

New York City

# Local Plan

July 1, 2021 – June 30, 2025

# Table of Contents

Table of Contents .....	1
Strategic Planning Elements .....	2
Local Workforce Development System .....	27
Workforce Development and Career Pathways.....	36
Access to Employment and Services.....	38
Business Engagement.....	51
Program Coordination.....	65
Title II Program Coordination .....	71
Youth Activities .....	76
Administration.....	78
Training Services.....	82
Public Comment .....	87
List of Attachments .....	87

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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].

August 30, 2017

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

The Board receives a list of the In-Demand Occupations. The Board most recently received this list in 2017.

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

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

On March 12 2020, New York City entered a state of emergency due to the rapid spread of the COVID-19 virus. The pandemic drastically impacted workforce conditions as many businesses shuttered in the face of health restrictions. In February 2020, New York City had a record 4.7 million jobs in its economy. Nearly one million jobs were lost by April 2020 as a result of the coronavirus pandemic. Since that time, the city has recovered about 500,000 jobs. However, even as of October 2021, after many health restrictions have been lifted, there is still a gap of a half million jobs that have not yet returned.<sup>i</sup> Moreover, workplace culture and business needs have shifted to match the world of social distancing and, in many cases, part-time or full-time remote work.

The workforce development system has adapted to the new public health conditions in a variety of ways. The Office of Workforce Development convened virtual Board meetings twice per week for many months starting in mid-March 2020 and met weekly or bi-weekly for more than a year after the pandemic started. Normally, the Board would meet only on a quarterly basis. The purposes of these meetings were to update members on the City's response to the Coronavirus, to identify challenges facing workers and businesses, and to take appropriate action to address these challenges in conjunction with partner agencies.

The NYC Department of Small Business Services (SBS) transitioned from in-person services at its 18 Workforce1 Career Centers to completely online or over the phone in mid-March after just 10 days. The "Virtual Workforce1 Career Center System," as it is now known, has provided a way for New Yorkers to receive help finding jobs, preparing for interviews, and accessing free training. The Workforce1 Career Centers served nearly 94,000 jobseekers in Fiscal 2020, with about 32,000 of those being served during the pandemic. As of September 2021, the Workforce1 Career Center system is now providing in-person services, by appointment only, to customers who have barriers to using its virtual services.

The NYC Department of Youth and Community Development (DYCD) took a number of steps to support its Workforce Innovation and Opportunity Act (WIOA)-funded Train & Earn and Learn & Earn programs, which serve out-of-school youth and in-school youth, respectively. Through these programs, DYCD provided remote paid work

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experiences so youth could continue to earn money during the pandemic. DYCD partnered closely with its contractors to ensure that they could continue to provide services remotely. DYCD offered technical assistance sessions to provider staff on various virtual teaching platforms. In the summer of 2020, DYCD offered 35,000 youth and young adults the opportunity to participate in Summer Bridge, a project-based learning experience delivered primarily as a virtual experience. By contrast, in the summer of 2021, as part of a full return to the program, 75,000 young adults participated, with an investment of about \$167 million. This number included 5,000 slots dedicated to CUNY students.

**In-Demand Sectors and Occupations**

In the preparation of this plan, the City of New York has analyzed labor market data to identify areas of growth and specific industry trends. Please note because of standard lag time in economic data availability, some of the information is based on pre-pandemic levels from 2019.

- Technology is among the fastest growing and highest paying sectors in New York City. According to data collected by Burning Glass Technologies, nearly one in five (18 percent) of all jobs posted in New York City from April 2020 to November 2020 were for technology positions, outpacing all other occupations in total hiring demand.<sup>ii</sup> The estimated number of jobs in the tech ecosystem including those from tech specific industries and tech jobs within non-tech industries is 335,000.<sup>iii</sup>
- Accelerated by the City’s investments in housing and infrastructure development, the construction sector employs 152,000 workers.<sup>iv</sup>
- Industrial/manufacturing employs more than 349,000 workers.<sup>v</sup> The sector has stabilized alongside investments in advanced manufacturing practices and equipment. Sub-sectors such as food manufacturing and wholesale trade have shown significant growth.<sup>vi</sup>
- Health care and social assistance sector employs 826,600 workers – more New Yorkers than any other sector — and is projected to continue growing. Demand for workers in the healthcare industry has heightened due to the pandemic with shortages of doctors and nurses becoming so extreme that Governor Hochul declared a Statewide Disaster Emergency on September 27 2021<sup>vii</sup>.
- The accommodation and food services sector has been among the most affected sectors during the pandemic but is beginning to see significant recovery<sup>viii</sup>. Before the pandemic the sector employed 391,000 workers.<sup>ix</sup>

**Table 1: New York City Employment by Economic Supersector<sup>x</sup> (as of July 2021)**

Supersectors	Number of Jobs	% of NYC Employment
Education and Health Services (includes the Health Care and Social Assistance sector)	1,014,000	24%
Professional and Business Services	726,400	17.5%
Trade, Transportation, and Utilities (includes the Retail Trade sector)	531,600	13%
Government	571,300	15%

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Financial Activities	458,300	12%
Leisure and Hospitality (includes the Accommodation and Food Services sector)	305,100	5%
Information	214,400	5%
Other Services	157,300	4%
Mining, Logging, and Construction	133,900	3.5%
Manufacturing	52,800	1%
<b>Total Employment (Nonfarm)</b>	<b>4,165,500</b>	<b>100%</b>

**Data Sources:**

- U.S. Department of Labor Bureau of Labor Statistics. (2021, July). New York Area Employment – July 2021: New York–New Jersey Information Office. Retrieved from [https://www.bls.gov/regions/new-york-new-jersey/news-release/areaemployment\\_newyork.htm](https://www.bls.gov/regions/new-york-new-jersey/news-release/areaemployment_newyork.htm)

**Data Sources:**

**Table 2: Change in New York City Employment by Supersector (from July 2019 to July 2021)**

Supersectors	Employment Change	Percentage Change
Leisure and Hospitality (includes the Accommodation and Food Services sector)	-166,700	-35.3%
Manufacturing	-14,000	-20.95%
Other Services	-36,500	-18.8%
Mining, Logging, and Construction	-28,800	-17.7%
Trade, Transportation, and Utilities (includes the Retail Trade sector)	-94,800	-15.1%
Professional and Business Services	-76,300	-9.50%
Financial Activities	-32,600	-6.64%
Government	-9,000	-1.55%
Education and Health Services (includes the Health Care and Social Assistance sector)	-8,700	-0.85%
Information	+1,000	+0.47%
<b>Total Employment (Nonfarm)</b>	<b>-466,000</b>	<b>-10%</b>

- U.S. Department of Labor Bureau of Labor Statistics. (2021, July). New York Area Employment – July 2021: New York–New Jersey Information Office. Retrieved from [https://www.bls.gov/regions/new-york-new-jersey/news-release/areaemployment\\_newyork.htm](https://www.bls.gov/regions/new-york-new-jersey/news-release/areaemployment_newyork.htm)
- U.S. Bureau of Labor Statistics. (2020, September 2). *New York Area Employment – July 2020 : New York–New Jersey Information Office*. U.S. Bureau of Labor Statistics. Retrieved October 21, 2021, from [https://www.bls.gov/regions/new-york-new-jersey/news-release/2020/areaemployment\\_newyork\\_20200902.htm](https://www.bls.gov/regions/new-york-new-jersey/news-release/2020/areaemployment_newyork_20200902.htm).

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

The New York City Workforce Development Board maintains a [list](#) of in-demand occupations based on a combination of labor market data and information from employers on their hiring needs.

**Table 3** lists occupation groups with information on average annual openings, total employment, and wages in NYC.

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**Table 3: New York City Occupational Groups by Average Annual Openings, as of 2016**

<b>SOC<sup>xi</sup> Code</b>	<b>Occupational Group</b>	<b>Average Annual Openings</b>	<b>Employment</b>	<b>Entry-level wage</b>	<b>Median Wage</b>
35-0000	Food Preparation and Serving Related Occupations	19,840	316,160	\$21,840	\$24,490
43-0000	Office and Administrative Support Occupations	19,560	662,800	\$25,860	\$41,560
41-0000	Sales and Related Occupations	17,940	415,590	\$21,840	\$34,770
31-0000	Healthcare Support Occupations	14,430	205,880	\$22,290	\$25,770
13-0000	Business and Financial Operations Occupations	12,480	318,250	\$54,680	\$87,390
25-0000	Education, Training, and Library Occupations	11,470	268,280	\$31,270	\$62,110
11-0000	Management Occupations	10,070	248,410	\$84,440	\$152,580
39-0000	Personal Care and Service Occupations	9,300	170,370	\$21,840	\$24,990
29-0000	Healthcare Practitioners and Technical Occupations	8,330	214,120	\$53,290	\$85,420
53-0000	Transportation and Material Moving Occupations	7,440	196,120	\$21,990	\$36,810
27-0000	Arts, Design, Entertainment, Sports, and Media Occupations	6,070	145,330	\$38,220	\$68,850
37-0000	Building and Grounds Cleaning and Maintenance Occupations	5,570	135,370	\$23,140	\$36,770
47-0000	Construction and Extraction Occupations	5,290	123,490	\$35,380	\$67,700
15-0000	Computer and Mathematical Occupations	5,260	137,460	\$58,120	\$98,410
33-0000	Protective Service Occupations	5,250	157,110	\$23,770	\$43,630
49-0000	Installation, Maintenance, and Repair Occupations	4,020	112,130	\$29,530	\$53,200
21-0000	Community and Social Services Occupations	3,290	82,890	\$32,380	\$49,360
51-0000	Production Occupations	2,490	83,500	\$21,840	\$30,110
23-0000	Legal Occupations	1,820	66,410	\$61,550	\$131,860
17-0000	Architecture and Engineering Occupations	1,410	37,400	\$54,310	\$81,890
19-0000	Life, Physical, and Social Science Occupations	n/a	27,440	\$43,650	\$67,940
45-0000	Farming, Fishing, and Forestry Occupations	n/a	n/a	\$30,530	\$48,970
	<b>Total, All Occupations</b>	<b>172,930</b>	<b>4,124,740</b>	<b>\$24,600</b>	<b>\$49,810</b>

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**Data Sources:**

- New York State Department of Labor. (2017). NYC Workforce Development Board’s 2016 In-Demand Occupation List. Retrieved from <https://labor.ny.gov/workforcenypartners/lwda/lwda-occs.shtm>
- New York State Department of Labor. (2016). Employment Projections, Long-Term Occupational Employment Projections. Retrieved from <https://www.labor.ny.gov/stats/lproj.shtm>
- U.S. Department of Labor Bureau of Labor Statistics. (2017, May). New York - May 2016 OES State Occupational Employment and Wage Estimates. Retrieved from [https://www.bls.gov/oes/current/oes\\_ny.htm](https://www.bls.gov/oes/current/oes_ny.htm)
- Note: Employment is defined by the Occupational Employment Survey as the number of workers who can be classified as full-time or part-time employees, including workers on paid vacations or other types of leave; workers on unpaid short-term absences; salaried officers, executives, and staff members of incorporated firms; employees temporarily assigned to other units; and employees for whom the reporting unit is their permanent duty station, regardless of whether that unit prepares their paycheck. The survey excludes the self-employed, owners/partners of unincorporated firms, and unpaid family workers. Employees are reported in their present occupation which might be different from the occupation for which they were trained.

**Table 4** reflects in-demand occupations in the context of New York City sector priorities. In-demand occupations are derived from the Labor Market Information Service (LMIS) of the City University of New York (CUNY), as well as real-time feedback from employers engaged in New York City’s Industry Partnerships.

**Table 4: New York City In-Demand Occupations as of 2016: In-Demand Occupations Related to Career Pathways Sectors<sup>xii</sup>**

**Technology-related Occupations**

SOC Code	SOC Title	Entry-level Wage	Median Wage
13-1161	Market Research Analysts	\$48,800	\$76,660
15-1121	Computer Systems Analysts	\$65,990	\$103,230
15-1131	Computer Programmers	\$60,060	\$93,610
15-1132	Computer Software Engineers, Applications	\$78,510	\$119,370
15-1133	Computer Software Engineers, Systems Software	\$73,640	\$120,710
15-1134	Web Developers	\$53,040	\$80,440
15-1142	Network and Computer Systems Administrators	\$62,940	\$95,830
15-1150	Computer Support Specialists	\$38,580	\$57,750
15-1152	Computer Network Support Specialists	\$53,830	\$80,990
15-1179	Information Security Analysts, Web Developers, and Computer Network Architects	\$78,940	\$126,160

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### Construction-related Occupations

SOC Code	SOC Title	Entry-level Wage	Median Wage
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	\$61,980	\$95,580
47-2021	Brickmasons and Blockmasons	\$43,730	\$74,580
47-2031	Carpenters	\$40,540	\$68,260
47-2061	Construction Laborers	\$27,890	\$44,370
47-2073	Operating Engineers and Other Construction Equipment Operators	\$71,300	\$112,570
47-2111	Electricians	\$43,210	\$87,880
47-2141	Painters, Construction and Maintenance	\$26,240	\$48,940
47-2152	Plumbers, Pipefitters, and Steamfitters	\$41,060	\$63,940
47-2211	Sheet Metal Workers	\$36,970	\$63,140
47-3013	Helpers--Electricians	\$22,040	\$34,250
47-4021	Elevator Installers and Repairers	\$59,740	\$92,080
47-4041	Hazardous Materials Removal Workers	\$50,110	\$72,951

### Industrial and Manufacturing Occupations

SOC Code	SOC Title	Entry-level Wage	Median Wage
17-3013	Mechanical Drafters	\$34,490	\$50,400
17-3026	Industrial Engineering Technicians	n/a	n/a
17-3027	Mechanical Engineering Technicians	n/a	n/a
17-3029	Manufacturing Production Technicians	\$44,250	\$57,180
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	\$30,640	\$61,170
43-5011	Cargo and Freight Agents	\$22,040	\$38,120
43-5032	Dispatchers, Except Police, Fire, and Ambulance	\$28,640	\$48,690
43-5061	Production, Planning, and Expediting Clerks	\$35,690	\$54,440
43-5071	Shipping, Receiving, and Traffic Clerks	\$22,900	\$34,590
51-2041	Structural Metal Fabricators and Fitters	\$31,530	\$44,930
51-2099	Assemblers and Fabricators, All Other	\$24,130	\$29,470
51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	n/a	n/a
51-4012	Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	n/a	n/a
51-4032	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	n/a	n/a
51-4035	Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic	n/a	n/a
51-4041	Machinists	\$36,240	\$50,920
51-4121	Welders, Cutters, and Welder Fitters	\$29,670	\$47,470

