

Chautauqua

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].

05/01/2021

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

The Board reviews the proposed Demand Occupation List and votes to approve or disapprove the proposed Demand Occupation List. The Demand Occupation List is available on our website. Our Demand Occupation List is reviewed and proposed/shared every 12-24 months. It was last shared for approval on 04/29/2021.

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

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

The regional economy has been expanding since early 2010. While the number of jobs has increased, the number of available workers in the labor force has declined. An aging, declining labor force combined with increasing demand for labor, particularly in the advanced manufacturing, health services, logistics and the leisure and hospitality has created shortages of workers across most occupations. These sectors have been targeted by the Western New York Regional Economic Development Council's long term strategy through exhaustive analysis. In collaboration with the Department of Labor's Western New York labor market analyst, the regional demand list was compiled to support these sectors. Part of the overall goals of the regional strategy was to create opportunities for and increase labor for participation rates of segments of the population that have been under represented in the past. Balancing the skills and abilities of the available labor force with the needs of businesses in these sectors requires a diverse approach. Everything from soft skill training, mathematical competency, to highly specialized technical training is currently in demand.

To list a few examples,

Advanced manufacturing has experienced growth for the first time in decades. While the total amount of growth may be small, opportunities exist across the skilled trades and production occupations due to the rapidly aging workforce. Recently, the president of the local UAW stated that 80 percent of the skilled trades at his plant could retire today. A similar situation exists among skilled tradesmen in the construction sector.

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The health services sector's growth is being fueled by the aging of the population. As people age, they require more health care so demand increases. These demographic changes also affect the labor force of the sector. Growth and replacement need within this sector will remain high for the foreseeable future. Demand for every occupation from home health aide to radiologists will increase.

Over 50 million people live within a few hours' drive time of Western New York making the region highly desirable as a logistics hub. Many companies already operate large warehouse and distribution centers in the region and the addition of the Amazon Sortation Center will only increase demand for labor by this sector.

In Chautauqua County, we are seeing growth in the following sectors: Healthcare-RN,LPN,NP, HHA,PCA,CNA; Advanced Manufacturing-Maintenance Mechanics, Machinists, Supervisors, Welders, Assembly; Hospitality and Tourism-Customer Service Reps, Marketing Manager, Marketing Analysts & Specialists, HR Manager, HR Specialists; Transportation-CDL-A drivers, CDL-B drivers; Skilled Trades; Finance and Accounting-Personal Financial Advisors, Accountants & Auditors, Financial Specialists; Computer-Computer Software Engineers, Network & Computer System Administrators, Computer Programmers; Human Services; Engineers; Child Care Workers. Our Demand Occupation List is in line with these growth areas.

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

The employment needs of businesses in those sectors vary based on time of year, contract obtainment, retention, etc. Employment opportunities in all areas referenced above are posted on a regular basis which is the reason for them being on the Demand Occupation List. When reviewing the Demand Occupation List, the Workforce Development Board's Training Committee is provided statistical analysis by the NYSDOL Labor Market Analyst and real time feedback regarding open jobs unfilled due to a lack of trained job seekers by local American Job Center staff. The Committee members review and discuss the information provided to ensure that the proposed Demand Occupation List is meeting the employment needs of the local community.

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.

For many employment opportunities, a minimum of a high school diploma or high school equivalency is required. For health care, the required certification or license is required for each position listed above. For advanced manufacturing, the required certification for positions listed is needed and in many cases some experience. For hospitality and tourism, many customer service positions require a HS diploma or HS equivalency, however many management and supervisory positions require an associate degree. For transportation, the required license is needed. For skilled trades, the required certification is needed and in many cases some experience or acceptance into an apprenticeship program. For finance and accounting, any required certifications are needed and in many cases an associate or bachelor's degree. For computer related positions, any required certifications are needed and in many cases an associate or bachelor's degree. For human

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services, an associate or bachelor's degree. For engineers, an associate or bachelor's degree. For child care workers, a HS diploma or HS equivalency, any required certifications and/or experience.

The region has been experiencing rapid growth in the leisure and hospitality sector. Most occupations in this sector do not require educational attainment beyond high school and can provide excellent advancement opportunities. These positions require a high degree of soft skills in order to be successful.

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

i. Current labor force employment and unemployment numbers;

Currently, we are in unprecedented times as we approach a post-COVID-19 pandemic recovery. As of March 2021, the unemployment rate was 7.4%, the number employed was 47,900, and the number of unemployed persons was 3,800.

In the Western NY Region, the number of individuals employed decreased from 621,600 in 2019 to 570,600 in 2020. This was a -8% decrease (-51,000). The number of individuals unemployed increased from 26,800 in 2019 to 88,000 in 2020. This was a 228% increase (+61,200).

With the addition of gig workers to regional labor force numbers, the region's labor force is 2% larger (up by 10,200 workers), compared to June 2019. This growth in the regional labor force comes after several consecutive years of decline, and it's contrary to statewide trends, which suggest that COVID-19 may have hastened the retirement of some older workers concerned about health and workplace safety.

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

Private sector jobs in the Western New York region declined by 39,800 or 7.5 percent, to 493,300 over the year in March 2021. Employment losses were greatest in leisure and hospitality (-12,400), educational and health services (-10,300), trade, transportation and utilities (-4,100), other services (-4,000), professional and business services (-3,800), manufacturing (-2,700), financial activities (-1,000), information (-900) and natural resources, mining and construction (-600). Government sector jobs decreased by (-5,500) over the year.

It is worth noting that the Unemployment Insurance rates above do not include discouraged workers, defined as people of legal employment age who are not actively seeking employment or who have not found employment after long-term unemployment, but who would prefer to be working. The data also does not delineate the large number of long-term unemployed individuals, i.e., individuals who have been unemployed for more than 26 weeks.

The current economic downturn is unlike others our nation has experienced. The COVID-19 pandemic has disproportionately affected working women. Among the factors affecting women are the need for at-home child care due to school closures/partial

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openings, family health concerns, caregiver roles. A 4/20/21 Time magazine article by Ciara Nugent states, "In the U.S. in March, women's labor-force participation had fallen to 57.4%, a level not seen since 1988. As the economy has rebounded from troughs of spring 2020, jobs have returned more slowly for women of color, with 10% fewer Black women and 9% fewer Hispanic and Latino women employed now than pre-pandemic, compared to 5% fewer white women. The World Economic Forum concluded in a March report that the pandemic had added 36 years to the estimated time it will take to close the global gender (pay) gap." Because COVID-19 is both a health crisis and an economic crisis, the negative impact on the workforce is difficult to determine. Another unknown is when women will begin to return to the workforce.

The local area is already experiencing an increase in closures of small businesses as well as a decrease in earnings for those in some of our demand occupations such as hospitality and tourism, retail trades, and advanced manufacturing.

Positive trends include the expansion of online training options, which will better serve those individuals who lack transportation or child care. Asynchronous online training will allow trainees to attend courses at a time and place that best suits their needs.

Another positive trend is that local employers are upskilling their existing workforce to fill vacancies caused by retirements and the pandemic. This upskilling has led to an increase in On-the-Job Training opportunities as the vacated positions tend to be new hires in need of a month or more of training.

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

Of the adult population (age 25+) just over 90% have a high school diploma or higher. However, the 10 percent that do not have a high school diploma represent an estimated 95,637 residents in the region and concentrations of poverty and low educational attainment exist in each of the 5 counties. Major barriers such as transportation, childcare and skill mismatch still exist throughout the region.

For Chautauqua:

88.8% of 25+ population report having a high school diploma or higher. 88%

Nationally

16.4% of 25+ population is below 100 percent poverty level. 12.3% Nationally

28.5% of Children under 18 is below 100 percent poverty level. 18.5% Nationally

53.1% of 25+ population are employed. 59.6% Nationally.

- 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.

We have many excellent training providers in our area who provide a wide array of training programs from HS equivalency, ESL, certificates, licenses, associate degrees, and bachelor's degrees in all of the identified Demand Occupations. Our training providers are

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open to feedback when additional training needs are identified. Training providers and their programs are viewed as high quality and effective. Due to our large geographic area and limited transportation, some training provider locations are not easily accessible for individuals without reliable transportation. There are waiting lists for some health care related trainings such as RN and LPN illustrating the need for greater capacity. A need for local (less than an hour away) electrician and HVAC training has been identified and local training providers are working on developing and providing these trainings. Success skills (soft skills) continue to be identified by businesses as their greatest need. All training providers are provided this information and asked to incorporate success skills training in all of their programs. Additional resources to support training in Demand Occupations is vital to the continued development of a skilled and prepared workforce. Additionally, funding and funding flexibility is forecasted as critical in assisting businesses in training incumbent workers in the high skilled areas where pending retirements are looming without succession planning training completion due to the cost.

