has agreements in place with contractors to ensure youth participants are successfully prepared to enter postsecondary education and/or unsubsidized employment. These agreements provide youth participants with services such as tutoring and study skills training, alternative secondary school services or dropout recovery services, and leadership development. In addition, supportive services may be offered such as adult mentoring, comprehensive guidance, substance abuse counseling, financial literacy and other activities that help youth prepare for and transition to post-secondary education.

The WDB also has cooperative agreements in place with postsecondary educational institutions, namely, colleges, technical and vocational schools. These service providers are listed on the New York State Eligible Training Provider List (ETPL). Customers are told in orientation sessions about the opportunities for training and are encouraged to explore data on the ETPL about training providers including curriculums, credential attainment, and performance outcomes. Training may be provided after a comprehensive assessment determines that the

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customer is in need of training services based on a lack of marketable skills required for entrance into self-sustaining employment.

- ii. The WDB proposes an increased focus on business engagement with secondary and postsecondary educators in order to encourage the expertise of business in providing current information on needed skill sets and offer input into curriculum development whether it be for new programs or to update curriculums for existing programs. The key to relevant training by secondary and postsecondary providers is to remain connected to industry for guidance, advice and current labor market information. Strategies to accomplish this will require the WDB to form and maintain links between educators and business through regularly scheduled training/education subcommittees of the WDB, and to arrange for educators to become members on industry advisory committees and for industry to serve on secondary and postsecondary advisory committees. The WDB views credential attainment by our workforce as critical for employers to maintain a competitive edge, and therefore plans on discussing this need with educators to ensure that curriculums are focused on credential attainment. Finally, the WDB understands the importance of supporting our school districts and the many local colleges, universities and proprietary schools by incorporating the knowledge of the business community to assist educators in offering programs that will prepare and bridge individuals toward advancement in their careers by building pipeline processes.

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

The Oyster Bay North Hempstead-Glen Cove Workforce Development Board (WDB) will participate in or facilitate activities that bring partners together to enhance the provision of services and better coordinate strategies. This will be accomplished by:

- Participating on the LIREDC Workforce sub-committee and other committees focused on the economy and workforce development.
- Identifying opportunities presented at WDB meetings and encourage input by business members regarding the hiring needs of businesses on Long Island.
- Convening industry, education, community organizations, partners and government to strategize on how to create a workforce development system that best meets the needs of employers who hire and job seekers who pursue employment.
- Assigning the One-Stop Operator responsibility for coordinating partner activities related to the provision of services within the One-Stop system.
- Aligning the Town of Oyster Bay's One-Stop system with Suffolk County and the Town of Hempstead's One-Stop systems.
- Increasing work-based learning opportunities for our job seeking customers as the WDB views work-based learning a coordinated and measurable bridge from education to employment.

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- Identifying and encouraging training providers who offer training in high prior occupations to apply for inclusion on the Eligibility Training Provider List (ETPL).

The WDB will work to strengthen and improve shared service delivery. Strategies for supporting this objective are identified below:

- Build a customer centric culture, where a participant’s goals are rapidly identified and plugged into partner services to best serve the participant, in a way that does not present a complicated process to the participant.
- Shared career pathways curriculum including core processes and standards for resumes, cover letters, customized plans, skill assessment, interests, and career exploration.
- Work jointly with customers to set employment goals.
- Increase co-enrollment and identify how services can be leveraged.
- Host an annual staff training/workshop to increase awareness of programs.
- Create a process to share customer information in a secure manner and reduce duplication.
- Use same language and terms with customers.

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

The WDB’s approach to workforce development efforts has always been centered on quality customer service to job seekers and employers, collaboration with partner agencies, the leveraging of various resources and funding streams to eliminate duplication of service, and support for a service delivery structure which maximizes access for all customers. We have and will continue to collaborate with other workforce development areas in our region to support regional approaches which are expected to improve outcomes in the Oyster Bay-North Hempstead-Glen Cove Local Workforce Area, enhance the quality of regional service delivery, and eliminate wasteful actions and duplication of efforts and services.

- v. To further avoid duplication of services, the One-Stop Operator will meet regularly with partners and service providers to establish an understanding of roles and responsibilities. As each partner agency enters into a Memorandum of Understanding with the WDB that describes roles involved for effective delivery of service, a review of these responsibilities will reduce the possibility of replication.

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.

- d. The WDB coordinates with employment services established under WIOA Title III, maximizes coordination, and avoids duplication of Wagner-Peyser Act services. Wagner- Peyser services are delivered through the local One-Stop Career Centers by coordination between the WDB and the New York State Department of Labor.

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Career Center and Wagner-Peyser staff are co-located and regularly collaborate to coordinate the delivery of services and address issues. UI recipients are referred to Wagner-Peyser staff for employment services (labor exchange) and are then scheduled to meet with Title I staff for WIOA employment and training services. This collaboration moves UI recipients through the One-Stop system utilizing a common set of career services designed to increase employability and job retention. Both Wagner-Peyser and Title I Career Center staff use the One-Stop Operating System (OSOS) database to verify participant registration data and avoid duplication of service. OSOS also enhances communication between all parties and allows for the accurate sharing of participant data. Ultimately, Wagner-Peyser, Title I and other partner staff located at the Career Centers provide shared customers with the workforce resources and tools necessary in eliminating barriers and moving back into employment.