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51-4122	Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	n/a	n/a
53-1021	First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	\$34,280	\$52,050
53-1031	First-Line Supervisors/Managers of Transportation and Material-Moving Machine and Vehicle Operators	\$45,600	\$79,750
53-3021	Bus Drivers, Transit and Intercity	\$41,100	\$61,030
53-3022	Bus Drivers, School or Special Client	\$28,110	\$37,970
53-3031	Driver/Sales Workers	\$21,840	\$21,840
53-3032	Heavy and Tractor-Trailer Truck Drivers	\$28,550	\$47,480
53-3033	Light Truck or Delivery Services Drivers	\$22,890	\$35,510
53-3041	Taxi Drivers and Chauffeurs	\$23,010	\$31,500
53-7061	Cleaners of Vehicles and Equipment	\$21,840	\$55,820
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	\$21,840	\$25,950

#### Health Care and Social Assistance Occupations

SOC Code	SOC Title	Entry-level Wage	Median Wage
21-1011	Substance Abuse and Behavioral Disorder Counselors	\$34,920	\$52,710
21-1093	Social and Human Service Assistants	\$26,240	\$36,110
21-1094	Community Health Workers	\$29,610	\$40,530
21-1099	Community and Social Service Specialists, All Other	\$40,980	\$48,930
29-1141	Registered Nurses	\$70,340	\$92,570
29-2012	Medical and Clinical Laboratory Technicians	\$40,430	\$52,840
29-2034	Radiologic Technologists	\$54,750	\$73,660
29-2041	Emergency Medical Technicians and Paramedics	\$31,480	\$45,730
29-2052	Pharmacy Technicians	\$23,100	\$32,290
29-2061	Licensed Practical and Licensed Vocational Nurses	\$43,880	\$55,330
29-2071	Medical Records and Health Information Technicians	\$33,140	\$46,300
31-1011	Home Health Aides	\$22,030	\$23,720
31-1012	Nursing Aides, Orderlies, and Attendants	n/a	n/a
31-1014	Nursing Assistants	\$33,480	\$38,600
31-9091	Dental Assistants	\$21,880	\$31,260
31-9092	Medical Assistants	\$27,150	\$36,800
31-9099	Healthcare Support Workers, All Other	\$33,780	\$39,720
43-4051*	Patient Representatives	\$26,050	\$39,760
43-6013	Medical Secretaries	\$32,490	\$45,380

#### Accommodation and Food Services-related Occupations

SOC Code	SOC Title	Entry-level Wage	Median Wage
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11-9051	Food Service Managers	\$51,700	\$85,480
35-1011	Chefs and Head Cooks	\$21,840	\$41,980
35-2012	Cooks, Institution and Cafeteria	\$26,820	\$35,290
35-2014	Cooks, Restaurant	\$21,840	\$27,960
35-2021	Food Preparation Workers	\$21,840	\$23,510
35-3011	Bartenders	\$21,840	\$28,780
35-3031	Waiters and Waitresses	\$21,840	\$21,840
35-3041	Food Servers, Nonrestaurant	\$30,190	\$36,790
35-9031	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	\$21,840	\$27,220
39-6011	Baggage Porters and Bellhops	\$21,840	\$27,450
43-4081	Hotel, Motel, and Resort Desk Clerks	\$22,380	\$37,410
51-3011	Bakers	\$21,840	\$25,710
51-3022	Meat, Poultry, and Fish Cutters and Trimmers	\$21,840	\$28,020

**Data Sources:**

- U.S. Department of Labor Bureau of Labor Statistics. (2010). 2010 SOC System. Retrieved from <https://www.bls.gov/soc/classification.htm>
- New York State Department of Labor. (2017). NYC Workforce Development Board’s 2016 In-Demand Occupation List. Retrieved from <https://labor.ny.gov/workforcenypartners/lwda/lwda-occs.shtm>
- U.S. Department of Labor Bureau of Labor Statistics. (2017, May). New York - May 2016 OES State Occupational Employment and Wage Estimates. Retrieved from [https://www.bls.gov/oes/current/oes\\_ny.htm](https://www.bls.gov/oes/current/oes_ny.htm)
- New York State Department of Labor. (2017, August 31). 2017 NYC Region Occupations. Retrieved from <https://www.labor.ny.gov/stats/nyc/>

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.

**Table 4** outlines the typical education level needed for entry into in-demand occupations in key sectors across New York City’s economy. Overall, 41.3 percent of these occupations require at least a High School degree and 19.5 percent of these occupations require no formal educational credential.<sup>xiii</sup>

Industry Partnerships have also convened employers to solicit input on the skills and abilities needed for employment and advancement in key sectors.

- Employer feedback from 150 **technology**-sector employers convened by the Tech Talent Pipeline (TTP) have indicated that, to be competitive in the labor market, job seekers increasingly need to demonstrate their ability to apply these skills. Work experience—often gained on the job and through projects—is critical for workers pursuing and advancing in careers in the technology sector.<sup>xiv</sup> From the feedback TTP has gathered from a diverse group of tech employers, TTP has distilled five core competencies for the tech sector<sup>xv</sup>:
  - **Foundational skills and knowledge**, including critical thinking and problem-solving
  - **Role-specific technical skills**, including the specific data structures and technology “languages” used in specific occupations

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- **Applied technical skills**, including how to test and modify products and processes in business settings
  - **Experience and exposure in the sector**, including on-the-job settings and projects pursued in personal or applied academic contexts
  - **Professional skills and interests**, which include candidate’s passion for the tech sector and how that can translate to effective problem-solving and engaging communication
- In the **healthcare** sector, new job titles have emerged in response to industry changes as a result of healthcare reform. These titles include care coordination titles, such as Care Coordinators, Community Health Workers, Patient Health Navigators, and Health Educators.<sup>xvi</sup> New York Alliance for Careers in Healthcare (NYACH) has supported research to understand how these roles support healthcare delivery, and the skills and abilities required of the labor force. NYACH has also found that, beyond levels of licensing that may be required, there are new skills and competencies needed across these new titles and positions across the sector and employment settings.<sup>xvii</sup> NYACH has worked with industry stakeholders to identify nine core competencies that are critical for success in healthcare :
    - New Models of Care and Healthcare Trends
    - Interdisciplinary Teams
    - Person-Centeredness and Communication
    - Chronic Disease and Social Determinants of Health
    - Cultural Competence
    - Ethics and Professional Boundaries
    - Quality Improvement
    - Community Orientation
    - Health Information Technology, Documentation and Confidentiality

**Table 5: Typical Education Needed for Entry Into In-Demand Occupations, Organized by Sector**

**Technology**

Occupation		Typical Education Needed for Entry
SOC Code	SOC Title	
15-1134	Web Developers	Associate’s Degree
15-1152	Computer Network Support Specialists	Associate’s Degree
15-1132	Computer Software Engineers, Applications	Bachelor’s Degree
13-1161	Market Research Analysts	Bachelor’s Degree
15-1121	Computer Systems Analysts	Bachelor’s Degree
15-1133	Computer Software Engineers, Systems Software	Bachelor’s Degree
15-1142	Network and Computer Systems Administrators	Bachelor’s Degree
15-1131	Computer Programmers	Bachelor’s Degree
15-1150	Computer Support Specialists	n/a
15-1179	Information Security Analysts, Web Developers, and Computer Network Architects	n/a

**Construction**

Occupation		Typical Education Needed for Entry
SOC Code	SOC Title	

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47-2061	Construction Laborers	No formal education credential
47-2141	Painters, Construction and Maintenance	No formal education credential
47-2111	Electricians	High school diploma or equivalent
47-2031	Carpenters	High school diploma or equivalent
47-2152	Plumbers, Pipefitters, and Steamfitters	High school diploma or equivalent
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	High school diploma or equivalent
47-3013	Helpers--Electricians	High school diploma or equivalent
47-2211	Sheet Metal Workers	High school diploma or equivalent
47-4021	Elevator Installers and Repairers	High school diploma or equivalent
47-2021	Brickmasons and Blockmasons	High school diploma or equivalent
47-2073	Operating Engineers and Other Construction Equipment Operators	High school diploma or equivalent
47-4041	Hazardous Materials Removal Workers	High school diploma or equivalent
51-2041	Structural Metal Fabricators and Fitters	High school diploma or equivalent

### Industrial/Manufacturing

Occupation		Typical Education Needed for Entry
SOC Code	SOC Title	
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	No formal education credential
53-7061	Cleaners of Vehicles and Equipment	No formal education credential
53-3041	Taxi Drivers and Chauffeurs	No formal education credential
53-3033	Light Truck or Delivery Services Drivers	High school diploma or equivalent
53-3022	Bus Drivers, School or Special Client	High school diploma or equivalent
53-3031	Driver/Sales Workers	High school diploma or equivalent
53-3021	Bus Drivers, Transit and Intercity	High school diploma or equivalent
43-5011	Cargo and Freight Agents	High school diploma or equivalent
53-1021	First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	High school diploma or equivalent
43-5032	Dispatchers, Except Police, Fire, and Ambulance	High school diploma or equivalent
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	High school diploma or equivalent
43-5061	Production, Planning, and Expediting Clerks	High school diploma or equivalent
43-5071	Shipping, Receiving, and Traffic Clerks	High school diploma or equivalent
51-2099	Assemblers and Fabricators, All Other	High school diploma or equivalent
51-4121	Welders, Cutters, and Welder Fitters	High school diploma or equivalent
51-4041	Machinists	High school diploma or equivalent
53-3032	Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award
17-3029	Manufacturing Production Technicians	Associate's Degree
17-3013	Mechanical Drafters	Associate's Degree
53-1031	First-Line Supervisors/Managers of Transportation and Material-Moving Machine and Vehicle Operators	Bachelor's Degree

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51-4035	Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic	Bachelor's Degree
17-3026	Industrial Engineering Technicians	n/a
17-3027	Mechanical Engineering Technicians	n/a
51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	n/a
51-4012	Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	n/a
51-4032	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	n/a
51-4122	Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	n/a

### Healthcare and Social Assistance

Occupation		Typical Education Needed for Entry
SOC Code	SOC Title	
31-1011	Home Health Aides	No formal educational credential
43-4051	Patient Representatives	High school diploma or equivalent
21-1093	Social and Human Service Assistants	High school diploma or equivalent
29-2052	Pharmacy Technicians	High school diploma or equivalent
43-6013	Medical Secretaries	High school diploma or equivalent
31-9099	Healthcare Support Workers, All Other	High school diploma or equivalent
31-1014	Nursing Assistants	Postsecondary non-degree award
29-2061	Licensed Practical and Licensed Vocational Nurses	Postsecondary non-degree award
31-9092	Medical Assistants	Postsecondary non-degree award
31-9091	Dental Assistants	Postsecondary non-degree award
29-2071	Medical Records and Health Information Technicians	Postsecondary non-degree award
29-2041	Emergency Medical Technicians and Paramedics	Postsecondary non-degree award
25-2011	Preschool Teachers, Except Special Education , Except Special Education	Associate's Degree
29-2012	Medical and Clinical Laboratory Technicians	Associate's Degree
29-2034	Radiologic Technologists	Associate's Degree
29-1141	Registered Nurses	Bachelor's Degree
21-1011	Substance abuse and behavioral disorder counselors	Bachelor's Degree
21-1099	Community and Social Service Specialists, All Other	Master's degree
31-1012	Nursing Aides, Orderlies, and Attendants	n/a

### Food Service and Accommodation

Occupation		Typical Education Needed for Entry
SOC Code	SOC Code	
35-3031	Waiters and Waitresses	No formal educational credential
35-2014	Cooks, Restaurant	No formal educational credential

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35-2021	Food Preparation Workers	No formal educational credential
35-3011	Bartenders	No formal educational credential
35-9031	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	No formal educational credential
51-3011	Bakers	No formal educational credential
35-2012	Cooks, Institution and Cafeteria	No formal educational credential
39-6011	Baggage Porters and Bellhops	High school diploma or equivalent
35-3041	Food Servers, Nonrestaurant	No formal educational credential
11-9051	Food Service Managers	High school diploma or equivalent
51-3022	Meat, Poultry, and Fish Cutters and Trimmers	No formal educational credential
35-1011	Chefs and Head Cooks	High school diploma or equivalent
43-4081	Hotel, Motel, and Resort Desk Clerks	High school diploma or equivalent
11-9051	Food Service Managers	High school diploma or equivalent

**Data Source:** New York State Department of Labor. (2016). Employment Projections, Short-Term Occupational Employment Projections. Retrieved from <https://www.labor.ny.gov/stats/lspoj.shtm>.

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

i. Current labor force employment and unemployment numbers;

In February 2020, New York City had a record 4.7 million jobs in its economy. Nearly one million jobs were lost by April 2020 as a result of the coronavirus pandemic. Since that time, the city has recovered about 500,000 jobs. But that recovery still leaves a gap of half a million jobs that have not yet returned.<sup>xix</sup>

**Table 6: New York City Employment as of July 2021**

Number of Jobs	<b>4,165,500</b>
Job Growth July 2017 to July 2021	117,734
Unemployment Rate	10.5%

**Data Sources:**

- U.S. Bureau of Labor Statistics. (n.d.). *CPS News releases*. U.S. Bureau of Labor Statistics. Retrieved from <https://www.bls.gov/cps/>.
- U.S. Bureau of Labor Statistics. (2021, September 1). *New York Area Employment – July 2021: New York–New Jersey Information Office*. U.S. Bureau of Labor Statistics. Retrieved from [https://www.bls.gov/regions/new-york-new-jersey/news-release/areaemployment\\_newyork.htm](https://www.bls.gov/regions/new-york-new-jersey/news-release/areaemployment_newyork.htm).