We align our initiatives and strategies with the Western New York Regional Economic Development Council's (WNYREDC) priorities. Through our collaborative efforts, we strive to further the WNYREDC's Implementation Agenda including fostering a culture of entrepreneurship through referrals to the Small Business Development Center, implementing smart growth through our support of such projects, preparing our workforce through career guidance and training opportunities utilizing our Demand Occupation List which is focused on WNYREDC identified areas such as Advanced Manufacturing, Health and Life Sciences, and Agriculture. Tourism is supported through customer service training initiatives as well as career pathway development and sector partnership building which is an ongoing process. Additional work is planned in career pathway development and sector partnership building.

The COVID-19 pandemic has highlighted the workforce shortage that our region, State, and country are facing. It further emphasized the disproportionate access to services and training opportunities for underserved populations. The workforce development system must strategically and holistically address this issue. As additional federal funding is made available, we are committed to lead efforts in collaboration with partners, including businesses, to develop service delivery and program plans that minimize barriers to employment increasing the number of people participating in the labor force. Access to family sustaining wage jobs with career pathway opportunities is essential to economic recovery.

- 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.

We believe that we have the capacity to address most of the education and skill needs of the local workforce. As the weaknesses stated above illustrate, there are areas where continuous improvement is needed and is being worked on. Including but not limited to: transportation issues, access to and funding for childcare, access to broadband and equipment necessary for virtual work and training, some health care trainings capacity, local HVAC and Electrician trainings, job retention assistance, including critically important

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Success Skills in all education and training programs, outreach to underserved populations.

Additionally, the three barriers to employment experienced most are childcare, transportation, and access to broadband. The Chautauqua LWDB supports and collaborates on childcare related funding opportunities and initiatives. The childcare crisis involves two issues: access to and the ability to pay for childcare for workers and a childcare worker shortage. Career pathways in the childcare field are being explored. Close partnerships with childcare organizations are ongoing. The Chautauqua LWDB employs a Mobility Manager through a grant with the NYS Department of Transportation. The Mobility Manager and stakeholders identify transportation gaps and needs and develop and implement strategies to address these issues. The Chautauqua LWDB partners with local partners to identify potential funding to expand broadband availability and access.

- 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 local Board's strategic vision and goals for preparing an educated and skilled workforce is to pull all resources in the community into a systematic approach to help employers (current and future) become competitive in a global economy and help individuals attain life skills necessary for employment in family sustaining jobs. Our goals are to connect regularly with local businesses to identify their current and future employment needs. This is accomplished through surveys, roundtables, one-on-one meetings, job order analysis, labor market data analysis, and data sharing with other agencies gathering similar information. Another goal is to identify through a thorough initial assessment and continuous assessment as services are provided of job seekers' skills, career goals, and skills gaps. This information will be used to develop Individual Employment Plans that clearly define the steps needed to reach career goals. Further, using job seeker provided information to assist job seekers in determining their best steps to meeting career goals with a favorable labor market outlook in the area. The local Board's vision and goals strive for a workforce prepared to meet the employment needs of area businesses ensuring businesses and employees who are successfully contributing to the area economy. Talent Attraction and Retention are critical to our economic recovery. We are working closely with our economic development partners to develop strategies to address this need.

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

All of the local area's workforce development programs are designed to support this strategic vision. All staff and partner agency staff are focused on referring qualified job seekers to fill the employment needs of businesses. Additionally, all staff and partner agency staff strive to fill skills gaps of job seekers with the goal of employment. All WIOA Titles have the same Performance Measures which all focus on obtaining Employment and, if identified as needed, obtaining the skills required to obtain employment. The 2017 and 2020 MOU and MOU processes have strengthened this coordinated effort and clearly define these shared goals.

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- ii. How will the local area, working with the entities that carry out the core programs, align available resources to achieve the strategic vision and goals?

The local area continues to utilize the MOU process as a resource to strengthen relationships and collaboration with partners. Through these efforts, resources are identified and defined and opportunities for sharing and/or braiding resources are being explored. For example, TANF funded Employment Services provided at the American Job Centers has targeted training funding which can be utilized in partnership with WIOA training funding to ensure that training needs are met and work readiness and employment are attained.

Active membership and participation in the Chautauqua County Partnership for Economic Growth is designed to reach this exact outcome: identify programs and projects that align with the local area's strategic vision and goals and identify resources available and potentially available to implement the program or project..

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

Meeting the employment needs of businesses and work readiness needs of job seekers successfully will lead to positive performance measure outcomes. Obviously, meeting these goals will support economic growth and self-sufficiency. When employment needs of businesses are met with a prepared workforce, businesses are profitable and contributing to a healthy economy. When job seekers are prepared and obtain employment, individuals become self-sufficient and actively contribute to the economy. These outcomes: economic growth and stability and self-sufficiency are exactly why we do the work that we do.

Local Workforce Development System

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

- i. Core programs;

WIOA Adult, WIOA Dislocated Worker, Trade Act, Wagner-Peyser, RESEA, C3E, Veterans Services (DVOP and LVER), ACCES-VR, Disability Resource Coordinator, WIOA Youth, TANF Employment Services Programs, Job Corps, Erie 2 BOCES Adult Basic Education and Training Programs, Jamestown Community College Credit and Continuing Education Non-Credit Programs, Manufacturing Training Institute (MTI) Training Programs, Jamestown Business College, SUNY Fredonia, Erie Institute of Technology, Probation Job Search Program, Homeless Job Search Program, Chautauqua Opportunities Inc. workforce readiness programs.

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

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WIOA Adult, WIOA Dislocated Worker, Trade Act, Wagner-Peyser, RESEA, C3E, Veterans Services (DVOP and LVER), ACCES-VR, Disability Resource Coordinator, WIOA Youth, TANF Employment Services Programs, Job Corps, Erie 2 BOCES Adult Basic Education and Training Programs, Jamestown Community College Credit and Continuing Education Non-Credit Programs.

iii. Other workforce development programs, if applicable.

Healthcare Talent Pipeline Development Program, Jamestown Public School SUCCESS Program.

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

Continuous improvement is ensured through leadership team meetings consisting of the WDB Executive Director, Department of Labor Manager, and One-Stop Operator; monthly All Staff Meetings, and as needed sharing of information between the Leadership Team. Performance Measures and Customer Service Indicator reports are discussed and potential improvement plans are brainstormed, developed, and implemented as a team.

Customer surveys are available in the Resource Rooms at both locations. Completed surveys are reviewed and discussed. If suggestions are made which could result in service delivery improvement, implementation is discussed and completed.

Monitoring is completed on files as well as OSOS.

An example of the process for continuous improvement of eligible providers is reviewing job placement upon completion of trainings. Customers and/or employers are contacted to verify employment. If a customer who has completed training is having difficulty finding a job, additional job search assistance is provided. The Leadership Team may discuss these cases; following up with training providers and area businesses identifying the skill set as desirable or needed for successful employment. Training providers are asked for additional placement information. The Leadership Team will review provided information. If a concern continues to be identified, the concern will be brought to the attention of the WDB Training Committee for discussion and possible action in recommending removal from the Eligible Training Provider List.

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

Eligible training providers must adhere to the Demand Occupation List. The Demand Occupation List is reviewed every 12-18 months by the WDB Training Committee utilizing labor market data, job order data, America's Job Center staff job seeker data, local economic development data, and training employment outcomes data. Exceptions can be made by the LWDB Executive Director if a demand is identified during the period between Demand Occupation List review processes.

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

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All co-located partners pay rent to the LWDB as leaseholder. Common space costs are included using the same formula methodology. America's Job Center co-located partners' roles are determined by their services provided. Coordination and collaboration occurs constantly. Resource Room staffing is provided by the two partners with the greatest presence and array of services provided: WIOA and NYSDOL Wagner-Peyser.