- e. Provide a list of executed cooperative agreements that define how all local service providers, including additional providers, will carry out the requirements for integration of and access to the entire set of services available in the local Career Center System. This includes agreements between the LWDB and entities that serve individuals eligible under the Rehabilitation Act. If no such agreements exist, provide an explanation why this is the case and/or progress towards executing such agreements.

The One Stop Operator will ensure that all service providers in the local Career Center System provide services in a manner that allows for accessibility and enhances the overall service delivery of the system. Service providers will be expected to function as part of a team that will collaborate and share information, outcomes, and shared resources in order to better serve the customer-base of this public workforce system.

The Workforce Development Board (WDB) has cooperative agreement with our Chief Elected Official that includes: a Consortium Agreement by and among our Elected Officials whereby the Town of Oyster Bay, the Town of North Hempstead, and the City of Glen Cove have duly entered into a Multi-Jurisdictional Agreement for the purpose of administering programs under said law wherein the Supervisor of the Town of Oyster Bay was designated the Chief Local Elected Official to undertake such administrative, operational, and fiscal responsibilities; and a Memorandum of Understanding between the Consortium of Chief Elected Officials and the Oyster Bay-North Hempstead-Glen Cove Workforce Development Board for the assignment of the fiscal agent responsibilities.

The WDB has an executed Memorandum of Understanding with all required One-Stop Partners. The Memorandum of Understanding will serve as a master agreement and represent the floor of anticipated and expected cooperative and collaborative efforts among all partners. The implementation of integrative strategies described in our MOU are key to the continued integration of services and no wrong door access to workforce services.

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Nassau County Department of Social Services, specifically the Employment Program implemented by the Town of Oyster Bay TANF staff, enables individuals on public assistance to participate in work and training programs with the ultimate goal of employment. The philosophy of the TANF program is that the job an individual finds may not be the last job or best job they will hold but will allow them to establish recent work history while promoting good work habits and providing a first step toward a career goal.

Urban League of Westchester: Urban Seniors Jobs Program - the Urban League of Westchester County helps unemployed, income-eligible job seekers, age 55+, gain valuable work experience through a work-based job training program. Participants are placed in temporary employment opportunities, earning minimum wage. Both Career Centers have provided onsite work experience opportunities for seniors. Training providers on the Eligible Training Provider List (ETPL) offer one-on-one advisement and career pathway training promoting upskilling opportunities in high-priority occupations across the Oyster Bay-North Hempstead-Glen Cove Workforce Area. Training providers include Access Careers, BOCES of Nassau County, Commercial Driver Training, Electrical Training Center, Gloria K. School, Hofstra University, Hunter Business School, Island Drafting & Technical Institute, Long Island Nail, Skin & Hair Institute, Molloy College, Nassau Community College, and Stony Brook University.

New York Wired's SkillUp® Partnership with the WDB is designed to build a workforce environment that supports positive economic development. Job seekers can explore career pathways, view local job postings, register for free online learning, and receive workforce services. Employers can search for qualified candidates, post jobs, and receive in-depth consulting to address hiring and training needs.

The WDB retains the expertise of business professionals to provide job search strategies and inside tips in such areas as resume development, virtual interviewing, and utilization of social in job search, and maintains cooperative agreements to retain these experts.

Serving and advising on the Workforce Development Board will enhance the quality of services offered through the One-Stop Delivery System. The following organizations are members:

- United Network Associates
- Executive Consultants of New York
- Empire State Development – Regional Office
- Northwell Health/Hofstra University
- Hicksville Youth Council
- Long Island Federation of Labor (Local 338)
- Northeast Regional Council of Carpenters
- Hitempco

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- PSEG
- National Grid
- Northeast Regional Adult Education Network

The Empire State Development - Regional Office, Long Island is a major partner in this workforce system. The alignment between economic development, workforce development, education, and the community defines Oyster Bay-North Hempstead-Glen Cove Local Workforce Area’s integrated services for employers and job seekers.

- f. (To view cooperative agreements, please go to thewp.org and click on “About Us” and then click “Workforce Development Board”)

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.

- b. For adults and out-of-school youth who are deficient in basic skills/literacy, basic skills remedial education is a critical first step in establishing career pathways leading toward the attainment of a post-secondary credential. Title II-funded programs provide a full range of adult basic education services from beginning level literacy, English language acquisition, attainment of a high school equivalency, and transitional activities to support college and career readiness. Co-enrollment of participants under Title I and Title II will provide basic skills instruction in the context of work readiness, coordinate workplace preparation activities and career awareness, and allow for the proper planning of postsecondary instruction and services to accomplish this goal. Title II providers work closely with Title I providers for remedial and other educational needs of participants in training activities. These jointly managed programs will provide case management services to customers in two key areas: 1) helping customers address barriers to successful participation in postsecondary training by co-enrollment in adult basic education programming, and 2) helping customers better facilitate postsecondary education/training that will offer a career pathway leading to credential attainment. To further ensure a successful outcome, Career Center staff will connect co-enrolled customers who may require supportive services to address such needs as child care, transportation, housing, and health care with the appropriate resources. Reports regarding progress in both the literacy and occupational components of training will be shared among Title I and Title II providers.

- c. 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.