**Target Populations:**

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The Local Board recognizes the importance of identifying New Yorkers in need of preparation for and connection to good jobs with the potential for advancement. The Board seeks to prioritize at minimum the following target populations:

- **Veterans:** Veterans and their families have served their country. Moreover, the U.S. Department of Labor identifies veterans as a priority population across all their employment and training programs, including WIOA. The American Community Survey implemented by the U.S. Census Bureau estimates that there were 138,088 veterans living in New York City in 2019.<sup>xx</sup> The average labor force participation rate for veterans 18-64 years-old living in New York City’s five boroughs in 2019 was 69 percent compared to the City’s overall labor force participation rate of 76.4 percent.<sup>xxi</sup> Employers often rank veterans high in the areas of self-discipline, teamwork, attention to detail, respect, and leadership. The unemployment rate in 2019 for veterans in New York City was 5.78 percent compared to a 5.28 percent unemployment rate overall<sup>xxii</sup>. The rate of disability for veterans over 18 years old for whom poverty status is determined (30.14 percent) is significantly higher than the disability rate of the nonveteran population in poverty (12.74 percent).
- **Young Adults:** WIOA prioritizes serving young adults, particularly those who are Out-of-School Youth. In 2020, an estimated 27 to 34 percent of New Yorkers aged 16 to 24 years old were both out of school and out of work.<sup>xxiv</sup> In other words, between 259,000 and 324,000 16 to 24 years old individuals living in New York City are “disconnected.” The percent of young adults out of school and out of works is often referred to as the “disconnection rate.” In June 2020, the national disconnection rate reached 28%, or 10.3 million young people, which is the highest ever rate for the month of June since 1989 when the data was first recorded.<sup>xxv</sup> The COVID-19 pandemic hit young people harder than any other age group. By September 2020, 19 percent of adults under 25 years-old were laid off compared to 14 percent of all New York City workers.<sup>xxvi</sup> Though workers under 25 years-old comprised only 10 percent of the city’s total labor force of 4.8 million pre-pandemic, these workers held 15 percent of the jobs in the most severely impacted service industries. Across the country, the race of a young person impacts their likelihood of being unemployed: in July 2021, the unemployment rate for 16 to 24 year-old Blacks was 13.6% compared to 12.3% for Asians, 11.7% for Latinos, and 8.9% for Whites. Moreover, young Blacks are unemployed at rates higher than their unemployed white peers: The 2021 third quarter average national unemployment rate for 20 to 24 year-olds was 14.3% for Blacks and 7.4% for Whites.<sup>xxix</sup>
- **Individuals with Disabilities:** In 2019, more than one in ten New Yorkers had a disability.<sup>xxx</sup> Individuals with disabilities have much lower levels of labor force attachment than the general population. According to a March 2021 report by the Center for an Urban Future, “just 35 percent of working-age New Yorkers with disabilities were employed, and more than one-third were experiencing poverty.”<sup>xxxi</sup> In comparison, the city’s overall labor force participation rate in 2019 was 64 percent. According to Susanne Bruyère, director of the Yang-Tan Institute on Employment and Disability at Cornell University, “Individuals with disabilities are

## WE ARE YOUR DOL



usually the first laid off and the last to be rehired.”<sup>xxxiii</sup> Moreover, WIOA explicitly emphasizes the need to increase the physical and programmatic accessibility of all programs for people with disabilities.

- **Foreign-born New Yorkers:** Immigrants comprise 36 percent of New York City’s population and about 43 percent of its workforce.<sup>xxxiv</sup> Of these foreign-born New Yorkers, 48 percent have limited English proficiency (LEP).<sup>xxxv</sup> More than a quarter, 27.1 percent, of foreign-born New Yorkers over 25 years-old do not possess a high school diploma. Lack of functional English closes the door on nearly all good jobs with growth potential. Coupling lack of English proficiency with limited educational attainment makes the path into the middle class nearly impossible to navigate for some of these New Yorkers. Notably, almost half (49 percent) of immigrant New Yorkers over 25 years-old have complete some college education or graduated. That level of education should enable these individuals to access high-quality jobs across a number of sectors. Without English language skills, however, some of these individuals are forced to take lower-wage, low-skilled employment. “Brain waste” is the term used to describe the situation that arises when people with a Bachelor’s degree or higher work in low-skilled jobs or are under- or unemployed, and these New Yorkers’ lack of English proficiency puts them at the highest risk for brain waste.
- **Individuals with a Lack of Basic Educational Credentials and/or Lack of English Proficiency:** Employers increasingly use educational attainment as a proxy for skill level when making hiring decisions, and individuals without technical training or substantial work history often have a difficult time securing employment, and securing family sustaining wages. Economically, the difference in salary for someone without a high school credential compared to someone who has attained the credential is roughly \$8,000,<sup>xxxix</sup> a significant difference for a low-income worker.
- **Individuals with Arrest or Conviction Records:** Nationally, an estimated 70 million people – nearly one in three adults – have a prior arrest or conviction record.<sup>xi</sup> People with criminal records deserve an opportunity to pursue a career that can lead them on a pathway to success. In addition, studies indicate that high-quality jobs diminish the likelihood of recidivism for those released from state and federal prison.<sup>xii</sup> However, those with criminal records often face significant barriers to obtain employment. One study showed that those with criminal records are at least 50% less likely to be called back after an interview than those without records.<sup>xiii</sup> According to a well-renowned research project studying the effects of race on the employment search, Northwestern University Professor Devah Pager found that white men with criminal records are more likely to receive a call back for a job interview than black men with no criminal record. In 2011 in New York City, nearly 250,000 people were convicted of crimes serious enough to warrant fingerprinting. In 2016, roughly 45,000 New Yorkers returned to their communities from jail and prison making the issue of how to successfully reintegrate those with arrest and conviction records an important issue for the local workforce system to consider.<sup>xiv</sup>

## WE ARE YOUR DOL



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

Across the New York City economy, technology is changing the way businesses operate, and the skills New Yorkers need to secure the jobs of the future. The way in which New Yorkers are working is also changing, with more and more people working part-time and gig economy jobs. In 2014, an estimated 400,000 New Yorkers were self-employed or worked as freelancers.<sup>xiv</sup>

The New York City workforce development ecosystem has identified emerging trends in our economy and corresponding changes in the labor market through New York City research institutions and insights from Industry Partnerships, convened to offer real-time feedback between industry leaders and workforce organizations.

- The **technology** industry, as noted above, is a fast-growing, high-paying sector. Yet many tech employers report a shortage in the number of qualified homegrown candidates for in-demand roles. Part of this gap can be attributed to the rapid rate of job growth in fields like software engineering, where employment is expected to expand by more than 30 percent in New York City between 2012 and 2022. However, employer feedback from 150 tech sector employers convened by the NYC Tech Talent Pipeline suggests that degrees alone are not to blame for a dearth of employable talent. Companies reported that, to be competitive in the labor market, jobseekers increasingly need to demonstrate their ability to apply these skills. Work experience—often gained on-the-job and through projects—is critical for workers pursuing and advancing in careers in the technology sector.<sup>xlvi</sup>
- The **construction** sector has grown alongside New York City’s population and business growth, accelerated by ambitious public investments to create and preserve 300,000 units of affordable housing across New York City by 2026.<sup>xlvi</sup> To ensure the safety of workers, and to address preventable injuries and deaths on construction sites, the New York City Council and the Mayor passed legislation that requires workers to receive at least 40 hours of construction site safety training. As more than half the City’s construction workers are over the age of 40, it is also increasingly important to cultivate a new pipeline of homegrown talent to meet burgeoning demand.<sup>xlix</sup>
- The **industrial and manufacturing** sector is undergoing a modern revival in New York City as firms leverage advanced technologies to create new products, improve their processes, and meet the demands of a growing consumer base. Investments in new industrial spaces, equipment, and business programming support 21<sup>st</sup> century manufacturing jobs.<sup>1</sup> According to a recent survey of local businesses by the New York City Economic Development Corporation (NYCEDC), 50 percent of industrial and manufacturing firms expect to increase employment in the near future. However nearly half the firms surveyed reported that their biggest challenge is finding skilled employees.
- The **healthcare** sector continues to transform as a result of healthcare reform, from an industry driven by volume to a system focused on increased quality of patient care, better population health, and lower costs. As a result, there is an increased focus on the role of technology and on primary care services and lower-cost strategies for the management of chronic illness. It is predicted that the continued growth in the sector will be focused on ambulatory care sector. There are opportunities to enhance the role of frontline workers in addressing the new

**WE ARE YOUR DOL**



priorities of the sector,<sup>li</sup> as well as to apply technology to support alignment across care providers, patients, and insurers.<sup>liii</sup> The healthcare sector and social assistance will also be impacted by the changing needs of New Yorkers. For the first time in the City’s history, there are now more people over the age of 65 than there are children ages 10 and younger. Furthermore, this population is increasingly diverse, with nearly half of older New Yorkers born outside of the U.S.<sup>liiii</sup>

- The **accommodation and food services** sector have seen record growth in the aftermath of the Great Recession; however these jobs have generally been characterized by low wages, detrimental work conditions, and limited workplace benefits.<sup>liv</sup> The industry is facing a skills gap and labor shortage, particularly in the hospitality sector.<sup>lv</sup> Industry leaders are providing insights into the development of training opportunities that will meet this skills gap and also open the door to greater upward mobility for workers. In 2017, New York City launched Stage NYC, the first culinary training and apprenticeship program for out-of-school and out-of-work young adults, to build career pathways into the culinary industry.<sup>lvi</sup>

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

**Table 7** outlines the education levels of adults 25 years and older in New York City, as of 2014. New York City has a high number of workers with postsecondary and advanced degrees. The share of people ages 23 to 29 with at least some college education has increased from 61 percent in 2000 to 65 percent in 2014.

However, there are also a large number of adults without high school or postsecondary training or education. 19 percent of New York City’s population aged 16 and over—more than 1.2 million New Yorkers—lack a high school credential.<sup>lvii</sup> Adults who lack a high school diploma are not necessarily a short step away from earning that credential. Many struggle with less than functional literacy levels. As an example, the Office of Adult and Continuing Education at the Department of Education (OACE), the largest provider of adult literacy services in the City, offers classes to more than 25,000 people a year. Roughly 10,000 adults enroll in basic education classes with OACE each year. Sixty percent of those learners enter classes reading at or below the 6<sup>th</sup> grade level. Twenty-six percent enter reading between the 6<sup>th</sup> and 9<sup>th</sup> grade level. These adults—particularly those reading below the 6<sup>th</sup>-grade level—face extraordinary barriers to employment and advancement.

**Table 7: Educational Attainment of New York City Residents (ages 16 and older)**

Education Attainment	Number of People (Rounded)	Percent of Adult Population
<b>Population ages 16 to 18</b>	299,000	4%
Not Enrolled and no high school diploma	13,000	
<b>Population ages 19 to 24</b>	744,000	11%
With at least a high school diploma or equivalent	643,000	
Without a high school diploma or equivalent	101,000	
Enrolled in school	24,000	
Not enrolled in school and not employed	46,000	

**WE ARE YOUR DOL**



Not enrolled in school and employed	31,000	
<b>Population ages 25 to 44</b>	2,619,000	39%
Less than high school diploma or equivalent	380,000	
High school diploma or equivalent	536,000	
Some college or associate's degree	575,000	
Bachelor's, graduate, or professional degree	1,128,000	
<b>Population ages 45 to 65</b>	2,124,000	32%
Less than high school diploma or equivalent	443,000	
High school diploma or equivalent	578,000	
Some college or associate's degree	464,000	
Bachelor's, graduate, or professional degree	639,000	
<b>Population ages 66 and over</b>	964,000	14%
Less than high school diploma or equivalent	322,000	
High school diploma or equivalent	281,000	
Some college or associate's degree	139,000	
Bachelor's, graduate, or professional degree	222,000	
<b>TOTAL</b>	<b>6,749,000</b>	<b>100%</b>

**Data Source:** Migration Policy Institute. (2017, November 01). Tabulation of Pooled 2010-2014 American Community Survey, State Demographics Data - US. Retrieved from <https://www.migrationpolicy.org/data/state-profiles/state/demographics/US>

These levels of educational attainment also vary across the diverse New York City population. Approximately 44 percent of the City's working-age population is foreign-born.<sup>lix</sup> Of those foreign-born New Yorkers, a full 50 percent have limited English proficiency, and nearly a third lack a high school credential. Lack of functional English closes the door on nearly all good jobs with growth potential. Coupling lack of English proficiency with limited educational attainment makes the path into the middle class nearly impossible to navigate for some of these New Yorkers. In addition, 38 percent of foreign-born New Yorkers with limited English proficiency have earned college degrees in their home countries.<sup>lx</sup> That level of education should enable these individuals to access high-quality jobs across a number of sectors. Without English language skills, however, these individuals are forced to take lower-wage, low-skilled employment. "Brain waste" is the term used to describe the situation that arises when people with a Bachelor's degree or higher work in low-skilled jobs or are under- or unemployed,<sup>lxi</sup> and these New Yorkers' lack of English proficiency puts them at the highest risk for brain waste.

Employers increasingly use educational attainment as a proxy for skill level when making hiring decisions, and individuals without technical training or substantial work history often have a difficult time securing employment, and securing family sustaining wages. **Table 9** lists the median earnings by educational attainment in NYC. The results are consistent with the overwhelming research that earnings increase with education level. Economically, the difference in salary for someone without a high school credential compared to someone who has attained the credential is roughly \$10,000<sup>lxii</sup>, a significant difference for a low-income worker.

## WE ARE YOUR DOL



**Table 8: Median Wage by Educational Attainment, 2020**

<b>Educational attainment</b>	<b>Median annual wage (\$)</b>
Doctoral or professional degree	\$110,160
Master's degree	\$76,800
Bachelor's degree	\$78,020
Associate's degree	\$55,870
Postsecondary nondegree award	\$41,520
Some college, no degree	\$37,770
High school diploma or equivalent	\$39,070
No formal educational credential	\$27,510

**Data Source:** U.S. Bureau of Labor Statistics. (2021, September 8). *Education pays*. U.S. Bureau of Labor Statistics. Retrieved October 12, 2021, from <https://www.bls.gov/emp/tables/unemployment-earnings-education.htm>.

- 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.

**New Yorkers Served by Employment, Training, and Education Programs in New York City**

New York City boasts the largest population of any U.S. city: 8.5 million people, including roughly 6.5 million adults. The City is also notable for the sheer volume of individuals it serves with employment, education, and training programs.