The Chautauqua WDB in collaboration with the Chautauqua One Stop System Operator will have at least one partner meeting per program year. The attendees will include entities carrying out core programs and other workforce development programs including those authorized under Carl D. Perkins Career and Technical Education Act. Every effort will be made to include all partners who fit this definition. We have been developing an information sharing mechanism resulting in the most informed system possible. Through the MOU process, a Partner Agency Contact List was developed and approved (2017), reviewed, updated, and approved (2020). We use this List to share information with the expectation and instructions that the information be shared as appropriate with agency staff. Our goal will be alignment of services, collaboration and coordination, and the reduction of duplication of services

Workforce Development and Career Pathways

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

The Chautauqua WDB will facilitate the development of career pathways in the same manner that it has been. The LWDB will plan and host or collaborate to plan and host sector specific roundtable discussions to gather information from sector businesses regarding industry specific skill needs and employment tracks, identify currently available trainings and resources that meet the industry needs, identify the gaps, map the various career pathways, and develop simple tools for career guidance with job seekers. All steps in the Career Pathways development process will include stakeholders input. Check-ins to determine how the system is working will be completed at a minimum annually. Co-enrollment is and will continue to be a common practice whenever appropriate. This will be checked during monitoring.

The Chautauqua WDB has always and will continue to work with various partners including businesses and training providers to develop clear career pathways in high demand sectors. We focus on sectors identified on the Chautauqua County Demand Occupation List as well as the Western Region Demand Occupation List. Our most in demand occupations are Advanced Manufacturing, Health Care, Travel & Tourism and Hospitality, Transportation, and Finance. Additional occupations are in demand and can be found on both Demand Occupation Lists.

The Chautauqua WDB will take the lead and/or collaborate with other partners taking the lead in convening partners in the development and implementation of career pathways in the local area and throughout the region. Through the career development process, Jamestown Community College recently developed and implemented a Maintenance Mechanic training program designed with input from industry partners (manufacturers)

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specifically to meet the needs of these local businesses. The America's Job Center staff refer job seekers to this training and WIOA training funding may be used based on eligibility.

We will continue to facilitate and host career pathway development initiatives on an ongoing basis. Career pathway information will be shared and made available to all Chautauqua Works and partner staff. Career pathways are and will continue to be discussed with all job seekers pursuing training opportunities and conducting an active job search. Co-enrollment in academic and training programs is and will continue to be an integral part of our service delivery process.

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

The Chautauqua WDB will continue to build upon our strong partnership with postsecondary partners as well as foster an environment of open communication and information sharing regarding program offerings, availability, and labor market needs. This information will be shared with America's Job Center staff as well as training providers.

The Chautauqua WDB's strategic vision and goals for preparing an educated and skilled workforce is to identify job seeker skills gaps based on business skills needs as defined in job orders and the Chautauqua Demand Occupation List creating seamless access to training opportunities in those areas culminating with job matching and ultimately employment.

The Chautauqua WDB dba Chautauqua Works has two locations at either end of Chautauqua County. In North County, the location is in the City of Dunkirk at a central point in the community. In South County, the location is in the City of Jamestown at a central point in the community. Staff work closely with all job seekers through the Initial Assessment process at which point barriers to employment are identified and appropriate referrals are made. Additionally, skill levels are identified and training needs are determined resulting in referrals and future appointments.

Partnerships have been created with all area training providers to ensure that referrals are appropriate and result in the best possible outcomes. Training providers are also part of skills gap discussions with the goal of development of training programs to meet the identified skills gap needs. Adults with low literacy skills, are English Language Learners, or lack a high school diploma or the equivalent are referred to Adult Education opportunities in the community.

We have worked extensively with area training providers to ensure that multiple levels of English as a Second Language (ESL) trainings are available. The result of this work is an additional four tiers of ESL training offerings, truly providing all of the levels of training needed to be successful in employment obtainment and retention.

Chautauqua Works has two Youth Navigators working in both locations as well as throughout the community at other agencies and locations where youth are known to frequent. The Chautauqua WDB is focused on providing services to out of school youth.

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An ongoing assessment of youths' needs occurs, and referrals, training opportunities, and potential work experience opportunities are explored along with access to all 14 Youth Program Elements. Barriers to training and employment are determined and addressed through an Individual Service Strategy.

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

Most credentials are specific to a certain occupation or industry. However, some credentials such as Welding Certifications are transferable to multiple types of opportunities in the same industry.

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

Yes; some credentials are stackable. For example, in the health care industry, a CNA can pursue an HHA and/or PCA to become more marketable in additional areas of the industry. Then, an LPN may be pursued followed by an RN, then BSRN or NP. In the hospitality and tourism industry, we have been working regionally on developing career pathways, identifying industry recognized stackable credentials, and training America's Job Center staff on these career pathways. Businesses from the hospitality and tourism sector, training providers, and regional partners have all been integral parts of this process.

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.

We plan to continue to work with our partners to identify and develop solutions for any access issues. Through the MOU processes, Partner Agency Contacts have been provided and updated which assist in providing seamless service delivery for shared customers. The Chautauqua WDB will continually seek out and explore new partnerships throughout its geographic area and the region's geographic area. We also continuously pursue expanding access to services through our website and the use of technology. We are currently in the final stages of going live with a new website.

Partners agree to:

- Participate in a customer focused referral system that seamlessly accesses resources from involved partners to increase quality outcomes. Partners agree to communicate regarding the status of interagency referrals.
- Offer customers information on how to apply for a partner's services and/or arrange an appointment for the customer.
- Continually develop agreed-upon standards and protocols for making quality referrals between program partners.

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- Identify a partner referral liaison for each System partner.
- Provide ongoing training to all partner frontline staff in partner services and eligibility.
- Consistently strategize to improve referrals toward a standard of real-time referrals to all applicable local program partners.

The COVID-19 pandemic highlighted how critical virtual services and access to them are to maintain engagement and participation in training and services. In response to this, we obtained a YouTube Channel, provide workshops virtually, provide FaceBook Live events, increased and improved our FaceBook and Twitter content, completed appointments via Zoom.

- 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.

Access to services through the One-Stop delivery system through the use of technology includes our website with links to partner websites. In an effort to modernize and update our website resulting in a more user friendly and comprehensive site, our website is in the final stages of being replaced by a new website. Additionally, we now have a YouTube Channel and active FaceBook page offering virtual workshops, FaceBook Live events, Twitter activity, Zoom for virtual appointments. Collaboration with partners and pursuit of funding opportunities are always a priority

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

We continue to design, update, implement and transition to an integrated technology-enabled intake case management information system through strong partnerships where intake processes are identified and shared with the intent of coordination and use of common intake forms. Database sharing is explored and discussed remaining a common goal. Intake forms, organization specific databases, information sharing, and technology options are included in ongoing discussions. This work toward a shared vision and goals will continue. Collaboration and potential funding sources will be a continued priority.

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

- Eligibility for Title I Services – Determination of whether a customer is eligible to receive services from the Adult, Dislocated Worker, or Youth programs.
- Outreach, Intake, and System Orientation – Outreach is intended to promote awareness of the availability of the System services to/for individuals and businesses that may need these services. Intake and System orientation is the process of gathering basic information to determine the program(s) appropriate for the customer, and providing the customer with information on the services available to determine if he/she is interested in pursuing those services.

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- Initial Assessment – The collection and assessment of information 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.

- Labor Exchange Services – Providing job search and placement services to the customer, including but not limited to, information on in-demand industry sectors and occupations and non-traditional employment, when appropriate; development of a work search plan; placement in workshops; posting jobs on the state job bank; providing job matching and referrals; and advising how to maintain a record of job search.

In some instances, programs may require their customers to maintain and submit a log detailing the amount of time spent on job search activities including identifying, applying, and interviewing for potential jobs, and time spent preparing and sending follow-up material to businesses.

Labor exchange services also include appropriate recruitment and other business services, which may include, but are not limited to, customized screening and referral of qualified customers in training services to businesses; customized services to businesses, business associations, or other such organizations, on employment-related issues; customized recruitment events for businesses and targeted job fairs; human resource consultation services which may include writing/reviewing job descriptions and employee handbooks, developing performance evaluations and personnel policies, creating orientation sessions for new employees, honing job interview techniques for efficiency and compliance, analyzing employee turnover, creating job accommodations and using assistive technologies, and explaining labor law to help businesses comply; and customized labor market information for specific businesses, sectors, industries, or clusters.

- Referrals to Programs – Referrals and coordination of activities with other appropriate programs and services that meet specific customer needs, assist them in overcoming barriers to employment, and provide services to gain/retain employment. These other programs and services may include, but are not limited to, employment and training services; treatment for alcohol, substance abuse or mental health issues; Unemployment Insurance benefits; Workers’ Compensation; NYS Disability Insurance; and vocational rehabilitation services.