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The WDB places strong importance on serving individuals with barriers to employment and is committed to meeting the Governor's goal that at least 51% of those receiving Title I Adult services will be individuals entitled to priority of service. To do so, the WDB develops strong partnerships with service providers and organizations serving individuals entitled to priority of service. The WDB will leverage these partnerships to expand access to workforce services, make referrals, and explore co-enrollment for eligible individuals to meet unique client needs. Furthermore, the WDB will work closely with the One Stop Operator in ensuring that the one-stop partners adhere to commitments for sharing of responsibilities and resources as identified in the Memorandum of Understanding (MOU) which each partner maintains with the local board. The core partners will work together to identify individuals eligible for priority of service at the point of entry in each Career Center and will ensure individuals with barriers to employment receive the services they need to be successful in their job search. Partners will work collaboratively, starting with the initial introduction of services and eligibility determination process, and will provide access to all available services through the partner system rather than referring a participant to only one partner for a limited menu of services. The role of the One-Stop Operator is to work with partners to expand outreach efforts for partner programs and services, including those of the WIOA core programs (Adult, Dislocated Worker, Youth, Adult Education, Wagner-Peyser, and Vocational Rehabilitation). Furthermore, through the One-Stop Partner MOU, partners commit to working with the One-Stop Operator to establish a process for effective referrals to and from partner programs, including strengthening communication, developing a common intake process, staff training on eligibility requirements of partner programs, and additional efforts to ensure integrated and seamless delivery of services.

To further expand access to employment, training, education, and supportive services for hard-to-serve individuals, the WDB will remove obstacles to enrollment where possible. The WDB will utilize self-certification in accordance with federal guidance, state guidance and the WDB's eligibility policy to facilitate eligibility validation and registration for individuals with barriers to employment. The WDB will utilize self-certification only after determining no other method for verification is possible or available. Where feasible, the WDB will also utilize telephone verification to determine eligibility.

The Workforce Development Board (WDB) fully supports the vision of improved coordination and collaboration across WIOA programs and partners, to explore models for increasing co-enrollment where appropriate including with Adult Education and Literacy. The WDB will continue to engage with our Title II Adult Education partner (LI-RAEN) during the development and implementation of programs and services. Job seekers who enter the system without a high school diploma or GED will be referred to Title II services before or concurrently with participation in occupational skills training. Basic skills deficient job seekers will also be referred to Title II services to increase English, computational, or computer

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skills, while remaining enrolled in career services at the Career Center. Additionally, the WDB will work closely with Vocational Rehabilitation staff, namely, ACCES-VR and Commission for the Blind to identify models for increased awareness and expand access to programs through these agencies. This includes determining opportunities for co-enrollment of individuals with disabilities and barriers in order to offer a wider range of services. Recognizing that Title III Wagner-Peyser programs represent the entry point to the public workforce system for a large share of job seekers, RESEA workshops must include a presentation regarding all of the partner services available to job seekers to expand options for successful participation in the workforce system which supports the vision of coordination and collaboration among partners and service providers.

The WDB has incorporated both brick-and-mortar and virtual solutions to further expand access for job seekers who may have difficulty accessing the two Career Centers. Expanding access through virtual and remote career and training services has become increasingly important particularly for those with barriers to employment. In response to this need, the WDB and partners have invested in new technology and tools for delivering virtual services. This includes online learning resources that offer job seekers courses and workshops on resume preparation, interviewing preparation, and job search assistance; online links to partners to assist individuals in addressing barriers to employment; and more sophisticated connections to community resources to support each customer's workforce needs. The WDB has also worked with our training partners to create virtual occupational training opportunities, including a hybrid model of virtual/in-person training dependent on each student's need. The WDB's plans for further accessibility includes cross training of library staff to establish new access points for services while leveraging the infrastructure and resources of the local libraries. Additionally, the WDB is exploring methods of connecting with community-based organizations to make services available locally in order to facilitate participation by those who traditionally do not participate in Career Center services. This initiative will also include providing supportive services and case management to enable and promote participation. Plans to utilize bi-lingual staff and/or recruit volunteers who are bi-lingual and can more amply connect with Title II participants, particularly those who are English language learners, is on the agenda.

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

Education, training and pipeline development is one of the WDB's most critical workforce strategies. The WDB not only fosters coordination of educational and workforce activities with relevant secondary and postsecondary education providers, but will align education, economic and workforce development, and community organizations to ensure we have a coordinated strategy. This

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approach focuses on our collective workforce services and resources that promote pathways to postsecondary education in high priority occupations in targeted industry clusters. Long Island is a hub for education and is home to a multitude of public and private postsecondary colleges, universities and proprietary institutions. The Oyster Bay-North Hempstead-Glen Cove Workforce System offers hundreds of training programs for job seekers and incumbent workers. We work with our partners to ensure we are not duplicating services and are cost-effective. To ensure coordination, relevancy, and a pathway of enhanced services, the WBD has a workforce and educational strategy built on the collective input of our education and training providers, workforce system partners, and existing business/education partnerships. To coordinate and enhance workforce services involving secondary and postsecondary education with career pathway opportunities will include the following strategies:

- Identifying industry credentials leading to high priority occupations.
- Providing industry-driven training and skills to ensure employers have a trained and skilled workforce.
- Communicating private sector jobs and employability skill requirements.
- Coordinating the creation of career pathways identified by employers in targeted industry sectors in high priority occupations with a focus on individuals with barriers to employment.
- Distributing workforce data and information for common career exploration tools used by educational institutions.
- Working with career and technical education programs to align industry credentials to high priority occupations.
- Promoting accelerated learning pathways to a college degree.
- Partnering with local education and training providers to develop programs that demonstrate measurable skill gains and are part of a clearly defined career pathway for individuals with barriers to employment.
- Developing customized training needed to re-tool dislocated workers in high priority occupations.
- Identifying successful transition models for secondary students into postsecondary education.
- Applying adult education and literacy programs for remedial work.
- Creating veteran friendly learning environments.