Disclaimer: The below table represents data from 2017

**Table 9: Employment Programs**

<b>Program<sup>lxiii</sup></b>	<b>Number Served / Enrolled Annually</b>
Workforce1 Career Centers	100,000
WIOA Youth Programs	2,800
NYSDOL Career Centers	100,000
ACCES-VR	22,000
NYS Commission for the Blind	3,500
<b>Subtotal (may include duplicates)</b>	<b>228,500</b>

**WE ARE YOUR DOL**



Other City Programs	397,000
<b>Total (may include duplicates)</b>	<b>625,500</b>

**Table 10: Education and Training Programs**

Program Type	Approximate Number Enrolled in City Public Institutions (NYCDOE or CUNY)	Approximate Total Number Enrolled
Adult Education Providers	20,000	70,000
College Degree Programs	275,000	600,000
Vocational Training	250,000	250,000 <sup>lxiv</sup>
<b>Subtotal Post-Secondary Education and Training</b>	<b>545,000</b>	<b>920,000</b>
K-12 Education System	1,100,000	1,400,000 <sup>lxv</sup>

**Strengths of Local Employment, Education, and Training Programs**

**Employment Programs:** The sheer volume of customers served by WIOA employment programs in New York City is notable. As the chart above illustrates, approximately 228,500 people receive employment services annually from either the Workforce1 Career Centers, New York State Department of Labor career centers, ACCES-VR vocational rehabilitation services, or New York State Commission for the Blind services. Moreover, Workforce1 and NYSDOL staff delivered services that helped more than 86,000 individuals find a job, either through direct connections from staff to job opportunities or on their own.<sup>lxvi</sup>

**Education and Training Programs:**

**Colleges and Universities:** There are approximately 600,000 college students in New York City attending roughly 110 universities and colleges. The City University of New York (CUNY) enrolls nearly half (275,000) of these students, making it the nation’s largest public university. CUNY’s 24 institutions span the five boroughs. The system is striking for its diversity: 42 percent of students are first generation college attendees, 76 percent are from minority or underrepresented groups, 43 percent speak a native language other than English, and 39 percent come from households with an income less than \$20,000 per year.

**STEM Programs:**

**Vocational Training Programs:** CUNY serves 250,000 students annually through its Adult and Continuing Education programs. Community-based organizations and for-profit companies also offer training to thousands of New Yorkers every year.

**Adult Education:** The adult literacy landscape in New York City includes programs and services offered through the NYC Department of Education, the City University of New York, the three public library systems, and the many community-based organizations that contract with the NYC Department of Youth and Community Development. Funding to support these programs comes from city, state, and federal funding streams as well as private foundations. In total, these programs enable approximately 70,000 New Yorkers to receive adult education services annually.

**WE ARE YOUR DOL**



Adult literacy services offered include:

- **English for Speakers of Other Languages (ESOL).**
- **Young Adult Literacy and Adult Basic Education (ABE)** – classes providing basic skills instruction for youth and adults with reading and math levels below 9th grade.
- **High School Equivalency (HSE)** – classes for youth and adults with 10th to 12th grade reading and math levels prepares students to earn their HSE diploma.

### **Key Challenges in the Local System**

**1. Many jobseekers lack the skills and experience sought by employers. At the same time, many employers cannot find the skilled talent they need for certain positions.**

**a. Adult Workforce System**

- Training and education investments are not sufficiently aligned with employers’ needs and thus do not adequately prepare participants for labor market success.
- The City’s workforce development system does not invest sufficiently in helping New Yorkers develop the skills and experience sought by employers. The amount invested is too little and the number trained is too small.

**b. Mainstream Educational System**

Both the NYC Department of Education (NYCDOE) and CUNY have identified students’ career success as a major goal and are making substantial investments in improving student outcomes related to college and career preparation. However, there are still gaps in ensuring that all students transition successfully from NYCDOE and CUNY into the workforce.

**2. The local system lacks the resources to address the large number of New Yorkers who lack the basic skills or education required for a good job.**

The vast majority of jobs require at least a High School Diploma or Equivalency,<sup>lxvii</sup> yet more than 1.1 million New Yorkers aged 25 or older lack this basic credential. Moreover, recent research suggests that two-thirds of jobs will require at least some postsecondary education or training. However, more than 2.5 million New Yorkers aged 25 or older lack this level of education. Adult education programs, which provide literacy, ESOL, and High School Equivalency programs, are severely limited in number relative to the need: the City makes roughly 70,000 seats available each year for the more than 2.2 million adults who lack a High School Diploma or full English proficiency or both.

**3. The large number of individuals with barriers to employment who need assistance developing their skills and connecting to good jobs.**

Responses to questions 1 and 3 in section C, “Analysis of the regional workforce,” describe some of the unique barriers to employment faced by individuals who are part of a target population, such as veterans, individuals with disabilities, and individuals with arrest or conviction records.

**4. The local system lacks strong levels of coordination among partners.**

This issue is one that pertains to each of the three major weaknesses described above. The WIOA programs still operate largely in silos. The one notable exception is New York State Department of Labor and Workforce1, which are co-located in four major borough centers and share job opportunities to maximize the options for their customers. Additionally, ACCES-VR and Workforce1 have initiated a

**WE ARE YOUR DOL**



number of pilot opportunities to recruit more ACCES-VR customers for job opportunities developed by Workforce1.

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

The size of New York City’s population – and the sheer number of individuals with barriers to employment – means that invariably the local area has the capacity to address the education and skill needs only of a *portion* of the local workforce and of businesses. But the local area has demonstrated its ability to serve both well.

**Serving the Workforce**

**Employment and Training:** As described above, the local area has the capacity to serve New Yorkers at scale. The Workforce1 Career Centers and the New York State Department of Labor Career Centers together serve about 200,000 people annually and connected about 86,000 of them to employment in PY2016.

**Adult Education:** There are approximately 2.2 million adult New Yorkers who lack a HS Diploma or Equivalency and/or who are not fully proficient in English. The City of New York – through WIOA Title II and other funding –offers services to 70,000 individuals annually. As a result, there is a huge gap between the need for services and their availability.

**Serving Businesses**

The NYC Department of Small Business Services (SBS) administers the Adult WIOA programs in New York City. But they also manage a network of NYC Business Solutions Centers that serve small businesses in communities throughout New York City. Workforce1 leverages this engagement. Small businesses owners utilize the Business Solutions Centers’ services to get assistance with a myriad of business issues ranging from permits to licenses, and also to improve employee performance via employee training and to get guidance with employee recruitment – both via Workforce1. Moreover, SBS treats businesses as its customers and creates the right incentives for contractors to fulfill their needs. Two of the non-WIOA performance measures that SBS holds its Workforce1 contractors to are **Employer Commitments**, the number of positions developed that a center commits to an employer to fill with candidates from across the system; and **Fill Rate**, the percentage of employer commitments successfully filled with candidates.

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

**New York City Vision of Career Pathways**

In *Career Pathways: One City Working Together*, the City of New York announced a guiding strategy and framework describing how elements of the City’s workforce system should align and connect to one another – supporting individuals along an established route to stable, living wage jobs with benefits and opportunities to advance. At each level, participants can gain additional skills and prepare for the next step in their career. The career pathways approach connects progressive levels of education, training, support

**WE ARE YOUR DOL**



services, and credentials, working with employers to grow a pipeline of skilled workers for in-demand occupations.

The City's vision of career pathways, which has been adopted by the New York City Workforce Development Board, contains three central pillars:

**1) Building Skills Employers Seek:** Shifting away from the former priority of placing as many people into jobs as quickly as possible, workforce programs now focus on connecting New Yorkers to quality jobs with family-supporting wages and career advancement potential. To ensure that its training investments are closely aligned with employer needs, the City has created strong industry partnerships that provide robust feedback loops with companies in priority sectors of New York City's economy.

**2) Improving Job Quality:** The City is acting to support New Yorkers in lower-wage jobs through initiatives that reward worker-friendly business practices such as consistent scheduling, access to commuter benefits and financial empowerment services. In addition to providing stability for workers, these common-sense practices support the bottom line for employers by lowering turnover costs and helping to ensure better-trained workers.

**3) Increasing System and Policy Coordination:** The City is committed to better aligning its workforce and economic development initiatives, utilizing local legislation and administrative policies as key levers to promote career pathway development and implementation. Workforce programs should also function as a coherent system by using system-wide common metrics, shared definitions and data tracking tools, and applying a unified approach to employer and jobseeker customers.

#### **NYC Workforce Development Board Vision and Goals**

**Vision:** The New York City Workforce Development Board has the following vision of workforce development in New York City:

**All New Yorkers develop the right skills, experience, and credentials to find stable, living wage jobs with benefits and opportunities to advance. The public workforce development system aligns its services with the needs of employers, particularly when offering education and training services, and ensures that all jobseekers are able to benefit from those services. As a result, New York City employers are easily able to find the qualified talent they need.**

**Mission:** The Board leverages the knowledge, skills, and networks of its members to ensure that the City's investment of federal WIOA funding successfully prepares and connects adult and youth New Yorkers to employment and meets the talent needs of employers.

**Key Considerations:** The New York City Workforce Development Board recognizes the importance of monitoring forces that affect the nature and structure of work, with specific emphasis on:

**WE ARE YOUR DOL**



- Maintaining an awareness of how **the nature of work is changing** as a result of technology or other forces and ensuring that programs are responsive to these changes; and
- Recognizing that **the structure of work is changing** in terms of the nature of the “social contract” between employee and employer: from compensation and management, to culture, to learning and development.<sup>lxix</sup>

**Guiding Principles:** The Board further states a set of broad guiding principles in three primary areas of focus:

- **Jobseekers and Workers:** All jobseekers – and particularly individuals with barriers to employment and other target populations – can easily access the full array of WIOA services to access employment and progress along a career pathway. Services for individuals with barriers to employment and other target populations are tailored to their needs.
- **Skill Building:** WIOA programs invest in quality education and training programs that support participants during training, are aligned to employer needs, and help individuals connect to the jobs they prepare customers for.
- **Employers:** WIOA programs coordinate their outreach efforts, ensure that their services are business-friendly, target their engagements to employers that provide stable, living wage jobs with benefits and opportunities to advance, and deliver what they promise.

**Strategic Priorities:** Consistent with the Career Pathways approach, the Board has identified the following four strategic priorities for the WIOA investments in New York City over the next four years:

1. **Increase the number of adults and youth who develop skills and experience in line with employers’ needs and then find relevant jobs.** Better align education and training investments with employer needs.
2. **Increase the number of New Yorkers who earn basic educational credentials or develop English proficiency.** Increase funding, particularly investments in bridge programs. Additionally, build strong connections between adult education and employment programs.
3. **Increase the number of individuals from target populations connected to jobs.** Tailor services to meet the needs of target populations and ensure they find jobs with the potential for advancement.

**Improve coordination across programs to build a stronger career pathway system.** Improve coordination in both the adult workforce system and the “mainstream” in-school educational system.

**WE ARE YOUR DOL**



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

**Title I Adult Programs / Workforce1 (SBS)**

In support of the City’s vision of a workforce development system informed by, and aligned with, the needs of strategic industries across New York City, the NYC Department of Small Business Services (SBS) will pursue several policy and operational initiatives to provide New Yorkers high-quality, in-demand sector-based training and employment services.

The City of New York developed **Industry Partnerships** with the goal of supporting the economic vitality of New York City through quality job opportunities for New Yorkers and quality talent for local businesses. Each industry partnership focuses on a particular sector and is designed to work collaboratively with a diverse set of stakeholders – including employers, community-based organizations (CBOs), organized labor, philanthropy, government, training providers and educational institutions – to support systems change.

In order to improve the quality, scale, and impact of industry-aligned training and employment services, the City of New York will leverage the expertise of its Industry Partnerships and work together with the local Workforce Development Board, the Regional Economic Development Council, NYSDOL, and key employer, education, and community stakeholders in order to advance the ambitious but achievable objectives of increased economic success for businesses, workers, and the City.

The success of any sector-based workforce development strategy depends upon the availability of education and training providers equipped to deliver high quality, industry-aligned preparation to job seekers with the resources at hand to pursue it.

To address both of these priorities, the City of New York will continue to implement new and enhanced initiatives with the goals of: 1) expanding access to sector-based in-demand training for qualified job seekers and 2) improving provider quality with an emphasis in key sectors.

**Title I Youth Programs (DYCD)**

In WIOA contracts that started in the summer of 2016, DYCD moved to more closely align WIOA youth services with the system vision described above. In particular, the WIOA **Out-of-School Youth (OSY) programs, known locally as Train & Earn**, focus on providing robust postsecondary credentialing opportunities to youth. DYCD’s approach with OSY is to serve the broadest possible range of eligible out-of-school youth, leveraging the wide array of occupational trainings available through community-based organizations and CUNY. The OSY program has two tracks, Career Development Connect and Youth Training Network. Both tracks provide work readiness training, high school equivalency (HSE) instruction, case management and supportive services, placement services and follow up services. In Career Development Connect, all youth receive basic occupational training (Microsoft Office Specialist, National Retail Federation Customer Service, National Restaurant Association

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ServSafe, among others), to upgrade their skills and go to work quickly. Youth can also access advanced occupational training in high-growth sectors through CUNY if they have a high school diploma and meet other criteria. Since 2017, these trainings have included Patient Care Technician, Early Childhood Aide, Web Developer, Hemodialysis Technician, and Medical Administrative Assistant at various points, based on participant interest and CUNY capacity. In Youth Training Network programs, youth receive advanced occupational training that is provided in house or through a subcontractor. As with Career Development Connect, these trainings are in high growth sectors in line with the Career Pathways framework, including healthcare, IT, food service, and logistics.

DYCD's WIOA **In-School Youth (ISY) programs**, known locally as **Learn & Earn**, are also more fully aligned with the City's strategic vision. With the understanding that the primary career credential for high school students is a high school diploma, most ISY programs are located in high schools, enabling them to directly support students' academic and career readiness growth. ISY supports participants over the long term, enrolling high school juniors for two years and seniors for one year, plus a year of follow up for all participants. ISY programs include a paid summer work experience and a variety of activities throughout the school year to support career exploration and exposure to postsecondary education and training options.

- 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?