- Labor Market Information – Staff provides workforce and labor market employment statistics to assist job seeking customers in the development of employment goal(s) and businesses in the development and implementation of sector partnerships and career pathways. The employment statistics include local, regional, and national labor market conditions; career counseling and career exploration services; characteristics of industries, occupations, and the workforce area; business-identified skill needs; short and long-term industry and occupational growth and salary projections; worker supply and demand; and high-growth and high-demand industries.

- Performance on the Local Workforce System – The provision of information, in usable and understandable formats and languages, about how the local area is performing

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on local performance accountability measures, as well as any additional performance information relating to the area's NYS Career Center System.

- **Performance and Program Cost of Eligible Providers** – The provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of provider.
- **Referrals to Supportive Services** – Staff provides customers with referrals to supportive services that enable the customer to participate in authorized WIOA activities. Based on various partners' programmatic rules and regulations, these supportive services may include, but are not limited to, transportation; child care; dependent care; housing; needs related payments; interpreter services; reasonable accommodation for youth with disabilities; legal aid services; assistance with uniforms or other appropriate work attire; assistance with books, fees, and school supplies; payments and fees for employment and training related applications, tests, and certifications; and tools or instruments. Depending on the program, when appropriate, information may also be provided to customers on how to continue these supportive services after program services are completed.
- **Unemployment Insurance (UI) Information and Assistance** – Career Center and UI staff provides information and meaningful assistance to individuals seeking assistance in filing a claim for unemployment compensation. Meaningful assistance means providing assistance on-site using staff that is well trained in UI compensation claims filing and the rights and responsibilities of claimants or providing assistance by phone or via other technology as long as the assistance is provided by trained and available staff within a reasonable time.
- **Financial Aid Assistance** – Providing assistance in establishing eligibility, accessing, and applying for programs of financial aid for training and education programs not provided under WIOA.
- **Comprehensive Assessment** – Staff conducts a 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. Under WIOA Title I, the comprehensive assessment is used to develop the Individual Employment Plan (IEP), while under Title IV; it is used to develop the Individualized Plan for Employment (IPE).
- **Individual Employment Plan (IEP)/Individualized Plan for Employment (IPE)** – The IEP/IPE identifies the appropriate employment goal(s) chosen by the customer. The initial and comprehensive assessment is used to develop the IEP/IPE in consultation with the customer. The plan outlines the necessary services to be provided to achieve the planned goals; steps and timelines for achieving the goals; and the terms, conditions, and responsibilities associated with the plan. The IEP for Title I Adult/DW/Youth programs also includes information about eligible training providers, when applicable. The IPE for Title IV Vocational Rehabilitation Programs must also include those specific rehabilitation

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services needed to achieve the employment outcome, including assistive technology devices and services, when applicable.

- Career Planning and Counseling – One-on-one or intensive career planning and counseling with a professional counselor uses initial and comprehensive assessments and the IEP/IPE, and aims at enhancing job seeking and retention skills and career advancement of customers by:

- i. Helping the customer analyze and understand career information, and gain a better understanding of his/herself using career information gained through assessment tools and counseling strategies to more realistically choose or change short and long-term occupational goals; and

- ii. Preparing service strategies to assist in the achievement of occupational goal(s) and to ensure customers have access to necessary workforce activities and supportive services, which may include, but are not limited to, drug and alcohol abuse counseling, mental health counseling, and referrals to partner programs appropriate to the needs of the customer.

Counseling may also include notification of available training in entrepreneurial skills which may include, but is not limited to, taking initiative; creatively seeking out and identifying business opportunities; developing budgets and forecasting resource needs; understanding options for acquiring capital; and communicating effectively to market oneself and ideas.

- Short-term Pre-Vocational Services – Development of skills customers need to live independently and enter the workforce fully prepared to engage in employment. These services may include academic education and job readiness trainings 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.

- Internships and Work Experience – Based on partners’ programmatic rules and regulations, the work experience is a planned, structured learning experience, in most cases linked to a career, that takes place in a private for-profit, non-profit or public sector workplace. For most partner programs, work experiences may be in the form of internships, work-study, externship, 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. WIOA Title I Youth work experiences also include an academic and occupational education component. Partners follow all applicable work experience requirements for their respective program’s State and Federal rules and regulations.

- Out of Area Job Search and Relocation Assistance – Staff provides information on labor exchange activities in other local areas, regions, or states and whether businesses

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the customer may be interested in offer assistance with relocation. Allowable relocation expenses may be paid to eligible customers by the appropriate program.

- Financial Literacy Services – Educate and support 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. The learning, where possible, may include, but is not limited to, 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. These services may also include opportunities to put financial literacy lessons into practice, based on the needs of the customer.
- English Language Acquisition and Integrated Education – Adult Education staff provides an integrated program of services that incorporates English literacy and civics education concurrently and contextually with workforce preparation and training for a specific occupation/sector for the purpose of educational and career advancement of customers. These services allow customers to attain economic self-sufficiency and are designed for partnerships among adult education programs and postsecondary educational institutions, training providers, and/or businesses. Other partners provide direct linkages and information on how to locate and enroll in English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL) classes.
- Workforce Preparation – Activities to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education, training, or employment and other employability skills that increase an individual’s preparation for the workforce. For Adult Education these activities are incorporated into all literacy instruction.
- Follow-Up Services - Depending upon the individual partner’s programmatic rules and regulations, follow-up services may include counseling regarding the workplace for customers in adult or dislocated worker programs, who are placed in unsubsidized employment, for up to 12 months after the first day of employment.

Assessment of services will be completed through analysis of Performance Indicators as well as partner meetings which will take place a minimum of once per program year.

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

Workforce activities are coordinated through referrals to partners and organizations with expertise in specific areas such as transportation. We have a Mobility Manager who provides staff training as well as customer training related to public transportation use and coordination. Additionally, the Mobility Manager works directly with local businesses to determine the transportation needs of employees, develop innovative solutions, and identify potential funding opportunities. Referrals and follow-up are made to partners and

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agencies who provide supportive services with the common goal of assisting customers in accessing all potential resources available and avoiding duplication of services.

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

The 2017 and 2020 Service Delivery MOU provides the following agreements to ensure quality and availability of services to all people including people with disabilities:

Partners agree to serve all individuals, especially youth and individuals with barriers to employment, by offering all specific program services provided as needed. Partners agree to provide seamless, appropriate, and comprehensive referrals to partner program services.

Partners agree to provide program access with no physical barriers.

Partners agree to provide access to all services through a variety of methods including a referral system that includes:

- A “warm handoff” with a personal introduction by a staff member when two partners are in the same center,
- An immediate phone call while the customer is still at the staff person’s desk to set up an appointment with another partner organization that is not located in the Center,
- Access to a private location for a customer to talk by phone, videoconference, Skype, or Zoom to staff at another partner organization not located in the Center.
- A referral sheet indicating which agency or agencies they are being referred to, accompanied by a brochure that lists the services that are provided by the agencies.
- Follow-up with referral agencies regarding the referral, especially for youth and customers with barriers to employment, will be made, following all confidentiality requirements.

In addition, the partners agree to follow the spirit and intent of the language below.

In a Comprehensive Career Center, at a minimum, staff will provide direct linkage (i.e., direct connection within a reasonable time by phone or real-time web-based technology to program staff that can provide program information to the customer).

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

Partners commit to periodically reassess program accessibility and adjust strategies to improve access as needed.

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,

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color, national origin, sexual orientation, 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.

In addition partners provided Partner referral Liaisons to provide technical assistance, cross training, share information, and answer questions.

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

The Operator is provided a Priority of Service policy which complies with WIOA. All Adult files will include gathered data regarding receiving public assistance, low income, and/or basic skills deficiency. Data will be entered in OSOS as well. During Monitoring this data will be reviewed for completion and accuracy ensuring that the Priority of Service Policy is being followed.

- h. Describe how One-Stop System Operators and One-Stop partners will comply with the nondiscrimination requirements of the Workforce Innovation and Opportunity Act (WIOA) (section 188), and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding:

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

In our 2017 and 2020 MOU, partners:

Agree to serve all individuals, especially youth and individuals with barriers to employment, by offering all specific program services provided as needed. Partners agree to provide seamless, appropriate, and comprehensive referrals to partner program services.

Agree to provide program access with no physical barriers.

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

Commit to periodically reassess program accessibility and adjust strategies to improve access as needed.