To further help those at the emerging stages of their careers including out-of-school youth, the WBD will work to develop career pathways linked with the Eligible Training Provider List (ETPL) and other training/credentialing programs to help job seekers understand options available to them and how training can be leveraged for success. The WBD's continuation of employer engagement and industry partnership activities are key to mapping career pathway opportunities within industries, identifying skills, competencies, and credentials required for in-demand occupations along a particular pathway. The WBD will work closely with our workforce partners to help individuals access high-quality jobs, focusing on career pathways with multiple on and off-ramps depending on a person's

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individual need. Local workforce partners understand not every job seeker is immediately prepared to enter a high-skill occupation. Title I Adult, Dislocated Worker, and Youth programs help identify numerous points of entry along a career pathway and establish steps to success, including career services and training that are manageable for program participants to achieve. In addition, through coordinated and strategic partnerships with education and training institutions, including career and technical centers, colleges, universities, and other post-secondary training providers, the WDB will work to ensure skills training and credentialing programs are designed to provide participants with the qualifications needed for employment along a career pathway. The WDB will continue to promote career pathways, bringing employers and educators together as partners. In order to succeed, employers must increasingly become full collaborators in career pathways, developing and engaging in work-based learning opportunities that will connect relevant learning with the skill sets they seek. The WDB will also involve the expertise of employers in identifying those occupational skills that can be universally applied to multiple sectors, such as customer service and computer skills, and will share this information with secondary and postsecondary educators to include when developing curriculums.

- e. 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.

To support the strategy identified in the State Plan and to ensure service alignment, the WDB will:

Focus on Employers - expand the number of apprentices in underserved populations; provide training toward industry-based certifications to increase the number of work-ready individuals in high demand occupations; inspire our youth to select definite career paths after high school graduation and teach them transferable job skills needed to progress through the career pipeline; increase the number of employers who participate in work-based learning programs.

Engage in Partnerships - enhance employment outcomes by establishing additional partnerships with secondary and postsecondary entities and employers; create greater access and effective services by promoting collaboration and regional planning; increase access to, referral between, and outcomes of adult education programs and services; create partnerships with local businesses, community-based organizations, elected officials, local educators, and community residents that effectively communicate and problem-solve for the unique needs of the local workforce. These partnerships not only foster community participation in the workforce development process, but also offer an effective platform for attracting new industries, improving current businesses, and addressing workforce deficiencies; utilize our community

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partnerships to implement smart solutions and produce results that continuously upgrade the quality of life in the local workforce area. Streamline community resources to avoid duplication of programs. Remove barriers that prevent entry-level and incumbent workers from progressing into higher skilled jobs and sponsor business innovation and expansion.

Align System Elements - enhance transition services for adults and youth with disabilities to competitive integrated employment or to postsecondary education and training followed by competitive cohesive employment.

Improve and Integrate - identify and implement new, relevant technology and service delivery options to expand program and service outcomes; increase competitive integrated employment results by increasing awareness of vocational rehabilitation services and better serving underserved populations; improve quality of and increase access to high-caliber child care to support parents in obtaining and retaining employment.

Youth Activities

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

Maria Calamia, Youth Coordinator
Massapequa Career Center
977 Hicksville Road, Massapequa, New York 11758
(516) 797- 4567 mcalamia@oysterbay-ny.gov

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

- i. New OSY

14

- ii. Carry-over OSY

0

- iii. New ISY

27

- iv. Carry-over ISY

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v. Work experiences

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

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

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

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

As part of the Youth Application, providers complete and submit a form that indicates which of the elements are appropriate for and included in the selected youth's plan for success (ISS). Progress reports are submitted monthly or more often if necessary. The Youth Provider works with area school districts and community-based organizations to provide access to the required WIOA youth program elements.

With guidance developed through best practice research and extensive program evaluation, the youth service providers will deliver objective assessments; career planning; case management and supportive services; foundational, academic, and/or occupational training services; placement into a next step; and follow up. Placement focuses on employment or post-secondary education for older youth, and placement into additional programming for younger participants.

ii. Throughout the RFP and contracting process, the WDB strives to ensure that all WIOA elements required under WIOA will be provided by the Youth Contractors. To safeguard that this provision continues, the Youth Coordinator will regularly monitor providers and, when necessary, offer technical assistance.

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

Youth program services provided by WIOA Youth Contractors Nassau BOCES and Career and Employment Options, are closely coordinated with ACCES-VR, with many of our youth co-enrolled in both programs. Youth program procurement policy requires that agencies selected for the award of a contract have the ability to recruit and provide the necessary services to youth who have various barriers

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to employment, including a disability. Both Youth Service Providers focus their recruitment efforts on serving youth with disabilities, as research shows these youth have a disproportionately higher rate of unemployment.

The One-Stop Operator continues to strengthen existing partnerships with One-Stop partners like ACCES-VR and the New York State Office of Children and Family Service-Commission for the Blind and develops new relationships with organizations that specialize in providing comprehensive services to youth with disabilities.