As articulated above, the local area has adopted a sector approach to workforce development and identified six priority sectors as part of its Career Pathways approach. The Industry Partnerships play a lead role in ensuring that training investments are aligned with employers' needs. The local area achieves this alignment by regularly reviewing training and hiring demand for local industry and only delivering training for currently in-demand occupations, primarily in NYC Career Pathways sectors; and by directly engaging employers in the design and delivery of training program models, assessment, and curricula to ensure they are industry-informed and produce credible pipelines of quality graduates for hire or advancement. Moreover, the majority of training investments are with CUNY and heavily with the community colleges that are part of the system. One important part of CUNY's mission is to serve "as a vehicle for the upward mobility of the disadvantaged in the City of New York." Thus, with its rich expertise and resources among its 25 institutions, CUNY is uniquely positioned to help prepare jobseekers for careers.

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

New York City holds its providers to performance measures beyond the federal WIOA measures. These measures are a mix of outputs and outcomes, meant to incentivize the right behaviors and performance. Every measure contributes to economic growth and self-sufficiency: from ensuring that individuals build their skills by completing training and

connecting afterwards to a job, to generating a sufficient number of open job opportunities, to connecting jobseekers to new or higher-paying jobs.

### Performance Measures

Adult and Dislocated Worker programs track a number of measures in addition to the WIOA measures. The following are paid milestones:

- **Total Hires:** the number of jobseekers connected to jobs or promoted into higher-paying jobs within the target sectors.
- **Targeted Population Hires:** The number of Veterans/Spouses, Justice-Involved, Youth, or Foreign Born New Yorkers connected to jobs.

Contractors are also held to goals for the following measures, though they are not paid milestones:

- **Employer Commitments:** the number of positions developed that a center commits to an employer to fill with candidates from across the system.
- **Fill Rate:** the percentage of employer commitments successfully filled with candidates.
- **Individual Training Grant Issuance and Placement:** the number of Individual Training Grants (known as Individual Training Account vouchers under WIOA) issued and the percentage of trainees connected to employment.
- **Community Partner Placements:** the number of hires made from referrals from organizations that participate in the Community Partner network.

### Training Provider Performance

SBS holds training service providers to **enrollment**, or the agreed upon number of eligible and qualified individuals who will start a training program, as well as completion of participants and connection of graduates to or advancement within a job, which are often paid performance milestones. The latter measures vary by training service provider contract, but **completion** measures universally include the number of individuals who enrolled in a training program and successfully meet the completion requirements for graduation, such as attendance, passing grades, and credential attainment. Likewise, **job connection or advancement** measures vary, but universally include individuals who complete a training program and successfully attach to a validated job or promotion with an employer with a designated title, wage, and hours within an agreed upon time period post-training. Further, some training service providers are held to **systems change measures**, such as curriculum adoption within an academic institution to ensure training impact sustains beyond public investment.

## 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;

**Title I Adult Programs / Workforce1 (SBS)**

**WE ARE YOUR DOL**



The New York City Department of Small Business Services (SBS) helps unlock economic potential and creates economic security for all New Yorkers by connecting them to good jobs, creating stronger businesses, and building a fairer economy in neighborhoods across the five boroughs. Since 2003, SBS has administered the City’s Workforce Investment Act, superseded in 2015 by the Workforce Innovation and Opportunity Act – federally funded Adult and Dislocated Worker development programs through a network of One-Stop Career Centers. This structure directly links the City’s workforce with economic development efforts. By supporting the needs of more than 200,000 small businesses across hundreds of neighborhoods with distinct cultural and economic characteristics, the City is better able to serve and advance a diverse labor force.

There are 18 Workforce1 Career Centers that connect New Yorkers to training and employment while also targeting populations with barriers to employment including but not limited to out-of-school, out-of-work youth, New Yorkers formerly involved with the justice system, New Yorkers with disabilities, and foreign born New Yorkers.

The Workforce1 Career Center System uses a proven successful demand driven model to help new and expanding businesses meet hiring and training needs. The Centers leverage a deep understanding of employer needs and sector experience to recruit qualified New York City jobseekers to employment opportunities.

Workforce1 works with businesses to fulfill their new and expanding hiring and training needs by finding, preparing, and connecting the most qualified local residents to their available job opportunities

**Title I Youth Programs (DYCD)**

The NYC Department of Youth and Community Development (DYCD) manages the City’s WIOA programs for In-School Youth and Out-of-School Youth. Aligned with the City’s Career Pathways vision, the goals of the **WIOA Out-of-School Youth Train & Earn program** are to:

- Provide foundational work readiness, academic and occupational skills that will significantly improve a participant’s ability to obtain and maintain employment;
- Expose participants to promising industries and careers and provide youth with work-based learning opportunities in these sectors;
- Connect youth to productive career pathways that bridge education, training and in-demand credentials; and
- Utilize principles of youth development to support the holistic needs of youth and address barriers to employment through case management, comprehensive guidance, and counseling.

For **In-School Youth**, the goals of the **Learn & Earn** program are to:

- Facilitate participants’ successful completion of high school and attainment of a high school Regents diploma through the provision of various academic supports such as tutoring, study skills and test preparation;
- Expose youth to a range of postsecondary options. Two and four year college degree programs are the primary emphasis. For those not interested in college, the program provides opportunities for participants to enroll in occupational training

**WE ARE YOUR DOL**



programs which lead to non-degree industry recognized certificates and help them identify and apply for financial assistance that fit their needs and goals, including but not limited to scholarships, other forms of financial aid, and learning how to manage post-secondary debt;

- Expose youth to promising industries and careers in priority and other sectors of the City's economy and provide youth with meaningful work-based learning opportunities including paid and unpaid internships, along with work readiness training;
- Utilize principles of youth development to support the holistic needs of youth and address barriers to completing high school and advancing to post-secondary study, occupational training, or securing employment through case management, comprehensive guidance, and counseling.

### **Title II Adult Education (NYSED)**

The New York State Education Department (NYSED), through its Adult Career and Continuing Education Services team, administers WIOA Title II adult education in New York City through contracted providers.

### **Title III Wagner-Peyser Program (NYSDOL)**

The New York State Department of Labor (NYSDOL) administers the Wagner-Peyser program in New York City with dedicated staff in seven career centers. Wagner-Peyser's core functions within the Career Centers in the NYC region include:

#### **Providing universal access to labor exchange services:**

- **Tier 1 - Self Service:** These services are typically provided by electronic means and are accessed by customers without staff assistance. In New York, these services are provided through the NYSDOL's Jobs Express site and the JobZone system's electronic self-service resources. Jobs Express allows customers to view current job openings. Customers can use this site in the Centers or from home to seek open jobs in their region, or view industries that are in-demand. The NY Talent website is for businesses to access and find qualified job seekers. Access to this site allows businesses to view resumes of qualified candidates for their job orders.
- **Tier 2 - Facilitated Self-Help:** Resources are available in the Career Centers and include access to self-service tools, including computers, resume writing software, fax machines, photocopiers, and internet based tools. The resource room staff interacts with the customers to facilitate the resources available.
- **Tier 3 - Staff Assisted Services:** Staff assisted services are provided to customers both one-on-one and in groups. Services can include assessment, assistance with filing claims for UI, career counseling, development of an Individual Service Plan, intensive job search assistance, workshops, and job clubs. Staff may also assess customers to determine their training needs and make appropriate referrals to other partners. Other services include: Assessments, Assistance with Filing UI Claims, Career Counseling, and Intensive Job Search Assistance.

### **Title IV Vocational Rehabilitation (ACCES-VR, NYSCB)**

The New York State Education Department, through its **Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR)** team, administers WIOA Title IV in New York City through dedicated staff and through contracted providers.

**WE ARE YOUR DOL**



**The Office for Children and Family Services (OCFS)/New York State Commission for the Blind (NYSCB)** administers WIOA Title IV in New York City for legally blind New Yorkers through dedicated Vocational Rehabilitation Counselors at two district offices and contracted providers.

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

Adult Career and Technical Education programs use Perkins funds to prepare students for employment in high-skill, high-wage, high-demand occupations. The Perkins legislation requires adult programs to coordinate services with their Local Workforce Development Boards to avoid duplication and to expand the range and accessibility of services (e.g., sharing of job development services).

- iii. Other workforce development programs, if applicable.

**1. Adult Services Supported with Non-WIOA Funding**

All local workforce development services for Adults and Dislocated Workers receive at least partial WIOA funding. New York City has tapped non-WIOA funding sources to provide these services to candidates (in combination with WIOA funding):

- Workforce1 Industrial and Transportation Career Center sector employment and training services
- Veteran job preparation and employment services
- Training and career development for new workers in technology occupations

**2. Youth Employment and Education Programs with Little to No WIOA Funding**

**Summer Youth Employment Program:** New York City's Summer Youth Employment Program (SYEP) is the largest in the nation and connected 75,000 young adults to summer internships in 2021. SYEP provides New York City youth between the ages of 14 and 24 with paid summer employment for up to six weeks in July and August through four program options: Younger Youth (for youth aged 14 to 15); Older Youth (for youth aged 16 to 24); Vulnerable Youth (for foster care, runaway/homeless and court-involved youth); and Ladders for Leaders (for high school juniors and seniors, and college students with work experience). In the Younger Youth option, participants work in groups on service learning projects, while in all the other options, youth are placed in a variety of entry-level jobs in the nonprofit and private sectors. SYEP also provides workshops on job readiness, career exploration, financial literacy and opportunities to continue education and social growth. Programs and worksites are located in community-based organizations in all five boroughs of New York City.

**CareerReady Work, Learn and Grow (WLG):** The CareerReady WLG creates a true year-round program where youth strengthen work readiness skills, explore careers, and receive academic support, including opportunities to earn college credits and inform plans for

postsecondary education. The CareerReady WLG program offers college level courses via Kingsborough

Community College, a CUNY institution. The courses are credit bearing and available for youth on track to graduate. Academic instruction is combined with DYCD provider operated college and career exploration activities, and internships. The program is six-month and open to youth attending select CareerReady schools aged 16 to 19 who participated in SYEP the previous summer.

**Environmental Corps Work, Learn and Grow (WLG)** in collaboration with City Cleanup Corps, a program managed by the Mayor’s Office of Workforce Development. The new Environmental Corps WLG model provides year-round opportunities for youth to gain work readiness, explore careers, and receive targeted employment training and skills development with a focus on environmental justice and the City’s overall recovery. Training and employment opportunities are targeted to revitalizing NYC and focusing on communities hardest hit by the pandemic. Youth work with community organizations to gain deeper understanding of the topic of environmental justice, learning technical skills and taking part in hands-on learning and work experiences in the field. The Environmental Corps WLG program will also offer trainings, college and career exploration, and hands on employment opportunities.

**Advance & Earn:** DYCD’s Advance & Earn is a training and employment program for opportunity youth between the ages of 16-24 who are not working and are not currently in school. Advance & Earn advances the careers of participants through comprehensive High School Equivalency (HSE) test preparation, employer-recognized trainings, credentials and certifications, and paid internships. Advance & Earn operates two cohorts per year, September to January, and February to June. The program offers three tracts, pre-HSE for youth reading below 8th grade level, HSE Prep for youth reading above the 8th grade level and Advanced Training for youth who have their HSE diploma. Advance & Earn providers are always accepting applications for the upcoming cohort. Participants must commit at least six months to ensure completion of the program.

**Neighborhood Development Area Opportunity Youth:** Launched in July 2015, this program provides young people 16 to 24 not in school or working with work-readiness training, counseling and up to 140 hours of supported paid work experiences in jobs that match youths’ interests and provides opportunities for career exploration. Providers also assist youth in developing post-program plans for education and unsubsidized employment. The NDA Opportunity Youth program is ending June 30, 2022 due to shifting priorities of NDA’s across the city to other high needs populations.

**Adult Literacy Programs:** DYCD’s Adult Literacy Programs help New Yorkers attain the reading, writing and communication skills they need to gain employment and pursue further education. Adult Basic Education programs provide instruction in reading, writing and mathematics to native English or English-fluent speakers; High School Equivalency (HSE) programs prepare students for the tests required for a HSE diploma. English for Speakers of Other Languages classes help students to improve their English language communication skills. Programs provide comprehensive instructional and support services to students who

## WE ARE YOUR DOL



are at least 16 years of age, not enrolled or required to be enrolled in secondary school and who lack sufficient mastery of basic educational skills or are unable to speak, read and/or write the English language well enough to participate in education or training programs conducted in English.

### **3. New York State Department of Labor**

#### **Reemployment Services**

NYS DOL provides reemployment services to Unemployment Insurance (UI) claimants and monitors the UI claimant's work search efforts.

Customers who are collecting UI benefits make up the largest percentage of customers utilizing the career centers in New York State. NYS DOL schedules UI customers for multiple, mandatory appointments to assist them in returning to work. Co-enrolled as participants in Wagner-Peyser and WIOA at the time of registration, UI customers must receive the full range of labor exchange services necessary and appropriate to facilitate their earliest return to work. These customers receive the necessary guidance and counseling to ensure they engage in a meaningful and realistic job search. Staff must ensure the UI program staff receive information about UI customers' ability and availability for work, or the suitability of work offered them. UI customers must be ready, willing and able to work in order to continue receiving benefits. Staff play a crucial role in ensuring jobseekers maintain quality work searches in order to maintain their benefits.

#### **Ensuring Priority of Services to Veterans**

Veterans and their eligible spouses are prioritized for services and training in all New York State Career Centers. There are two titles in New York State's Career Centers funded by USDOL Veterans Employment and Training funds (separate from Wagner-Peyser) to support veteran customers in the Career Centers: Local Veterans Employment Specialist (LVER) and the Disabled Veterans Operation Specialist (DVOP). However, if staff in one of these titles is not available, the other staff must offer priority of service to veteran customers.

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

#### **Title I Adult Programs / Workforce1 (SBS)**

For Adult and Dislocated Workers, the NYC Department of Small Business Services (SBS) ensures the continuous improvement of intensive service providers through two primary means: performance management and ongoing quality assurance monitoring. Additionally, SBS uses a variety of strategies to continuously improve the quality and performance of training programs and training providers.

#### **Performance Management**

SBS places a major emphasis on performance management. SBS reinforces the importance of performance management through its contracts, its definition of a number of non-paid performance targets, publication of frequent reports with information about outcomes and indicators reflecting progress towards those outcomes, regular meetings with contractors

**WE ARE YOUR DOL**



about strategy and performance, and the use of Corrective Action Plans in cases where contractors are significantly behind pace on their outcomes.