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, military status, sex, disability, predisposing genetic

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characteristics, familial status, marital status, or domestic violence victim status of any individual.

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.

Will meet a minimum of once per year to assess program accessibility and determine any adjustments needed followed by implementation and status follow-up to all partners.

ii. Technology and materials for individuals with disabilities; and

Technology and materials for individuals with disabilities is assessed regularly with the Disability Resource Coordinator (DRC) providing leadership with this initiative. Staff provide the DRC with any identified needs. The DRC explores potential technology and/or materials and determines cost as well as availability at partner sites. Accessibility processes are created for partner located resources. Through this model, the America's Job Centers have Magic Eye, large print keyboards and mouse, and Dragon Naturally Speaking.

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

The DRC and partners who specialize in working with individuals with disabilities such as ACCES-VR and Commission for the Blind will provide on-line and in person trainings to America's Job Center's staff and partners.

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

As noted above, partners such as ACCES-VR who have expertise in providing services to individuals with disabilities will provide on-line and in person trainings. A local partner, Southwestern Independent Living Center has and will provide accessibility assessments, suggestions, and guidance.

Business Engagement

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

Our Regional Business Services Team meet quarterly to discuss strategies and trends as well as coordinate business outreach efforts. In non-pandemic times, we have two job fairs per year at either end of Chautauqua County. Typically, the job fairs are very well attended by both businesses and job seekers. Our businesses consistently provide positive feedback and we fill all available business tables. We have two Business Seminars per year covering various topics. Our Business Seminars have consistently increased in attendance at every event. Seminars typically have more than 90 attendees. Our last Seminar was offered virtually and had more than 90 businesses register. Business

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feedback has been extremely positive and businesses unanimously request more. Businesses of every size are invited and encouraged to attend all events.

Pre-pandemic, monthly "mini job fairs" were offered alternating at each Chautauqua Works location. These events were coordinated in partnership with NYSDOL. These events were designed to assist with recruitment as this is a growing need reaching critical levels.

Businesses are engaged through our Youth Work Experience Program, Summer Youth Work Experience Program, internship programs, OJTs, coordination with Temporary Employment Assistance Program (TEAP), as well as tax incentive programs. We work closely with our businesses to ensure that resources are made available to them to assist in their hiring needs.

We assist with many recruitment events. Businesses utilize the America's Job Centers for open interviews, scheduled interviews, group information sessions and interviews, application completion, skill assessment, administering pre-hire testing, and posting job orders.

Business tours are attended by as many staff and partners as possible when available to ensure that a comprehensive understanding of local businesses is accomplished.

Business roundtables are held to ensure that business feedback and needs are provided and understood.

Curriculum development and Career Pathways development are on-going with many sectors but particularly Manufacturing, Healthcare, and Hospitality and Tourism. Businesses are active and integral parts of these processes. Recently, Jamestown Community College developed and started a Maintenance Mechanic program in direct response to local business needs and input.

Staff and partners are provided with information to assist in business outreach efforts regarding specific grant programs including Sector Based Grants, CFA Grants, and Safety Training Grants to help businesses keep costs down and expand their businesses.

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

N/A

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

Coordination of business outreach and follow-up through the business services teams is a continual strategy. As described above, collaboration and resource sharing is another strategy used by partners of the local workforce development system to ensure that businesses are able to access the most comprehensive resources possible.

Surveys are completed by many partners and coordination and information sharing is encouraged and practiced. Partner coordinated assessment of the data followed by

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identification of potential services and resources available to meet the businesses' identified needs are a common practice.

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

Workforce Development programs and strategies are coordinated with economic development activities through on-going communication regarding local labor market trends. Economic Development staff attend business services team meetings, Job Fairs, Business Seminars, and regularly include the Workforce Development Board Executive Director in current as well as new potential businesses in the local area to coordinate service delivery efforts and ensure that all potential resources are utilized. Economic Development staff, the Chief Local Elected Official, and the Workforce Development Board Executive Director work closely together when businesses are moving to the local area as well as when businesses are experiencing lay-offs or closings. Bi-weekly conference calls are common when the area is experiencing such business activities. Coordination of services is also occurring with the Fredonia Technology Incubator to provide services as appropriate and needed to start-up companies located there.

Additionally, the Chautauqua County Partnership for Economic Growth was created to streamline initiatives and strengthen partnerships. The LWDB Executive Director is the Co-Chair of the Workforce Readiness and Development Workgroup. This Workgroup is identifying needs, developing strategies to meet the needs, designing projects, and identifying potential funding opportunities. Project implementation and outcomes are the focus.

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

The knowledge of the workforce development services through our on-going partnership and coordinated business interactions has created an environment where Economic Development colleagues think early and often of workforce development so that businesses are receiving the best possible access to all potential services. Since many entrepreneurial businesses and potential businesses begin with their work with Economic Development, referrals to workforce development to assist in engagement to entrepreneurial skills trainings occurs naturally. Additionally, the same happens in reverse with workforce development staff referring early and often to Economic Development staff and programs.

Coordination and partnership with as well as referrals to the Small Business Development Center promote all things entrepreneurial.

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

The local Board has and will continue to work very closely with statewide rapid response activities through the regional staff. We have and will continue to coordinate any needed

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rapid response sessions, workshops, and information sharing efforts. We will assist and support in rapid response activities.

The local Board reviews the talent pool of rapid response customers with partners through the local and regional business services teams as well as leadership team meetings with the Operator and NYSDOL Manager to assist in work with businesses that may employ people with similar skill sets. Recruitment events for rapid response customers is a strategy that has been used successfully. Rapid response customers are also considered for OJTs and potential grant opportunities

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 local area's programs and strategies strengthen the linkages between the One-Stop delivery system and unemployment insurance programs by focusing on obtaining the skills needed to be competitive in the labor market and/or obtaining employment. All workforce partner programs strive to eliminate barriers to employment and obtaining employment. The local partners connect through shared customers resulting in follow-up and additional referrals when needed. Further, performance indicator assessments will assist in identifying areas where best practices seem to exist as well as areas where opportunities to improve exist. A minimum of one partner meeting per year will include performance indicator review, assessment, and agreed-upon strategies for continuous improvement.

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

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

The workforce system includes our education partners. Our education partners include Erie2CCBOCES, Jamestown Community College, Jamestown Business College, SUNY Fredonia, and all county school districts. The Workforce Development Board's Executive Director serves on the Chautauqua County Education Coalition which includes all of the education partners. Through the CC Education Coalition, initiatives and goals are identified and outcomes are defined. Members create and agree upon activities that will achieve the outcomes desired. It is believed that this model is a best practice for coordinating workforce activities with all education partners. An example of this model in practice is the development of a Maintenance Technology Certification Program. A need for a Maintenance Technology Certification Program was identified after information was gathered from businesses at a Chautauqua WDB-hosted business manufacturers roundtable and a Dream It Do It and Education Coalition-sponsored manufacturing business survey. The Education Coalition hosted curriculum development meetings including educators, workforce development representatives, and manufacturing business representatives. All invested partners contributed and the curriculum was finalized and implemented.

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

The workforce system coordinates strategies and enhances services through the following initiatives: Erie2CCBOCES is co-located at the American Job Centers. BOCES staff are providing workshops and short term trainings onsite. BOCES staff are also present to discuss training programs with interested job seekers immediately. Jamestown Community College (JCC) is co-located at the American Job Centers. JCC is now offering 4 levels of ESL training. The need for ESL trainings was identified by businesses, workforce development staff, and HHS Employment Services program staff working directly with job seekers. JCC developed curriculum with valuable input gathered by workforce development partners from businesses, HHS staff, and workforce development staff. These courses include workplace language skills emphasizing the goal of successful employment obtainment and retention.

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

The local Board will use Leadership Team meetings, MOU partner meetings, and Operator partner meetings to identify duplication of services, develop plans to reduce and ultimately eliminate such situations, and timelines for implementation. Follow-Up will be scheduled and completed by the Workforce Development Board Executive Director to assess progress and areas where opportunities to improve exist. Continued follow up will occur.

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

Wagner-Peyser staff are co-located at both Chautauqua American Job Centers. Leadership meetings and all-staff meetings are held monthly. These opportunities are used to identify any duplication of services, develop plans to eliminate such duplication, and determine implementation timelines. The Chautauqua Leadership Team consists of the Workforce Development Board Executive Director, NYSDOL Manager, and Operator Program Manager. All three members work to coordinate services as efficiently as possible. Business recruitments are examples of when the plans are implemented best. Each organization's staff members have specific roles in the process and all are provided with the overall process to ensure that the plan will be carried out effectively and efficiently. Using the shared database OSOS also assists in eliminating duplication of services. Staff are able to review OSOS comments and assist job seekers with what they need at that point in their job search. MOU partner meetings and Operator partner meetings will be used to coordinate services and eliminate duplication of services.