Pre-Employment transitioning services for youth with disabilities will include the following activities:

- Job exploration counseling to offer youth the opportunity to learn about a variety of career options in order to make informed choices about current and future employment.
- Work-based learning experiences to provide opportunities for youth to gain hands-on experience to identify strengths and interests and develop skills for employment.
- Counseling on opportunities for enrollment in postsecondary education and higher education- related services to explore numerous types of college and job training programs.
- Work readiness training to provide Social and Independent Living Skills for improved independence at home.
- Work readiness to support youth to build skills for increased independence in the community.
- Instruction in self-advocacy which will provide information, guidance, and experiences for youth with disabilities to achieve self-knowledge and skills to properly express needs and options.

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

Nassau BOCES and Career and Employment Options have provided youth services to In-School and Out-of-School youth on behalf of The Workforce Partnership for several years. These programs have been comprehensive and highly effective, providing certificate training to disabled youth and successfully transitioning them to the labor market. Youth participants receive soft skills training, which has been developed in cooperation with local employers; and youth are exposed to a variety of job-related experiences including job shadowing, adult mentoring, work experience, OJT, and career exploration. Program workshops include leadership/team building, financial literacy education, and entrepreneurial training.

In line with 21st century work readiness skills, WIOA ISY/OSY providers will focus efforts on increasing digital literacy of youth participants (including those with

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disabilities), by assessing current technology needs and then putting a plan in place to address those needs.

As a result of the pandemic, the WDB's youth service providers have pivoted and modified services by offering, where possible, virtual case management meetings, virtual WIOA workshops, and online connections with employers during the work experience process.

The WDB will concentrate efforts to conduct outreach to employers through social media platforms, in addition to holding targeted youth career/job fairs that offer work experience information to employers and eligible youth. The Youth Coordinator and Youth Service Providers will continue to outreach and develop relationships with community agencies for referrals and for potential work experiences within these agencies. The One-Stop Operator through a recently formed Outreach Subcommittee will develop a network of non-profit community agencies that can offer strategies to overcome barriers that often prohibit youth from reaching their career goals.

Youth Service Providers, with the guidance and support of the WDB and partners, will build career pathway opportunities within priority sectors and connect youth to these opportunities. Out-of-school youth, where applicable, will be co-enrolled with other programs such as WIOA Adult to provide comprehensive services based on their Individual Service Strategy (ISS) goals.

We understand that programs are grounded in the communities they serve, and as such, youth services will focus on providing culturally competent services and youth-driven programming for young adults disconnected from employment and education or at risk of dropping out of high school. OSY programs focus on connecting young adults quickly with academic remediation, occupational skills training, and the support they need to be successful in the workforce and post-secondary education. ISY programs will continue to work with high school students on career readiness, mock and virtual interviewing processes, participating in job shadowing, paid work experience, and college preparation.

In conclusion, the WDB will continue to support youth workforce programs which provide youth career support, workplace exposure, paid internships, and other youth employment opportunities. The WDB has identified the following strategic objectives to help achieve a stronger and more cohesive youth workforce development system in the region:

- o Serve youth through a high-quality youth workforce system with strategic investments in programs that produce results.
- o Pursue career pathway programs for youth.
- o Establish strong linkages with career and technical education through post-secondary institutions to align programs with career pathways and labor market demand.
- o Continue and expand existing summer youth employment efforts.

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o Encourage cross-system local and regional partnerships that strengthen connections and services to meet the needs of the most vulnerable young people.

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

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

No (Not required to attach a policy)

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

Administration

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

The Town of Oyster Bay has been designated the local fiscal agent and administrative entity by the Workforce Development Board and the Governor of New York State.

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

Request for Proposals (RFP) Method: The RFP method is generally utilized for the procurement of services where cost is not the sole determining factor. The basis of award optimizes quality, cost and efficiency among responsive and responsible bidders. This process requires that:

- The Town of Oyster Bay Comptroller’s Office reviews and approves the need to conduct an RFP process;
- The WDB staff develops the criteria, methodology and instrument for the evaluation of both general qualifications and technical services that will ensure the proposals are evaluated objectively, fairly, equally and uniformly in accordance with internal guidelines;
- The RFP model format includes a Timeline, Table of Contents, Administrative Information (including RFP Policies and Procedures), Proposer Profile, Background Information, Technical Services Requirements, Fee Schedule, Model Agreement with Exhibits (subject to negotiation prior to award of the contract), and Required Compliance Forms in Accordance with local laws;
- The WDB submits the RFP package to the Town Attorney for review and potential revision.
- The WDB makes every reasonable effort to identify potential proposers for the RFP distribution. Potential proposers may be identified through proposer

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- lists maintained by the WDB, web searches, reference directories, previous procurements and consultation with other departments;
- The WDB advertises the RFP on the Town and WDB’s websites from the issue date through the due date and in local newspapers.
 - An in-depth analysis of general qualifications and technical services is performed to evaluate the proposals in accordance with established methodology and is conducted by the Unit seeking services. The analysis is distributed to the Evaluation Committee;
 - Upon completion of the evaluation and the award selection, notification of award is sent by the Unit seeking services to all successful and non-successful proposers;
 - The terms and conditions of the contract are in accordance with the requirements and specifications of the RFP and the proposer's proposal