- **Contracts:** SBS uses reimbursement-based contracts, but withholds a certain percentage of the contract value for the vendor to earn through its performance. SBS uses two metrics attached to paid milestones: total hires and total target population hires (Veterans/Spouses, Justice-Involved, Youth, or Foreign Born New Yorkers connected to jobs).

### Quality Assurance

SBS uses a variety of means to assure the quality and integrity of data entered into its data system and to assure the quality of the customer service experience for jobseekers:

- **Presence at Career Centers:** Prior to the COVID-19 pandemic, QA Managers regularly travelled to the various WF1 Centers to observe service delivery to ensure that services are delivered in accordance with the agency's policies. Staff examine three key areas: efficiency of service delivery, efficacy of Workshops, and customer service quality. Our WF1 Centers quickly pivoted to remote service delivery during the pandemic, and though Centers have begun hybrid in-person and remote service delivery, observations are currently conducted remotely. In-person observations are expected to resume as the City continues to re-open and more services are delivered in-person.
- **Data Quality Review:** SBS collects Customer Information Forms from all Centers and stores them onsite. For a sample of customers for each Center, SBS will match the information on these forms to the data entered in Worksource1 to ensure accuracy and check that past employment is not recorded as new placements attributable to services delivered by Workforce1. The results of these data checks are tabulated and reported to the Centers regularly. As the in-person volume at Centers is well below the virtual volume and Centers are relying on customer self-data entry on our web portal, we have paused data quality reviews.
- **Placement Validation Process:** SBS utilizes a double-check methodology to ensure the validity and accuracy of the placement information reported. Centers only receive performance payments for outcomes that can be supported with acceptable documentation.
- **Customer Satisfaction Surveys:** SBS collects customer satisfaction information through surveys completed by customers either online or in-person with SBS staff. These surveys seek to determine the level of satisfaction that customers have with the services they received. More specifically, the surveys ask jobseekers about the likelihood that they would recommend Workforce1 services to someone else, the effectiveness of the services they received, and the expertise and professionalism of the staff with whom they interacted.

### Training Quality and Performance

SBS ensures continuous improvement of training services and providers in the following ways:

**WE ARE YOUR DOL**



- Regularly reviewing training and hiring demand for local industry and only delivering training for currently in-demand occupations, primarily in NYC Career Pathways sectors;
- Directly engaging employers in the design and delivery of training program models, assessment, and curricula to ensure they are industry-informed and produce credible pipelines of quality graduates for hire or advancement;
- Integrating bridge and pre-training programs, supportive services, and work-based learning into training programs to ensure all participants, including those with barriers to employment, successfully graduate and connect to employment or advancement, where needed;
- Aligning training services for participants engaging in the education, social service, and public workforce system with sister agencies as well as WIOA-mandated and other community partners, where possible;
- Standardizing best practices in operations, performance-based contracting and management, and quality assurance across training programs; and
- Regularly reviewing all training programs for service provider implementation quality and for impact on short-term job connection and advancement outcomes as well as long-term system change outcomes for industry prior to renewal or expansion decisions.

**Title I Youth Programs (DYCD)**

DYCD constantly monitors WIOA youth contractor performance to identify and troubleshoot issues as they arise at the contractor level. On a daily basis, DYCD WIOA staff review youth eligibility data, program services, and outcome data. **Participant eligibility** is verified using a secure remote document upload app called DocUP. This system allows providers to submit eligibility proof to DYCD and for DYCD staff to review and approve participant enrollment quickly. **Program services** are monitored through a combination of review of participant records in DYCDConnect’s Participant Tracking System (PTS), virtual or in person observation of provider activities, and periodic review of annual provider work scopes, activity schedules, and attendance. **Outcomes** and associated verifying documents are uploaded into PTS for review and approval by DYCD.

DYCD WIOA program staff provides extensive assistance to provider staff on every aspect of the program, from budget, to data, to program services. DYCD also invests in technical assistance and professional development for contractors, provided by the Workforce Professionals Training Institute and Literacy Assistance Center. This ensures that contractor staff have resources available to them to improve program offerings and develop their staff members.

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

**Providers of Adult and Business Services**

Workforce1 leverages the engagement that SBS’ NYC Business Solutions Centers (BSCs) have with small businesses in communities throughout New York City. Small businesses owners utilize BSC services to get assistance with a myriad of business issues ranging from

**WE ARE YOUR DOL**



permits to licenses, and also to improve employee performance via employee training and to get guidance with employee recruitment – both via Workforce1.

In addition, provider staff have dedicated Account Managers developing new job opportunities within assigned sectors to ensure that the Workforce1 system has job diversity across its portfolio of offerings in New York City. This is achieved through a model that has a main center “hub” site in each borough and satellite sites in other areas that work in coordination with the hub – and all coordinated within one system. Businesses, workers, and job seekers engaging any local Center have access to the resources of the entire system.

Employers have access to several resources to inform business efficiency, catalyze economic activity within New York City, and enable employees to earn higher wages. Employers can learn more about training grants they are eligible for through NYC Business Solutions Centers or the NYC Department of Small Business Services’ program staff.

Jobseekers have access to several resources designed to inform successful connection to employment. These resources include services such as developing an Individual Employment Plan, meeting one-on-one with a Career Advisor, attending a series of workshops intended to assist in the job search process (i.e. Interview Skills, How to Create a Resume, etc.), gaining access to skills-based training, and being connected to outside resources intended to address any additional barriers to employment not directly addressed by the Workforce1 Centers (i.e. childcare, transportation, professional attire, etc.).

For training services, and as mentioned in “B” above, eligible training service providers will meet these needs by delivering only employer-informed training programs for in-demand occupations. These training programs not only teach the skills and competencies required for the occupation and in some cases by the proper licensing body, but also include relevant licenses and certifications and work-based experiences that ensure graduates are competitive candidates ready for employment or advancement.

#### **Providers of Youth Services**

DYCD contractors work closely with employers to provide paid work experience and unsubsidized job placements to program participants. Contractors who train in a specific area work closely with relevant employers to ensure that candidates they refer for employment opportunities have the skills to take advantage of the jobs they are being trained for. Employers also work with contractors to advise them on industry trends, provide career exploration and work readiness activities, and support providers by serving as members on their boards of directors.

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

#### **Roles of Career Center Partners**

All partners of the Workforce1 Career Centers – including but not limited to the WIOA required partners – play a role both in referring customers to the Centers as well as in

**WE ARE YOUR DOL**



receiving customer referrals from the Centers. The **Community Partners Program** is the primary vehicle that Workforce1 uses to refer and receive referrals of customers.

#### **Community Partners Program**

Since 2007, Workforce1 has maintained a strong Community Partners program to better coordinate with the workforce community. This benefits the local Workforce1 system by drawing a larger group of job-ready candidates to meet business needs; improves the ability of the Workforce1 system to serve jobseekers and businesses; and improves coordination of public workforce services. Individual community organizations are able to access the public workforce system more efficiently, receive information on employer demands, and get feedback on candidates who they refer to the Workforce1 system.

The mission of the Community Partners program is to increase the capacity of the New York City public workforce development system by connecting more New Yorkers to job opportunities. In addition, the goal is to ensure that there is a continuum of services for jobseekers and businesses. Finally, the program aspires to facilitate community connections to the public workforce system.

The diverse partner network includes all WIOA required partners, as well as job training organizations, public agencies and their contractors, educational institutions, and community-based local service providers. Workforce1 provides networking and outbound referral information to partner clients with barriers to employment. Workforce1 reaches out to partners through direct outreach, community events and member organizations.

#### **Resource Contributions of Center Partners**

The NYC Workforce Development Board, in coordination with the NYC Department of Small Business Services, plans to share infrastructure costs relative to the amount of physical space any one particular organization utilizes at a given center. As determined by the New York State Department of Labor, this approach will first apply only to partners who have an onsite presence. However, ultimately, all partners will need to contribute to infrastructure costs.

Workforce1 and NYSDOL are co-located at four sites and have a cost sharing agreement that allows them to govern existing and future space sharing agreements.

## **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.

#### **Development of Career Pathways**

The City of New York has adopted career pathways as a guiding strategy and framework for all workforce development programs and policies. Also as previously mentioned, the Industry Partnerships will play a major role in identifying and creating career pathways that provide jobseekers with the right skills and experience sought by employers.

#### **Co-Enrollment in WIOA Core Programs**

**WE ARE YOUR DOL**



Co-enrollment means helping individuals receive services from one WIOA core program and – simultaneously or sequentially – from an additional core program. Referrals and co-enrollments should help customers seamlessly access the services and resources they need from the right partners in the workforce system. Ultimately, the goal is to help customers prepare for and connect to a good job.

The Workforce1 Community Partners program is one major vehicle for co-enrolling individuals in employment services and other WIOA core programs. Workforce1 staff will work with program partners to determine the best timing for providing information about available services and for making referrals to one another.

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

#### **Improving Access for Adults**

The Board will improve access to activities leading to recognized postsecondary credentials by ensuring a substantial WIOA investment in training services in the NYC Career Pathways sectors and ensuring that training services include recognized post-secondary credential attainment as part of the successful training program completion criteria, if required for the occupation, or increase candidacy for hire. Additionally, there is a substantial WIOA investment in improving the graduation rates and employment outcomes for Computer Science majors across all City University of New York (CUNY) campuses. Investments are also made in the adult and continuing education departments across CUNY campuses in an effort to refocus those programs on in-demand occupations that lead to family sustaining employment. The relationship between Small Business Services and the City University of New York is constantly expanding in an effort to move the CUNY system toward a more deliberate focus on job outcomes.

#### **Improving Access for Youth**

In WIOA contracts that started in the summer of 2016, DYCD moved to more closely align WIOA youth services with the system vision described above. In particular, the WIOA Out-of-School Youth (OSY) programs focus on providing robust postsecondary credentialing opportunities to youth. DYCD's approach with OSY is to serve the broadest possible range of eligible out of school youth, leveraging the wide array of occupational trainings available through CBO's and CUNY. The OSY program has two tracks, Career Development Connect (CDC) and Youth Training Network (YTN). Both tracks provide work readiness training, high school equivalency (HSE) instruction, case management and supportive services, placement services and follow up services. In Career Development Connect, all youth receive basic occupational training (Microsoft Office Specialist, National Retail Federation Customer Service, National Restaurant Association ServSafe, among others), to upgrade their skills and go to work quickly. Youth can also access advanced occupational training in high-growth sector through CUNY if they have a high school diploma and meeting other acceptance criteria. Since 2017, these trainings have included Patient Care Technician, Early Childhood Aide, Web Developer, Hemodialysis Technician, and Medical Administrative Assistant at various times, based on participant interest and CUNY capacity. In Youth Training Network programs, youth receive advanced occupational training that is provided in house or through a subcontractor. As with Career Development

**WE ARE YOUR DOL**



Connect, these trainings are in high growth sectors in line with the Career Pathways framework, including healthcare, IT, food services, and transportation.

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

**Credentials for Adults**

As much as possible, SBS tries to ensure that credentials are portable. Some credentials like the Certified Medical Assistant credential do not translate to multiple occupations, but do permit individuals to work in multiple healthcare settings as a medical assistant.

**Credentials for Youth**

Across Train & Earn programs, the credentials offered are generally portable. Foundational customer service and Microsoft Office Specialist credentials in particular are used in virtually every occupation and industry. More advanced credentials offered in technology, commercial driver license, culinary arts, and building maintenance are applicable across a range of industries.

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

**Credentials for Adults**

As much as possible and with increasing focus, SBS tries to ensure that credentials are also stackable. For example, graduates of SBS’ Medical Billing Program obtain both credentials and credits that will widen their career pathway upon completion. The focus on stackable credentials is really with an emphasis on career pathways and that SBS training programs can be a gateway into a long career into a given sector.

**Credentials for Youth**

Virtually all of the credentials offered in DYCD’s occupational trainings are stackable. DYCD’s healthcare trainings, for example, provide students with multiple credentials that would be applicable if they sought additional training in the healthcare field. Train & Earn’s technology trainings offer credentials that are the first steps in a series of technology-related certificates students can accumulate over time, such as Comp-TIA and A+ certification.

## 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.

**Access to Services across WIOA Core Programs**

Workforce1 Career Centers have partnered with ACCES-VR to increase the number of referrals of individuals with disabilities to job opportunities. Workforce1 staff also received relevant information and training on ACCES-VR programs relevant to the populations

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targeted. Workforce1 and ACCES-VR will continue their partnership to increase access. Additionally, the Mayor's Office for People with Disabilities has provided helpful advice and is committed to connecting its recently launched employment program, NYC: At Work, to the Workforce1 system. To expand access to Title II participants with barriers to employment, Workforce1 staff will ensure that targeted Title II adult education programs become Community Partners or remind existing partners of the opportunities for cross-referral. Finally, the Local Plan Steering Committee will continue to meet quarterly to monitor progress and strengthen strong connections and greater coordination among the WIOA core programs. Individual WIOA programs are also taking steps to expand access to their services.

### **Title I Adult Programs / Workforce1 (SBS)**

There are 18 Workforce1 Career Centers which, in conjunction with NYC Business Solutions Centers and Industrial Providers, fulfill new and expanding businesses hiring and training needs by finding, preparing, and connecting the most qualified local residents to their available job opportunities. The main tasks of the Workforce1 Career Centers include, but are not limited to, helping companies grow through access to skilled NYC jobseekers, recruiting, screening, and connecting qualified New Yorkers to employment and training that leads to employment, and providing jobseekers with high quality career development services that are informed by a deep understanding of employer needs and labor market trends in particular sectors.

With the 2018 RFP for Workforce1 contractors – a role combining that of One-Stop Operator and service provider – Workforce1 Centers incorporated and refined an integrated approach to: (1) connection to employment; (2) recruitment, assessment and connection to pre-training and training programs within Career Pathways for general and targeted populations with barriers to employment including but not limited to OSOW youth, New Yorkers formerly involved with the criminal justice system, New Yorkers with disabilities, and foreign born New Yorkers; (3) an expanded and effectively leveraged community partnership network that includes inbound and outbound referrals to recruit and prepare jobseekers for connection to employment; (4) priority and customized services for Priority individuals; (5) customized candidate preparation services for individuals with barriers to employment including but not limited to individuals formerly involved with the criminal justice system, OSOW Youth, foreign born New Yorkers, and New Yorkers with disabilities; and (6) post-training connection to employment for targeted populations with barriers to employment within designated in-demand sectors. Much of this is building upon work completed in 2016 to include services tailored for specific populations with barriers to employment, which included: out-of-school and out-of-work youth, foreign-born New Yorkers, veterans, New Yorkers under the supervision of the NYC Department of Probation – and is all scheduled to be available within each borough.