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

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Chautauqua has completed a 2017 and 2020 WIOA Memorandum of Understanding (MOU) with all mandated system partners. The 2020 MOU is currently being reviewed by New York State Department of Labor. Once their review is completed, they will issue approval to obtain signatures. Obtaining all required signatures is the final phase of the process.

Chautauqua continues to complete Memorandum of Agreements (MOA) with non-mandated partners who are referral sources and resources. Entities that serve individuals under the Rehabilitation Act are included in the MOA process where applicable. Chautauqua has seven completed MOAs.

Title II Program Coordination

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

The Chautauqua WDB's strategic vision and goals for preparing an educated and skilled workforce is to identify job seeker skills gaps based on business skills needs as defined in job orders and the Chautauqua Demand Occupation List creating seamless access to training opportunities in those areas culminating with job matching and ultimately employment.

The Chautauqua WDB dba Chautauqua Works has two locations at either end of Chautauqua County. In North County, the location is in the City of Dunkirk at a central point in the community. In South County, the location is in the City of Jamestown at a central point in the community. Staff work closely with all job seekers through the Initial Assessment process at which point barriers to employment are identified and appropriate referrals are made. Additionally, skill levels are identified and training needs are determined resulting in referrals and future appointments.

Partnerships have been created with all area training providers to ensure that referrals are appropriate and result in the best possible outcomes. Training providers are also part of skills gap discussions with the goal of development of training programs to meet the identified skills gap needs. Adults with low literacy skills, English Language Learners, or lack a high school diploma or the equivalent are referred to Adult Education opportunities in the community.

We have worked extensively with area training providers to ensure that multiple levels of English as a Second Language (ESL) trainings are available. The result of this work is an additional four tiers of ESL training offerings truly providing all of the levels of training needed to be successful in employment obtainment and retention.

Chautauqua Works has two Youth Navigators working in both locations as well as throughout the community at other agencies and locations where Youth are known to frequent. The Chautauqua WDB is focused on providing services to Out Of School Youth.

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An ongoing assessment of Youths' needs occurs and referrals, training opportunities, and potential work experience opportunities are explored along with access to all 14 Youth Program Elements. Barriers to training and employment are determined and addressed through an Individual Service Strategy.

- b. Provide a description of how the LWDB will expand access to employment, training, education, and supportive services provided through the NYS Career Center System for Title II participants with barriers to employment.

We plan to continue to work with our Title II partners to identify and develop solutions for any access issues. Through the MOU process, Partner Agency Contacts have been provided which will assist in providing more seamless service delivery for shared customers. The Chautauqua WDB will continually seek out and explore new partnerships throughout its and the region's geographic area. We are also actively pursuing expanding access to services through our website and the use of technology.

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

The Chautauqua WDB has always and will continue to work with various partners including businesses and training providers to develop clear career pathways in high demand sectors. We focus on sectors identified on the Chautauqua County Demand Occupation List as well as the Western Region Demand Occupation List. Our most in demand occupations are Advanced Manufacturing, Health Care, Travel & Tourism and Hospitality, Transportation, and Finance. Additional occupations are in demand and can be found on both Demand Occupation Lists.

The Chautauqua WDB will take the lead and/or support other lead organizations in convening partners in the development and implementation of career pathways in the local area and throughout the region.

We will continue to facilitate and host career pathway development initiatives on an ongoing basis. Career pathway information will be shared and made available to all Chautauqua Works and partner staff. Career pathways are and will continue to be discussed with all job seekers pursuing training opportunities and conducting an active job search. Co-enrollment in academic and training programs is and will continue to be an integral part of our service delivery process.

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

The Chautauqua WDB in collaboration with the Chautauqua One Stop System Operator will have at least one partner meeting per program year. The attendees will include entities carrying out core programs and other workforce development programs including those authorized under Carl D. Perkins Career and Technical Education Act. Every effort will be made to include all partners who fit this definition. We plan to develop an

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information sharing mechanism resulting in the most informed system possible. Through the MOU process, a Partner Agency Contact List was developed and approved. We will use this List to share information with the expectation and instructions that the information be shared as appropriate with agency staff. Our goal will be alignment of services, collaboration and coordination, and the reduction of duplication of services.

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](#).

Chautauqua Works, Clara Swanson, Program Manager, 4 East 3rd Street, Suite 102, Jamestown, NY 14701, 716-487-5110, cswanson@chautauquaworks.com

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

- i. New OSY

50 New

- ii. Carry-over OSY

21 Carry-Over

- iii. New ISY

0 New

- iv. Carry-over ISY

0 Carry-over

- v. Work experiences

35

*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 (NYS DOL) [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.

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

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

The youth staff (Youth Navigators) continually update the ISS throughout their work with Youth. Emphasis is placed on goal attainment and next steps. Any referrals for WIOA elements related services are reviewed and outreach is conducted to referral sources for feedback and follow-up.

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

Through the MOU process, partners agree to serve all individuals, especially youth and individuals with barriers to employment, by offering all specific program services provided as needed. Partners agree to provide seamless, appropriate, and comprehensive referrals to partner program services.

Partners agree to provide program access with no physical barriers.

Partners agree to provide access to all services through a variety of methods including a referral system that includes:

- A “warm handoff” with a personal introduction by a staff member when two partners are in the same center,
- An immediate phone call while the customer is still at the staff person’s desk to set up an appointment with another partner organization that is not located in the Center,
- Access to a private location for a customer to talk by phone, videoconference, or Skype to staff at another partner organization not located in the Center.
- A referral sheet indicating which agency or agencies they are being referred to, accompanied by a brochure that lists the services that are provided by the agencies.
- Follow-up with referral agencies regarding the referral, especially for youth and customers with barriers to employment, will be made, following all confidentiality requirements.

In addition, the partners agree to follow the spirit and intent of the language below.

In a Comprehensive Career Center, at a minimum, staff will provide direct linkage (i.e., direct connection within a reasonable time by phone or real-time web-based technology to program staff that can provide program information to the customer).

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

Partners commit to periodically reassess program accessibility and adjust strategies to improve access as needed.

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, 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.

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

Successful models for youth services include a tremendous amount of time spent on developing relationships with the youth and creating an engaging service delivery environment. Consistent communication and expectations seem to result in the most positive outcomes. Patience and firm expectations with consistent consequences work best. We feel that our Youth Navigators are successful because they clearly define what steps need to be accomplished to meet their goals both Short term and Long Term. Regularly updating the ISS confirms progress and provides guidance throughout the service delivery process. The youth program links education progress to work experiences and work readiness skills further emphasizing the importance of achieving all goals within their identified and agreed upon Career Pathway.

- 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.

Chautauqua Workforce Development Board/WIB Inc. dba Chautauqua Works

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

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WIB/WDB issues written RFP based on guidelines, regulations and intent of original funding source. WIB/WDB and Youth Council (soon to be Special Populations Committee) strategy and/or priorities are incorporated as appropriate. RFP availability is announced through emails, website posting, public notice and other means as appropriate. A RFP distribution list is maintained by the WIB/WDB office.

RFP will include, but is not limited to:

- RFP Summary
- Program Design
- Responsibilities of the Contracted Program
- Responsibilities of the One-Stop Operator or other relevant partners
- Eligible Participants
- Eligible Proposers/Contractor Competency
- Contract Period
- Funds Available
- Selection Criteria
- Rating Criteria
- Project Narrative
- Performance Measures and Program Outcomes
- Project budget
- Monitoring Requirements
- Submission Requirements
- o Bidders Conference Date/Details if appropriate
- o RFP Due Date
- o RFP Open Date
- o Target Contract Start Date
- o Submission address/email address

Public Notice of RFP will be:

- Sent to local newspapers
- Published on the Chautauqua Works website
- Sent to other venues if deemed appropriate

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Responses to RFP will be rated using Proposal Evaluation Worksheet which will be distributed to the reviewing bodies prior to selecting awardees. The reviewing bodies for WIOA Title I services will be a Committee of the Board as appointed by the Chair. At least three members will be present for a review to proceed. Staff will have the responsibility to review responses to determine if they met RFP requirements. Staff do not vote on the recommendation. Members of the reviewing body will independently rate each proposal and then enter into a discussion to develop a consensus on its recommendations. The groups' recommendation is forwarded to the full Board for approval.