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

Program Year 2021 Negotiated Local Performance Levels			
TARGET OUTCOME	Adult	Dislocated Worker	Youth
Employment Rate 2nd Qtr After Exit	60.3%	61.4%	73.5%
Employment Rate 4th Qtr After Exit	60.5%	63.8%	63.5%
Median Earnings 2nd Qtr After Exit	\$5,400	\$6,600	\$3,100
Credential Attainment 4th Qtr After Exit	46.5%	46.5%	68.5%
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:
- It is certified and in membership compliance;
 - All necessary governance actions and items have been accomplished, including executing a local Memorandum of Understanding (MOU), selecting a One-Stop System Operator, and implementing all required local policies, etc.;
 - All One-Stop Career Centers in the LWDA have achieved at least an 80% score in the Career Center Certification process; and

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iv. The LWDA meets or exceeds all performance goals.

The Oyster Bay-North Hempstead- Glen Cove Workforce Development Board, in accordance with NYSDOL Technical Advisory (TA) #15-6, was certified by the NYSDOL on August 14, 2015, and recertified according to (TA) #19-3. As required by NYSDOL (TA) #15-6.1 and (TA) #19-3, the WDB has complied with the additional requirements established by the Governor and remains certified. These requirements include:

Business members must represent businesses having at least two employees, consistent with the requirement that represented businesses have employment opportunities including high quality, work relevant training and development in in-demand industry sectors or occupations. Sole proprietorships would not be expected to provide significant employment opportunities.

NYSDOL will designate the required governmental member on each local board representing Wagner-Peyser programs and take steps to ensure their active board participation.

Only one representative per business entity should be appointed. This guideline is established to promote diversity of business representation on each local board but may be reconsidered for local areas that can provide strong justification otherwise.

The State encourages CEOs to appoint business members that align with the Regional Economic Development Council's (REDC) target industries and/or who are REDC members. Cross membership will foster and support regional planning goals.

In accordance with NYSDOL (TA) #15-5, the Workforce Development Board, requested that NYSDOL designate the Town of Oyster Bay as the Workforce Development Area's Grant Recipient and Fiscal Agent. NYSDOL approved the designation.

The WDB, in compliance with WIOA Final Regulations Sections 20 CFR 678.600 – 678.635, has procured through the Request for Proposal Process (RFP) a One-Stop Operator. The RFP included selection criteria and program design elements that were approved by the WDB. The winning proposal was submitted by Gail Parainfo which began operations on July 1, 2017.

The WDB has reviewed and approved Adult, Youth and Dislocated Worker program policies, including:

- o Training, Post Training Placement and Follow-Up Policy;
- o Eligible Training Provider List Policy;
- o Individual Training Account Policy;
- o On-the-Job Training Policy;
- o Priority of Service Policy;
- o Supportive Services Policy;
- o Youth 5% Low Income Policy;

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- o Youth Needs Additional Assistance Policy; and
- o Youth and Adult Follow-Up Policy.

The New York State Department of Labor executed a Career Center Certification process in Program Year 2018, and as a result granted certification status to the Hicksville Career Center and the Massapequa Career Center.

The WDB, according to the WIOA Primary indicators of Performance Report for the period of July 2020-December 2020 issued by the NYSDOL, which measures employment rate (adult and dislocated worker) for the 2nd and 4th quarters; employment, education or training placement rate (youth) for the 2nd and 4th quarters; median earnings; credential attainment; and measurable skill gains (adult and dislocated worker, only) exceeded all LWDA Goals for each Performance Indicator, except for the Measurable Skills Gains Performance Indicator. Consequently, corrective action in the manner of staff training has been conducted to improve future performance outcomes.

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.

Available training services will include occupational skills training funded through Individual Training Accounts (ITAs), on-the-job training, integrated vocational and academic training, skills upgrading/retraining, entrepreneurial training, pre-apprenticeship and apprenticeship training, business-customized training, incumbent worker training, job readiness training in combination with vocational training, and adult education and English language training in combination with other training services. Training services are designed as one or more courses or classes, or a structured schedule, that upon successful completion will lead to: (1) a certificate, associate degree, or baccalaureate degree; or (2) the skills or competencies needed for a specific job or jobs, an occupation or occupational group, or generally for many types of jobs or occupations, as recognized by employers through credential attainment and determined prior to training.

The WDB invests WIOA funding to maintain a diverse range of quality employment and training services available to job seekers and employers of our local workforce area. Through regular labor market analysis and employer/industry engagement, the WDB assesses diverse hiring needs and works to develop a robust list of training programs on the Eligible Training Provider List (ETPL) as well as other types of training lists maintained that will lead to career pathways in high growth sectors that have entry-level and mid-level occupations that are in demand in the local area. Funding to attend training programs is available to qualified WIOA participants based on a comprehensive assessment which verifies the need for occupational skills training in order to obtain employment that offers a self-sufficient wage. Training providers will be selected

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through competitive procurement or through application on the Eligible Training Provider List, depending on the type of training. The WDB works to preserve quality and continuous improvement of funded service providers and training providers within our local area, including benchmarks to evaluate performance for eligible training providers and work-based training providers.

The WDB has established a local policy and monitoring procedures to ensure WIOA requirements for Priority of Service for WIOA Adult participants is met when making training funds available to customers. The WDB is committed to ensuring that at least 51% of WIOA Adult participants qualify under Priority of Service, including veterans/veterans spouses, public assistance recipients, other low-income individuals, and individuals who are basic skills deficient.