With regard to training services, SBS will continue to expand training services in the following ways:

- Implementing comprehensive outreach strategies that leverage Workforce1 Career Centers and its partners to ensure broad exposure to training programs and targeted recruitment of individuals, particularly those with barriers to employment;

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- Elongating SBS’ successful training programs to support trainees who are further behind
- When applicable, creating bridges and pre-training opportunities, including contextualized adult education and English for Speakers of Other Languages courses, in partnership with sister agencies and training providers that prepare individuals for successful enrollment in occupational trainings;
- Increasing training investments, including through Individual Training Accounts (“Individual Training Grants” in New York City), Incumbent Worker Training, and training contracts for cohort training, to offer in-demand, and industry-informed occupational training programs with institutions of higher education and other service providers as well as employers at a range of entry points for a sector, from entry-level to mid-level opportunities; and
- Working with key community-based organizations and other private organizations with demonstrated effectiveness in serving individuals with barriers to employment. SBS, in conjunction with the NYC Workforce Development Board, makes determinations of demonstrative effectiveness based on the following criteria:
  - Relevant experience and performance in training, serving, or employing targeted individuals with barriers to employment;
  - Organizational and fiscal capacity to engage with SBS to develop an industry-informed training program and curriculum to ensure the training completion and employment success of targeted participants;
  - If the organization meets the definition of a “school,” ability to maintain its New York State license as granted by the Bureau of Proprietary School Supervision; and
  - If the organization is not yet registered and approved as a training provider and course on New York State’s Eligible Training Provider List (ETPL), commitment to apply for and maintain approval on the ETPL upon completion of the training program and curriculum development and pilot implementation, contingent on evidence of training program success and indications of future demand for the target occupation, following review of outcomes and completion of program and curriculum revisions necessary before any further implementation of training services.

**Title I Youth Services (DYCD)**

By definition, WIOA youth programs serve youth with barriers to employment, since youth participants must be low-income and have one WIOA-defined barrier to employment. WIOA Youth programs are consistently fully enrolled, demonstrating that youth with barriers to employment are availing themselves of services designed specifically for them. Service providers specifically recruit young adults with these barriers through a variety of channels, including social media, word of mouth, advertising, and referral from other organizations. In addition, DYCD’s EO WIOA staff works to elevate the needs of youth with disabilities and the resources available to them, including those through ACCES-VR and other state and local partners.

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

The NYC Department of Small Business Services (SBS) transitioned from in-person services at its 18 Workforce1 Career Centers to completely online or over the phone in mid-March 2020 after just 10 days. The “Virtual Workforce1 Career Center System,” as it’s now known, has provided a way for New Yorkers to receive help finding jobs, preparing for interviews, and accessing free training. The Workforce1 Career Centers served nearly 94,000 jobseekers in Fiscal 2020, with about 32,000 of those being served during the pandemic. As of September 2021, the Workforce1 Career Center system is now providing in-person services, by appointment only, to customers who have barriers to using its virtual services.

All of the training services either in recruitment or with an upcoming recruitment date are detailed online at [www.nyc.gov/accesstraining](http://www.nyc.gov/accesstraining). Individuals who call 311 for training services will be directed to this page or a relevant next step to learn more about the training program and how to apply.

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

Workforce1 uses an internally developed tracking system, known as **Worksource1**, to maintain information on each candidate served and each business interaction.

Worksource1 is the system of record for jobseeker information, placement data, and services. It is a tool for finding qualified candidates for open positions and tracking the outcome of that match. It includes history on individual jobseekers to help Workforce1 Career Center staff provide the right services at the right points in time.

Data on candidates includes:

- Candidate contact and demographic information
- WIOA program enrollment details
- Special status information, including veteran status and whether the candidate was referred from a Community Partner
- All services utilized, including category and specific type of service, as well as date and location of service
- Free-form case notes that career advisors and account managers can enter to document each interaction
- Details on job applications and open job opportunities who account managers referred the candidate to
- Work history and records of hiring (placement) results
- Education, both summary-level (highest level achieved) and details (degrees, licenses, certificates)

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- Results of initial assessments at candidate orientation, including an individualized employment plan
- Participation in training plans, both individualized and as part of cohorts

Worksource1 maintains candidate confidential data with strong controls to provide registered, trained users secure access to the information.

- 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.

In addition to the services outlined above in Access to Employment and Services section IV, the NYC Department of Small Business Services also offers bridge and pre-training opportunities to qualified and eligible individuals in in-demand occupations and sectors, primarily the NYC Career Pathways sectors, via ITA vouchers, Incumbent Worker Training, and Training Contracts for cohorts of individuals. These trainings collectively serve approximately 2,500 individuals per year. Some programs are offered in collaboration with sister offices and agencies to align education and training offerings or to support a particular sector or multi-issue agenda, such as the NYC Department of Education, the Mayor’s Office of Economic Opportunity, the Mayor’s Office of Sustainability, and the Mayor’s Office of Media and Entertainment. In several of the Workforce1 Career Centers, ACCES-VR staff provides on-site support. Each Workforce1 Career Center has a liaison at ACCES-VR whom they can contact if they believe an individual would benefit from Vocational Rehabilitation services.

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

As much as possible, workforce activities will be coordinated with transportation and supportive services in the local area. The local area seeks to reduce any barriers to pursuing employment – such as the cost of transportation, childcare, and other types of supportive services. All of the WIOA core programs are located near public transportation, either subway or bus routes or both. Further, all WIOA core programs maintain lists of organizations they can refer customers to for additional supportive services.

Direct support for transportation and other supportive services is available through some WIOA core programs under some circumstances.

**Title I Adult Programs / Workforce1 (SBS)**

SBS provides supportive services to individuals engaged in training services, including bridge and pre-training programs, which will increase individual access for enrollment and participant success in completion and connection to a job or advancement. The following supportive services are allowable within training service provider contracts and budgets, but vary in allocation across training programs based on overall parity for training participants, availability of funds, and assessment of individual need. Supportive services may include, but are not limited to, coverage of transportation costs, education and training

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material costs and fees, meals, training-related equipment, stipends, needs-related resources, professional attire, and miscellaneous courses and fees (e.g. driver's licenses, official record and identification documents), etc. In addition to these supportive services, training participants may also benefit from the following services: case management, job search support, and financial planning.

### **Title I Youth Programs (DYCD)**

The provision of supportive services is a required WIOA youth program element, and DYCD's 2016 Requests for Proposals (RFPs) for WIOA youth services placed a great deal of emphasis on assessment, provision of supportive services, and ongoing case management. For example, the RFPs required linkages with mental health providers in order to ensure youth with mental health needs are assisted, and all WIOA contractors are encouraged to support participants by providing assistance with transportation. Further, to provide support across the Out-of-School Youth (OSY) portfolio of service providers, DYCD has contracted Youth Represent, an organization which assists youth involved in the justice system to provide legal assistance to any OSY court-involved participant who wants their services. DYCD has also invested in providing technical assistance and capacity building services to our providers through experts in the field on areas like case management, mental health resources, job development, and participant retention. DYCD is also working diligently with ACCES-VR to facilitate the referral process and help providers understand the resources available through that system. All WIOA youth providers provide Metrocards as needed to their participants who do not otherwise have this resource, and has provided food vouchers for participants taking part in CUNY advanced trainings.

### **Title III Wagner-Peyser (NYSDOL)**

All NYSDOL Career Centers are accessible via public transportation (subway and bus routes). NYSDOL career center managers participate in partner meetings convened by Workforce1 Center staff. In addition, each office maintains a list of area supportive service providers.

### **Title IV Vocational Rehabilitation (ACCES-VR, NYSCB)**

#### **ACCES-VR**

- For each referral to a training provider, be it a contract provider, a college, or a private school, ACCES-VR authorizes complete transportation costs to and from the training. Where necessary, ACCES-VR may fund Special transportation for severely disabled consumers.
- In some cases, where a severely physically disabled consumer uses a van to get to and from work and has purchased a van which needs modifications in order for that consumer to use it, ACCES-VR may fund the van modification.

#### **NYSCB**

- The New York State Commission for the Blind (NYSCB) authorizes reimbursement for transportation costs to and from by an applicant or eligible consumer to participate in a vocational rehabilitation service during assessment and with a training provider, be it a contract provider, a college, or a private school. Reimbursement could be sent to a training vendor, service provider or consumer directly.

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- When necessary due to the severity of the consumer’s disability or lack of other transportation options, NYSCB may pay for an individual to provide travel aide services for a consumer while participating in approved vocational rehabilitation 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.

See Attachment 4.8(b)(1) and Section VIII Youth Services—question D (2).

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 One-Stop System Operators of Workforce1 Career Centers provide services to all New York City jobseekers to help them connect to employment. Given the diversity of the communities being served, the barriers to employment that exist, and the need for resources, the Workforce1 service providers are expected to:

1. Execute a demand driven workforce development model to engage diverse businesses to secure employer commitments;
2. Develop a job portfolio of quality employment opportunities;
3. Maintain and expand employer and sector-based business expertise to support employer needs through candidate sourcing, preparation and training;
4. Manage recruitment efforts for businesses to connect interview and skills ready New Yorkers to job opportunities;
5. Connect employers to employee advancement training opportunities including on-the-job (OJT) training opportunities and Customized training opportunities to support business and employee growth and advancement;
6. Recruit and provide preparation and job connection services for New Yorkers, with an understanding and enforcement of priority individuals including but not limited to veterans, dislocated workers and low-income individuals;
7. Recruit and provide customized candidate preparation services for targeted populations with barriers to employment including but not limited to (1) New Yorkers formerly acquainted with the criminal justice system; (2) OSOW youth; (3) foreign born New Yorkers, and (4) New Yorkers with disabilities;
8. Recruit, assess and connect New Yorkers, including targeted populations with barriers to employment to training opportunities with approved providers within the respective Career Pathways sectors including: (1) accommodations and food, (2) construction, (3) industrial, (4) healthcare, (5) technology, and (6) retail;
9. Connect successfully trained individual from approved providers to employment opportunities within the corresponding career pathway; and
10. Effectively build and leverage community partnership networks with a range of organizations to deliver an integrated service delivery model with an aligned goal of connection to employment for New Yorkers. The community partnership network should leverage the respective strengths of each of the partners (e.g. centers provide recruitment and employment connection services; partners provide training, public benefits, social services, etc.).

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;

The New York City local area is committed to ensuring that core program staff are well trained in serving individuals with disabilities. As part of a local planning process in 2016 among the core WIOA programs, a small team from ACCES-VR provided training to the members of the Local Plan Steering Committee, consisting of representatives from each of the WIOA core programs operating in New York City. This training covered:

- Disability etiquette
- Overview of different types of disabilities
- Disability-specific aspects of the hiring process including:
  - Issues of disclosure
  - Reasonable accommodation
  - The unique role counselors can play

This small team from ACCES-VR also provided staff training to hundreds of Workforce1 and NYSDOL staff across all career centers in New York City.

**Title I Youth Services (DYCD)**

In accordance with the Nondiscrimination and Equal Opportunity Provisions, DYCD’s EO-WIOA unit ensures compliance, through initial and continuing training, on-site monitoring, desk audits and on-going technical assistance, to ensure the following:

**Physical Accessibility – 29 CFR 38.13:**

- No qualified individual with a disability will be excluded from participation in, or be denied the benefits of any service, program or activity or be subjected to discrimination because the facilities are inaccessible or unusable by individuals with disabilities.
- All new facilities or alterations of facilities that began construction after January 26, 1999 must comply with the applicable federal accessible design standards, such as the ADA Standards for Accessible Design (1991 or 2010) or the Uniform Federal Accessibility.
- Recipients that receive federal financial assistance must meet their accessibility obligations under Section 504 of the Rehabilitation Act and the implementing regulations at 29 CFR Part 32.
- Adherence to the additional accessibility requirements under other statutory authority, including Title III of the ADA, and the applicable ADA Standards for Accessible Design.

**Programmatic Accessibility – 29 CFR 38.13:**

- Adherence to the reasonable accommodations policies and procedures for individuals with disabilities,

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- Making reasonable modifications to policies, practices and procedures,
- Administering programs in the most integrated setting appropriate,
- Communicating with persons with disabilities as effectively as with others, and
- Provisions of appropriate auxiliary aids or services, including assistive technology devices and services, where necessary to afford individuals with disabilities an equal opportunity to participate in, and enjoy the benefits of, the program or activity.

**Required documentation: WIOA Alternate Plan** – This document is required by DYCD as a result of deficiencies identified during an on-site visit, conducted annually, by utilizing the Equal Opportunity – American with Disability Act Premise Analysis (see attachment) which covers the following areas:

- Space allowance and reach range
- Accessible route
- Area of Rescue Assistance
- Protruding Objects
- Ground & Floor Spaces
- Parking/Passenger Loading zones
- Curb ramps
- Ramps
- Stairs
- Elevators
- Doors/entrances
- Drinking fountains/water coolers
- Restrooms

**Title III Wagner-Peyser (NYSDOL)**

All NYSDOL Career Centers comply with ADA requirements for physical access.

**Title IV Vocational Rehabilitation (ACCES-VR and NYSCB)**

**ACCES-VR**

ACCES-VR is committed to ensure that all available facilities, programs and services are accessible for individuals with all types of disabilities. During development of Individualized Plan for Employment potential challenges and barriers are discussed at length, and addressed.

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

All WIOA programs are expected to be able to provide accessible technology and materials for people with disabilities, whether onsite or through a referral.