Once WIB/WDB votes on proposals, Award/Denial letters will be sent to proposers.

Contracts will be written and negotiated with successful proposers and start dates will be established for the programs.

Files will be maintained and will include:

- RFP
- Public Notice Distribution Lists
- Bidders Conference Attendance List
- Bidders Conference Q&A
- Proposal/Response List
- Proposals/Responses
- Proposal Summary
- Proposal Evaluation Worksheets for each Response
- Results
- o Response List
- o Awarded to List
- o Denial Letters
- o Confirmation Letters
- Responses to RFP
- Youth Council Minutes (if youth funds are utilized)
- WIB/WDB Minutes reflecting decision.

Any potential bidders who are interested in being added to the RFP distribution list maintained by the WIB/WDB office are instructed on the Chautauqua Works website (www.chautauquaworks.com) with the following statement located on the WIB tab:

"All potential bidders interested in being added to the WIB's distribution list for any RFP released by the WIB, please e-mail or mail contact information to the WIB."

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

The following are the PY20 Negotiated Performance Indicators levels that have been approved for Chautauqua WDB:

Performance Indicator	Adult	Dislocated Worker	Youth
Employment Rate 2nd Quarter After Exit	66.3%	64.3%	75.5%
Employment Rate 4th Quarter After Exit	65.4%	67.0%	63.0%
Median Earnings 2nd Quarter After Exit	\$5,300	\$6,500	\$3,000
Credential Attainment 4th Quarter After Exit	46.0%	40.0%	63.0%
Measurable Skill Gains	45.0%	45.0%	50.0%

The following are the PY21 Negotiated Performance Indicators levels that have been approved for Chautauqua WDB:

Performance Indicator	Adult	Dislocated Worker	Youth
Employment Rate 2nd Quarter After Exit	67.3%	65.3%	73.5%
Employment Rate 4th Quarter After Exit	66.4%	67.5%	63.5%
Median Earnings 2nd Quarter After Exit	\$5,400	\$6,600	\$3,100
Credential Attainment 4th Quarter After Exit	46.5%	41.0%	63.5%
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:
 - i. It is certified and in membership compliance;
 - ii. All necessary governance actions and items have been accomplished, including executing a local Memorandum of Understanding (MOU), selecting a One-Stop System Operator, and implementing all required local policies, etc.;
 - iii. All One-Stop Career Centers in the LWDA have achieved at least an 80% score in the Career Center Certification process; and
 - iv. The LWDA meets or exceeds all performance goals.

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The Chautauqua WDB's philosophy is to strive for continuous improvement, provide high quality services to all of our system customers, and create and foster strong partnerships. We plan to obtain all four criteria listed above. We will comply with rules and regulations as determined by USDOL and/or NYSDOL. We will work closely with all One-Stop System partners to ensure collaboration, coordination, and MOU compliance. We will continue to comply with all governance actions and items. Specific strategies include but are not limited to increased co-enrollment, improved information sharing and program training, braiding resources, improved service coordination, stronger referral follow up processes, increased use of technology, and increased program accessibility at all partner agencies. We will work with all partners to continuously meet or exceed all performance goals utilizing training opportunities and peer mentoring to assist partners who may be struggling to meet performance goals.

The Chautauqua WDB's mission statement is:

To pull all resources in the community into a systematic approach to:

- Help employers (current and future) become competitive in a global economy
- Help individuals attain life skills necessary for employment in family sustaining jobs

We will continue to be guided by our mission statement resulting in high performance.

Training Services

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

Training services are provided by Career Specialists (WIOA Title I B Service Providers) in both LWDB American Job Centers. All partners may refer any individual who may need training services. Career Specialists and the customer complete an Initial Assessment, Comprehensive Assessment, Career Research including Demand Occupation List review, Training Program and Provider research, any required applications, any pre-training skill level assessments required, IEP, and any other needed activities. If the customer was referred, follow-up with the referring entity will occur. If applicable, braiding of funding for training costs is explored and utilized.

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

ITAs are issued for approved trainings in Demand Occupations and provided by eligible training providers. Career Specialists complete all required steps and paperwork. Once complete, the customer file is presented to the Program Manager for review and approval. Upon approval by the Program Manager, the ITA is submitted to the WDB finance department for review and payment upon receipt of training providers' invoices.

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

All customers with ITAs self-attest to their training provider chosen being their sole decision. The customer's choice of training program is ensured to be informed based on the required steps in the process and the documentation present in the file and indicated on OSOS. The local Board confirms the completion of all steps and required documentation during monitoring.

Public Comment

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

The Local Plan will be posted on the Chautauqua Works website for a 7-day public comment period in compliance with the required "no more than 30 days" per TA #21-02. This posting will be announced in both local papers in Chautauqua County. Prior to posting for public comment, the plan will be provided to the LWDB for review and comment. The LWDB is comprised of business representatives, labor organizations, and education representatives.

List of Attachments

Please complete all attachments listed below.

- Attachment A** – Units of Local Government
- Attachment B** – Fiscal Agent
- Attachment C** – Signature of Local Board Chair
- Attachment D** – Signature of Chief Elected Official(s)
- Attachment E** – Federal and State Certifications
- Attachment F** – Youth Services Chart

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

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

Attn: Local Plan
New York State Department of Labor

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**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
N/A	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

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

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

Yes No

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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
WIB Inc. dba Chautauqua Works / Chautauqua Workforce Development Board

ATTACHMENT C: SIGNATURE OF LOCAL BOARD CHAIR

**Workforce Innovation and Opportunity Act (WIOA) Local Plan for
Program Year 2021-2024, for WIOA Title 1-B
and Wagner-Peyser Programs**

In compliance with the provisions of the Workforce Innovation and Opportunity Act of 2014, the Final Rule, and Planning guidelines and instructions developed by the Governor, this Plan is being submitted jointly by the Local Board and the respective Chief Elected Official(s).

By virtue of my signature, I:

- Agree to comply with all statutory and regulatory requirements of the Act as well as other applicable State and federal laws, regulations, and policies;
- Affirm that the composition of the Local Board is either in compliance with the law, rules, and regulations and is approved by the State or, will be in compliance within 90 days of Local Plan submission;
- Affirm that this Plan was developed in collaboration with the Local Board and is jointly submitted with the Chief Elected Official(s) on behalf of the Local Board; and
- Affirm that the board, including any staff to the board, will not directly provide any career services unless approved to do so by the Chief Elected Official and the Governor.

Date:	Signature of Local Board Chair:	
8-12-21		
Mr. <input checked="" type="checkbox"/>	Typed Name of Local Board Chair:	
Ms. <input type="checkbox"/>	Paul O. Stage	
Other <input type="checkbox"/>		
Name of Board:	WIB Inc. dba Chautauqua Works / Chautauqua Workforce Development Board	
Address 1:	4 East 3rd Street	
Address 2:	Suite 102	
City:	Jamestown	
State:	NY	Zip: 14701
Phone:	716-661-9324	E-mail: paulostage@hotmail.com

Submission directions: Complete this attachment as part of the Plan development process and submit it, with original signatures, as described in the Local Plan Template.

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ATTACHMENT D: SIGNATURE OF CHIEF ELECTED OFFICIAL(S)

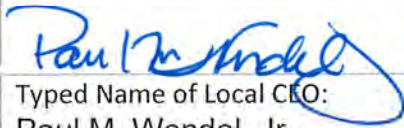
**Workforce Innovation and Opportunity Act (WIOA) Local Plan for
Program Year 2021-2024, for WIOA Title 1-B
and Wagner-Peyser Programs**

In compliance with the provisions of the Workforce Innovation and Opportunity Act of 2014, the Final Rule, and Planning guidelines and instructions developed by the Governor, this Plan is being submitted jointly by the Local Board and the respective Chief Elected Official(s).

By virtue of my signature, I:

- Agree to comply with all statutory and regulatory requirements of the Act as well as other applicable State and Federal laws, regulations, and policies;
- Affirm that the Grant recipient possesses the capacity to fulfill all responsibilities and assume liability for funds received, as stipulated in §679.420 of the rules and regulations;
- Affirm that the composition of the Local Board is either in compliance with the law, rules, and regulations and is approved by the State or, will be in compliance within 90 days of Local Plan submission;
- Affirm that the Chair of the Local Board was duly elected by that board; and
- Affirm that the board, including any staff to the board, will not directly provide any career services unless approved to do so by the Chief Elected Official and the Governor.