To support accessibility of training programs, the WDB encourages training providers to make programs available remotely/virtually, where feasible. This has become increasingly important during the COVID-19 pandemic. Many of our training providers have developed a hybrid approach where both in-person and online instruction opportunities are made available.

The WDB has developed a specific process for customer receipt of Title I training services:

- In order to receive funding, the customer and Career Center counselor must agree that enrollment in training services is necessary to gain the skills required to obtain and/or retain gainful employment.
- In order to obtain funding, a customer is required to submit a Classroom Training Application to a career counselor. The Classroom Training Application must be completed neatly and in full. Customer's research of demand occupations and the skills required for those occupations is necessary for an appropriate request for training. An updated resume with customer's current background and skills must be attached to the application. An account of customer's job search activities must be presented which should indicate a lack of occupational skills and the necessity for training. The counselor will review and discuss the application, determine if there are any barriers to employment, and with this information develop an Individual Employment Plan (IEP) with the customer.
- Customers must provide printed documentation to support employment opportunities for the desired occupation including job postings, salary, and projected growth. The customer's research must focus on the types of jobs the customer could apply for with the skills obtained through the requested training. Suggested websites include www.salary.com, www.indeed.com, www.simplyhired.com, www.labor.ny.gov/stats/index, www.bls.gov, www.thewp.org/certifications.htm. Once the assessment is completed by the counselor, the customer's application for training services will be reviewed by a Training Review Committee who will evaluate the customer's goals and reasons for training, etc. This meeting will determine whether the customer is approved or not for training. Approval will be based on an assessment of need and the

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availability of funding. The Training Review Committee meets on a weekly basis. The availability and amount of tuition assistance for training services is subject to change.

- All work-based training such as on-the-job training, customized training, incumbent worker training and apprenticeship training will follow a similar process for determining need and suitability for training services.

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

Under WIOA, a vocational training institution must complete an application on the New York State Eligible Training Provider List (ETPL):

<https://applications.labor.ny.gov/ETPL/> and be approved in order to qualify as an eligible provider. Providers of training are required to submit, as part of their application, performance and outcomes on the training programs/courses submitted, while ensuring individuals with barriers to employment are served. The Oyster Bay-North Hempstead-Glen Cove Local Workforce Development Area (LWDA) conducts ongoing recruitment for training providers who offer training in demand occupations by utilizing the application process through the ETPL. Once the provider is registered on the ETPL, the Title I Provider (The Workforce Partnership) requires a field visit to the training institution to ensure that the facility, each program curriculum, and placement statistics are consistent with an exemplary learning experience. Our staff also reviews the application submitted on the ETPL to make sure data is accurate and complete prior to forwarding a request to the State for approval. If the application to provide training services is rejected, the WDB must notify the training provider within thirty days. Training providers then have thirty days to appeal the WDB's decision.

If the application and monitoring visit determine that the training provider is suitable, then the training institution and programs will be officially approved on the ETPL. Furthermore, if approved, the Town of Oyster Bay, which is the designated fiscal agent, will commence with the preparation of a contractual agreement. Required information for the contractual process includes the following; a copy of the proposer's most recent financial/audit statement if the proposer is a non-governmental agency; a certificate of General Liability listing the Town of Oyster Bay as Certificate Holder; an endorsement certificate (Form CG 20 26 11 85 or equal) designating the Town of Oyster Bay as additional insured; the most recent auditing report or copy of the training provider's most recent income tax return. A signed copy of the "Provider Offering Application Authorized Signature Form," which can be downloaded and printed from the ETPL website, must also be forwarded to The Workforce Partnership. Upon receipt of all required information, the Town of Oyster Bay notifies the training provider that a contractual agreement will be drafted and forwarded for signature. When the contract is signed by the provider and returned back to the Town of Oyster Bay, it is forwarded to the Supervisor of the Town of Oyster Bay for signature and execution. All contractual/cooperative agreements are added to an inventory

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maintained by The Workforce Partnership. As soon as the training provider has been approved on the ETPL and a contractual agreement has been executed, an Individual Training Account (ITA) will be issued on behalf of the customer to participate in training services.

ITAs can be applied only towards programs on the ETPL. An ITA is the primary method through which training is financed. ITAs are established on behalf of the WIOA participant to purchase a program of training from an eligible provider, and the choice of training will be made in consultation with the Career Center counselor. Customers, along with their counselor, are expected to utilize information such as skills assessments, labor market conditions/trends, and training provider performance in making informed decisions about a training selection. Customers are expected to take an active role in managing their employment future through the use of ITAs and successful completion of training. ITA costs may include but are not limited to tuition, fees, books, tools, uniforms, exams, and medical immunizations/tests.

Additional courses can be added to the ETPL to address the ever-changing employment needs of our local workforce area and will automatically be covered under the existing contractual agreement. To maintain their status on the approved statewide list, training providers must meet performance expectations and will post factual performance information/statistics on the ETPL which is designed to help eligible participants make informed decisions about training. Training providers with poor performance are required to develop a corrective action plan in consultation with our staff and approved by the State, which identifies the deficiency and outlines specific steps to be taken to correct the problem.

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

The WDB requires the provision of training services in a manner that maximizes informed consumer choice in choosing an eligible training provider in accordance with the goals and objectives included in the participant's Individual Employment Plan.

Training services will be delivered to an individual who after a comprehensive assessment has been determined to: a) be unlikely or unable to obtain/retain employment that leads to economic self-sufficiency or wages comparable to or higher than previous employment, through career services alone; b) be in need of training services to obtain/retain employment leading to economic self-sufficiency or wages comparable to or higher than previous employment; and c) have the skills and qualifications to successfully participate in the selected program of training.

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Information related to training options made available to customers includes the types of programs, skills acquisition, labor market information (LMI) to substantiate the training, career outlook, credential attainment, placement and performance outcomes, as well as the cost of training. Also reviewed is the learning mode used to teach the training which allows customers to determine which training style is best suited to their needs and preferences. Additionally, customers are required to tour the training facility and speak to a school representative to learn more about the training program. This process must be followed in order to support customers in making an educated decision regarding training selection.

The Eligible Training Provider List (ETPL) is also used to provide our customers with information regarding the types of training opportunities available through Individual Training Accounts (ITAs) in our local workforce development area and throughout the State. Performance-related data on the ETPL will assist customers in making informed training choices.

Final approval for training services is made by the Training Committee, which consists of career counselors and career managers, who review a customer's application for training and make recommendations regarding suitability for such services.

Public Comment

- a. Describe the process used by the LWDB to provide a period of no more than 30 days for public comment and input into development of the plan by representatives of business, labor organizations, and education prior to submission.

The WDB, in accordance with the 30-day Public Comment requirement, provides the general public, our NYSDOL representative, representatives of business, labor organizations, and education an opportunity to review and provide input to the 2021 Local WIOA Plan by:

Forwarding a copy of the Draft Plan to all WBD members;

Forwarding the Draft Plan to any organization or individual identified by the WDB;

Forwarding the Draft Plan to our NYSDOL Representative;

Posting the Draft Plan on the Website at: www.thewp.org ; and posting a legal notice in Newsday on July 8, 2021 – announcing the availability of the plan, how to obtain a copy and how to offer input.

List of Attachments

Please complete all attachments listed below.

Attachment A – Units of Local Government

Attachment B – Fiscal Agent

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Attachment C – Signature of Local Board Chair

Attachment D – Signature of Chief Elected Official(s)

Attachment E – Federal and State Certifications

Attachment F – Youth Services Chart

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

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

- Mail original versions – Hard copies of traditional signature pages may be sent to:

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

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

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

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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
Town of Oyster Bay	<input checked="" type="checkbox"/>
Town of North Hempstead	<input type="checkbox"/>
City of Glen Cove	<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

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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.

Fiscal Agent
Town of Oyster Bay

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YOUTH POLICIES

Oyster Bay-North Hempstead-Glen Cove Local Workforce Development Board

Youth Who Need Additional Assistance to Complete an Educational Program

or

Secure and Retain Employment Policy

Youth who need additional assistance to complete an educational program or secure and retain employment includes youth within one or more of the following categories:

1. Has a Disability
2. Lacks work history, or has very limited work experience
3. Member of family receiving public assistance
4. Being raised by other than natural or adoptive parents
5. Child in a single parent family
6. Reside in public housing, or in high crime area, or in overcrowded conditions
7. Latchkey child
8. Recent immigrant
9. Must translate for family
10. Has language barrier
11. Responsible for sibling childcare
12. Has poor self-esteem
13. Has poor social skills
14. Exhibits inappropriate behavior
15. Has poor attitude
16. Lacks job readiness skills
17. Has poor time management skills
18. Has inappropriate grooming or dress
19. Has weak independent living skills
20. History of incarceration in family
21. History of drug and alcohol abuse in family
22. Part of an abusive family
23. Is receiving or needs guidance and counseling
24. Lacks career awareness and has no clear career goal
25. Is at risk of dropping out of school
26. Has unrealistic educational or employment goal
27. Has history of truancy, poor attendance, or habitual lateness
28. Has poor school grades
29. School phobic
30. Transportation problems

July 1, 2015

Oyster Bay-North Hempstead-Glen Cove Local Workforce Development Board

Basic Skills Deficiency Policy

The Workforce Innovation and Opportunity Act (WIOA) Section 129(a)(1)(B)(III)(aa) states that Local Workforce Development Boards (LWDB) are required to assess the basic skills of workforce applicants for Youth Eligibility. WIOA Section 3(5) defines a participant who is “basic skills deficient.” Per WIOA regulations at 20 CFR 681.290(b), LWDBs must create a basic skills deficiency policy.

(A) BASIC SKILLS DEFICIENT – The term “basic skills deficient” means, with respect to an Individual:

- 1) who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or
- 2) who is a youth or adult, that the individual 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.

(B) Acceptable Assessment Tools Used to Determine Basic Skills Deficiency:

- 1) Oyster Bay-North Hempstead-Glen Cove Local Workforce Development Area will use “valid and appropriate” tests such as TABE Online Version 9/10 and/or 11/12. TABE Online is cost effective, and easily administered and interpreted by staff.
- 2) HSE pre-test administered by an approved institution, if conducted within the past 6 months.
- 3) For In-School Youth (ISY), basic skills assessments provided by the participant’s educational institution can be used.

(C) Reasonable Accommodations, if required during the assessment process. will be provided for special populations defined as Limited English Proficient and individuals with disabilities.