Note: A separate signature sheet is required for each local Chief Elected Official (CEO). If additional pages are necessary, please replicate this document for each CEO.

Date:		Signature of Local Chief Elected Official (CEO):	
8/14/21			
Mr. <input checked="" type="checkbox"/>		Typed Name of Local CEO:	
Ms. <input type="checkbox"/>		Paul M. Wendel, Jr.	
Other <input type="checkbox"/>			
Title of Local CEO:	Chautauqua County Executive		
Address 1:	3 N. Erie Street		
Address 2:			
City:	Mayville		
State:	NY	Zip:	14757
Phone:	716-753-4211	E-mail:	wendelp@chqgov.com
Are you the Grant Recipient CEO? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>			

Submission directions: Complete this attachment as part of the Plan development process and submit it, with original signatures, as described in the Local Plan Template.

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Department of Labor

Bidder Organization Name: **Career Systems Development Corp.**

ATTACHMENT E: FEDERAL AND STATE CERTIFICATIONS

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

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

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

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

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

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

C. DRUG FREE WORKPLACE

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

D. NONDISCRIMINATION & EQUAL OPPORTUNITY ASSURANCE

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

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

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

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

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

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

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

E. BUY AMERICAN NOTICE REQUIREMENT

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

F. SALARY AND BONUS LIMITATIONS

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

G. VETERANS' PRIORITY PROVISIONS

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

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

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

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

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

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

J. NON-COLLUSIVE BIDDING CERTIFICATION

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

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

K. IRAN DIVESTMENT ACT

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

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

During the term of the Contract, should the state agency receive information that a person (as defined in State Finance Law §165-a) is in violation of the above-referenced certification, the state agency will review such information and offer the person an opportunity to respond. If the person fails to demonstrate that it has ceased its engagement in the investment activity which is in violation of the Act within 90 days after the determination of such violation, then the state agency shall take such action as may be appropriate and provided for by law, rule, or contract, including, but not limited to, imposing sanctions, seeking compliance, recovering damages, or declaring the Contractor in default.

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

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

Signature of Authorized Representative:	
Title:	Executive Director
Date:	8/12/21

Youth Services

Name of Local Area: *Chautauqua*

Name of Organization Providing Youth Services <i>(Provide name of organization)</i>	Phone Number	Type of Agreement <i>(Select from the 3 options in the drop-down menu)</i>	Young & Young Adult Recruitment	Case Management/Pathways Coaching	Intake & Eligibility	Data Entry in Case Management System	Objective Assessments	Individual Service Strategy	Tutoring/ Study Skills	Alternative Sec. School	Occupational Skills Training	Work Experience	Edu. Offered Concurrently	Leadership Development	Supportive Services	Adult Mentoring	Comp. Guidance/Counseling	Financial Literacy	Entrepreneurial Skills	Labor Market Information	Postsecondary prep./transition	Follow-Up
			Please review the program elements listed above and mark "O" for Out-of-School Youth (OSY), "I" for In-School Youth (ISY) or "Both" for both ISY and OSY for all program elements provided by the organization(s).																			
Career Systems Development at Chautauqua Works	716-661-9553, 716-366-9015	Contract	Both	Both	Both	Both	Both	Both				Both	Both	Both	Both		Both	Both	Both	Both	Both	Both
Erie2BOCES	716-484-6190, 716-487-5179	MOA							Both	Both	Both					Both						
Chautauqua Opportunities Inc.	716-661-9430, 716-366-3333	MOA														O		O	O		O	
Cassadaga Job Corps Academy	716-595-4237	MOA	O	O					O	O	O		O	O		O	O				O	O
Jamestown Small Business Development Center	716-338-1024	MOA																	Both			
Chautauqua County Mental Health Association	716-661-9044	MOA															Both					
Chautauqua County Probation	716-661-8200, 716-363-6340	MOA														Both						
Jamestown Community College	716-338-1000, 716-363-6500	MOA							O		O						O				O	

Chautauqua County Workforce Development/Investment Board Procedure

Procedure Name: Youth Basic Skills Deficiency

Effective: 7/14/14 (WIOA Signed into Law)

Approved by: Ms. Kathleen Geise

Title: Executive Director

Date: 7/14/14

Procedure: Youth Basic Skills Deficiency

The purpose of the Basic Skills Deficiency Procedure is to define the Chautauqua LWDBs utilizing of the basic skills deficiency criteria at WIOA 20 CFR §681.290 which defines a basic skills deficient individual as an individual:

1. With English reading, writing or computing skills at or below the 8th grade level on a generally accepted standardized test; or
2. Who is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society.

Per the first part of the definition, to demonstrate that a youth is reading below the grade level, only standardized testing instruments including records from the schools, should be used. The second part of the definition must be implemented based on the established local policy.

Chautauqua LWDB only utilizes WIOA 20 CFR §681.290 (a) (1); therefore, does not require a local policy.

Chautauqua LWDB uses the standardized test known as TABE (Test of Adult Basic Education) to determine Basic Skills Deficiency in Youth participants.

Per WIOA 20 CFR §681.290, LWDBs may use previous basic skills assessment results if the assessments were conducted within the past six (6) months.

Chautauqua County Workforce Development Board

Policy Name: Priority of Service Policy
Effective Date: 10/31/17
Revised 10/25/17
Revised 05/10/23

Determining Customer Priority to Receive WIOA Individualized Career and WIOA Training Services

Requirement to Serve Priority Populations under the WIOA Title I Adult Program

To comply with WIOA and United States Department of Labor Employment and Training Administration (USDOL ETA) requirements, the New York State Department of Labor (NYSDOL) requires at least 50.1 percent of WIOA Title I Adults receiving individualized career or training services in each Local Workforce Development Area (LWDA) to fall into at least one (1) of the following three (3) priority populations:

- i. Recipients of public assistance;
- ii. Other low-income individuals (see definition in Attachment A of TA #23-01 or any TA replacing TA #23-01); and
- iii. Individuals who are basic skills deficient (see definition in Attachment A of TA #23-01 or any TA replacing TA #23-01), which includes English Language Learners.

Priority of Service for the WIOA Adult Program

Under the WIOA Title I Adult Program In addition to the three (3) required populations identified above, veterans and their eligible spouses must also continue to receive priority of service in all NYSDOL-funded training programs, including WIOA programs. NYSDOL also considers the following individuals with barriers to employment (as defined in Attachment A) as priority populations for individualized career and training services, if they do not already fall under one (1) of the WIOA-required populations:

- i. Individuals with disabilities;
- ii. Justice-involved individuals; and
- iii. Single parents.

Although considered Priority Populations by NYSDOL, these additional demographic categories by themselves, do not count toward the Priority of Service performance measure.

Recipients of public assistance, other low-income individuals, individuals who are basic skills deficient, and veterans and their eligible spouses must receive priority of service

in all NYSDOL-funded training programs, including WIOA programs. However, as described in TEGE No. 10-09, when programs are statutorily required to provide priority for a particular group of individuals, such as the WIOA priority for Adult funds, priority must be provided in the following order:

1. First, to veterans and eligible spouses who are included in the groups given statutory priority for WIOA Adult formula funding. This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient receive first priority for individualized and career services with WIOA Adult formula funds;
2. Second, to non-covered persons (individuals who are not veterans or eligible spouses) who are included in the three (3) populations given priority for WIOA Adult formula funds;
3. Third, to veterans and eligible spouses who are not included in WIOA's three (3) priority Adult groups;
4. Fourth, to additional priority populations established by NYSDOL and/or the LWDBs; and
5. Last, to non-covered persons outside the populations given priority under WIOA (including the three (3) additional priority populations identified by NYSDOL and underemployed individuals).

Examples of adults who meet this priority for "basic skills deficient" are those who:

(A) 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

(B) 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.

The following criteria are followed when using option (B):

- Have no High School Diploma or High School Equivalency;
- Are enrolled in a Title II Adult Education/Literacy Program
- Are determined by Assessment to Have English Reading, Writing, or Computing Skills at an 8.9 or Below Grade Level;
- Are determined by the WIOA staff and/or through customer self- attestation that s/he is an English Language Learner;
- Are determined by the WIOA staff to be "basic skills deficient" through observation and the initial assessment interview

WIOA staff will include the determination of this priority in the customer's file with appropriate case notes.