For example, WIOA Youth service providers, in order to ensure compliance with the Non-Discrimination and Equal Opportunity Provisions of WIOA (29 CFR 38), are required to implement the following as it relates to:

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1. **Materials for individuals with disabilities:** take appropriate steps to ensure that communications with persons with disabilities are as effective as communications with others. This entails, but is not limited to, using auxiliary aids and services, which includes but are not limited to, the following:
  - Qualified readers
  - Note takers
  - Taped texts
  - Audio recordings
  - Brailled materials
  - Large print materials
  - Equipment, devices, and software
  - TDD/TTY or relay service
  - Qualified sign language interpreters
  
2. **Technology:** the following activities must be conducted/submitted by the WIOA service providers:
  - Web Accessibility Guidelines
  - Activate the accessibility features on the PC's and provide headphones, if applicable
  - Web site review ensuring the required tagline and site are accessible.

#### **Title III Wagner-Peyser (NYSDOL)**

All NYSDOL Career Centers are equipped with adaptive technologies.

#### **Title IV Vocational Rehabilitation (ACCES-VR and NYSCB)**

##### **ACCES-VR**

ACCES-VR is able to sponsor/support rehabilitation technology and materials necessary to achieve the individual's vocational objectives and goals. An individual's need for rehabilitation technology is being considered at any stage of the vocational rehabilitation process. When determining an individual's eligibility and vocational rehabilitation needs, rehabilitation technology will be provided if necessary to assess and develop an individual's capacity to perform in a work environment. Before an individual is determined ineligible because he or she cannot benefit from services, rehabilitation technology will be considered. Once an individual has entered extended evaluation or been determined eligible, rehabilitation technology will also be considered when planning the IPE and choosing a vocational goal.

##### **NYSCB**

The New York State Commission for the Blind (NYSCB) is able to sponsor/support rehabilitation technology and materials necessary to achieve a consumer's vocational goals. An assistive technology assessment must be conducted and a recommendation provided to the NYSCB district office in order to determine what equipment is best for the consumer to develop the capacity to perform in a work environment.

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

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As previously mentioned, the New York City local area is committed to ensuring that core program staff are well trained in serving individuals with disabilities. ACCES-VR staff provided training to staff at all of the Workforce1 Career Centers.

With respect to youth with disabilities, the EO-WIOA Unit at the NYC Department of Youth and Community Development provides the following:

- **Initial and continuing trainings** for the Program/Site Directors on the Nondiscrimination and Equal Opportunity Provisions of WIOA (29 CFR Part 38). The items discussed, which focus on disability, include, but are not limited to, the following:
  - Discrimination prohibited based on disability – 29 CFR 38.12
  - Accessibility Requirements – 29 CFR 38.13
  - Reasonable accommodations and reasonable modifications for persons with disabilities – 29 CFR 38.14
  - Communications with persons with disabilities – 29 CFR 38.15
  - Service Animals – 29 CFR 38.16
  - Mobility aids and devices – 29 CFR 38.17
  - Complaint Processing Procedures – 29 CFR 38.69-38.85
- **Valuable resource(s)** - Adult Career and Continuing Education Services – Vocational Rehabilitation (ACCES-VR) which provides the following services:
  - Vocational counseling
  - Assessment for career planning
  - Assessment for assistive technology needs
  - Purchase of assistive technology (\*family income is considered)
  - Funding toward the cost of education or training after high school\*
  - Assistance with transportation costs\*
  - Funding for academic support services (note takers, tutors)
  - Job readiness and job placement services to help them get and keep a job (may include job coaching)
- **Required documentations**: required by DYCD to support these efforts, as follows:
  - **Training Tracking Form** – to document all trainings attended by the WIOA Service Providers
  - **DYCD-ACCES-VR Checklist** – which is required for all persons with disability (See Attachment)
  - **Resources for Individuals with Disabilities**

**NOTE:** DYCD created/maintains the Database of persons with disabilities and meets/maintains communication with the ACCES-VR Senior Team regularly, ensuring that the referral process implemented by DYCD deems a smooth process, which includes the following:

- Sharing the ACCES-VR User Friendly Guide to Transition Services for High School Students, their parents, and their teachers
- Completing the DYCD/ACCES-VR Checklist as follows:
  - **Section I – WIOA Service Provider** which includes participant/WIOA program information, minimum required documentation, eligibility determination documentation, plan development and service delivery,

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participant service denial attestation, and participant appointment acceptance signature.

- **Section II – ACCES-VR** which includes appointment information and ongoing status information

**NOTE:** This resource is shared with all DYCD’s Workforce Development Programs.

**Title III Wagner-Peyser (NYSDOL)**

Staff trainings are provided for servicing customers with special needs.

**Title IV Vocational Rehabilitation (ACCES-VR and NYSCB)**

**ACCES-VR**

ACCES-VR has staff assigned to several centers as liaisons. In addition, ASL counselors on staff to work with Deaf and Hard of Hearing population and is also able to provide interpreters as needed.

ACCES-VR is both a Community Partner of the Workforce1 Career Center and a bridge between the many provider agencies contracted by ACCES-VR and the Workforce1 Career Centers. ACCES-VR and the Workforce1 Centers have conducted many joint Recruitment events, which included the participation of ACCES-VR’s providers. As a result many of these providers are now Community Partners in their own right.

ACCES-VR Business Relations Team also provides training in disability awareness and the requirements of the ADA to the staff of the Workforce 1 Career Centers throughout New York City.

**NYSCB**

All staff at the New York State Commission for the Blind (NYSCB) are required to participate in various mandated trainings that will address the nondiscrimination requirement of WIOA.

- 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.).

**Title I Adult Services / Workforce1 (SBS)**

Since 2007, Workforce1 has maintained a strong Community Partners program to better coordinate with workforce community. This benefits the local Workforce1 system by drawing a larger group of job-ready candidates to meet business needs; improves the ability of the Workforce1 system to serve jobseekers and businesses; and improves coordination of public workforce services. Individual community organizations are able to access public workforce system more efficiently, receive information on employer demands, and get feedback on candidates who they refer to the Workforce1 system.

The mission of the program is to increase the capacity of the New York City public workforce development system by connecting more New Yorkers to job opportunities. In addition, the goal is to ensure that there is a continuum of services for jobseekers and businesses.

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Finally, the program aspires to facilitate community connections to the public workforce system.

Our diverse partner network includes NYC job training organizations, educational institutions, and community based local service providers. Workforce1 provides networking and outbound referral information to partner clients with barriers to employment. Workforce1 reaches out to partners through direct outreach, community events and member organizations.

### **Title I - Youth Services (DYCD)**

DYCD requires each WIOA provider to designate their Program Director/Site Director to fulfill the responsibilities of the EO-ACCES-VR Liaison, which include, but are not limited to:

- Adherence to the Non-discrimination and Equal Opportunity provisions for Workforce Innovation and Opportunity Act (WIOA) (29 CFR Part 38).
- Attend all required meetings/trainings regarding EO-WIOA.
- Review agency's written policies to make sure policies are nondiscriminatory.
- Comply with the requirements of the Americans w/disability Act and Section 504.
- Act as the liaison to DYCD/ ACCES-VR
- Orientate staff/participants/linkages/sub-contractors on the Non-discrimination and Equal Opportunity provisions for WIOA.
- Share ACCES-VR User Friendly Guide with all participants, as applicable.
- Prominently post all required postings (i.e.: Preventing Sexual Harassment, Pregnancy & Employment Rights, Gender Neutral Restrooms, Equal Opportunity is the Law, Discrimination is against the Law, Equal Employment is the Law, Limited English Proficiency – Know Your Rights.
- Publicize the contact information for designated EO/ACCES-VR liaison.
- Ensure that DYCD has accurate and up to date information in a timely manner
- Provide Equal Access to their WIOA Title I financially assisted program and activities.
- Complete and submit all required documents in a professional & timely manner, such as:
  - WIOA Program Contact Information Form
  - DYCD/ACCES-VR Checklist for program participants, as applicable
  - Discrimination Complaint Log to be submitted to DYCD quarterly.
  - Notice of Rights Acknowledgment Bulletin (NORAB) for staff/participants/linkages/sub-contractors; maintaining NORAB with original signature on file.

In addition, the Out of School Youth programs are required to employ a full-time experienced mental health professional onsite able to provide group and individual counseling and referrals to participating youth as needed. This mental health professional would be: a social worker with one of the following credentials: Licensed Clinical Social Worker or Licensed Masters Social Worker; or a counselor with one of the following credentials: Credentialed Alcoholism and Substance Abuse Counselor or Licensed Mental Health Counselor.

**Title III Wagner-Peyser (NYSDOL)**

All NYSDOL staff are trained in the State’s anti-discrimination policies.

**Title IV Vocational Rehabilitation (ACCES-VR and NYSCB)**

**ACCES-VR**

Any participant in ACCES-VR services who has a concern about a discrimination issue can meet with a Client Assistance Program representative from Disability Rights New York. ACCES-VR has a formalized system of Due Process to resolve issues, which can include Administrative Reviews and Fair Hearings. Efforts are made to provide resolution as early on as possible.

**NYSCB**

The New York State Commission for the Blind (NYSCB) vocational rehabilitation program is administered in such a manner that no person in the State who is otherwise qualified, will be denied services on the basis of disability. Consumers of NYSCB who disagrees with an outcome or decision of NYSCB may choose to access the Client Assistance Program (CAP). CAP is a statewide network of advocates available to assist New Yorkers with disabilities in gaining access to NYSCB services. The CAP program is administered by organization Disability Rights New York.

NYSCB provides consumers with both informal and formal means of appealing counselor decisions:

1. An initial review is an informal review conducted by the senior counselor (or the district manager if the senior counselor was involved in the decision being reviewed) with the consumer and counselor or other appropriate NYSCB staff in an effort to resolve a consumer's dissatisfaction.
2. An administrative review is an informal review conducted by NYSCB administrative staff in accordance with the guidelines established in this policy.
3. Mediation is a voluntary process between the consumer and the appropriate NYSCB staff with the goal of resolving a dispute with NYSCB. Mediation is conducted by a qualified and impartial mediator who is training in mediation techniques. While mediation can be requested at any time, both parties must agree that the issue being disputed is one that can be addressed through mediation.
4. An administrative hearing is a formal hearing conducted by one or more employees of the Office of Children and Family Services (OCFS) who are members of the OCFS State Fair Hearing Board in accordance with the guidelines established in this policy.

**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?

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## **Title I Adult Programs / Workforce1 (SBS)**

Workforce1 leverages Account Managers to engage employers, develop job orders, and meet their employment needs by connecting them to quality candidates. Workforce1 also coordinates with SBS Business Solutions Center – several of which are co-located with Workforce1 – to provide employers that are accessing resources for their business to also consider utilizing the recruitment services of Workforce1.

Each Workforce1 Center has an assigned set of sectors that they work to develop. This enables centers to develop and exercise expertise in work sectors, it enables capacity to be built without the inefficiencies of centers targeting the same employers, and it allows for jobseekers to access a system of diverse job opportunities.

For training services, SBS reaches businesses for participation in training programs through its Industry Partnerships, the Workforce1 Career Centers, its network of NYC Business Solution Centers and Industrial Business Service Providers, its Business Improvement Districts, its members of the minority and women-owned business enterprise (MWBE) certified business program, the Hire NYC Program, its training service providers' networks, and other City of New York partnerships, such as the Brooklyn Navy Yard and Brooklyn Army Terminal. SBS utilizes training programs to engage and meet the needs of these employers in a variety of ways:

- Through employer-based trainings, like Incumbent Worker Training, SBS seeks to equitably support local business owners in contributing to the economic development of the city by meaningfully investing in their workforce. One way SBS does this is through the **Customized Training Program**, which is categorized as Incumbent Worker Training under WIOA and is designed to upgrade the skills and earnings of low-wage incumbent workers by reimbursing up to 70 percent of training costs for businesses that have identified training-related opportunities to increase revenue and reduce expenses. The program targets an array of business needs and employee benefits for training with a focus on, but not exclusive to, NYC Career Pathways sectors and small, M/WBE-certified businesses. SBS also blends City Tax Levy funding to support wages during training and other costs for participating businesses.
- Through ITAs or SBS' **Individual Training Grants** (ITG), SBS offers select in-demand occupations for occupational training vouchers that also align with Workforce1 Career Centers' business engagement portfolio. That way, eligible and qualified individuals can access training of their own choosing; permitting the provider and course is on the State's Eligible Training Provider List (ETPL), and upon graduating access employment or advancement within the one stop's network of hiring employers.
- Through Training Contracts, which serve multiple individuals in cohorts for training in in-demand sectors and occupations and often target services to individuals with barriers to employment, SBS engages businesses at the outset to identify demand for an occupation all the way through job connection. SBS, with its Industry Partnerships in the healthcare, tech, industrial, construction, food service and

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hospitality sectors and other key stakeholders in media and entertainment and transportation, engage employers to:

- Identify demand for an occupation;
- Work collaboratively to design the bridge, pre-training, or occupational training program model, assessment, and curricula;
- Build the capacity of training service providers to deliver industry-informed curricula with direct feedback from industry;
- Provide industry representatives to interview candidates;
- Host site visits and internships for industry exposure and professional experiences;
- Hire or promote graduates, ideally prior to training enrollment, that meet short-term local demand for talent; and
- Serve as an ambassador of the training program as a credible pipeline of talent; and
- Adopt the systems change goals associated with each program, which are largely to create sustainable bridges between education and training service providers and industry to meet growing and evolving needs of industry at scale.

All training programs with Training Contracts are industry-informed and aligned with the NYC Career Pathways framework.

#### **Title I Youth Services (DYCD)**

DYCD's Workforce Connect division, which houses the WIOA Train & Earn and Learn & Earn programs, includes an Employer Engagement and Partnership team. This team plays a vital role in developing an overarching communications and outreach plan to market these programs to a broad section of NYC employers, foundations and other relevant stakeholders with the goal of ensuring that youth workforce development program participants have access to opportunities that will provide them with the necessary skills and exposure to develop their career paths. The team also works closely with various City Agency partners to coordinate outreach and job development efforts as well as support community-based organizations within the Workforce Connect portfolio with their employer engagement efforts.

The Employer Engagement and Partnership team is undertaking a number of projects to deliver high value services to both employers and youth participants. These projects include the development of a comprehensive strategic plan for partnership development that will support Workforce Connect programs and generate internship and long-term employment opportunities, apprenticeships and trainings, funding opportunities or in-kind services. It also includes creating differentiated partnership development strategies for in-school and opportunity youth programs, a sectoral strategy to identify key stakeholders across high growth industries utilizing current labor market trends connections with industry groups and employer networks, connecting DYCD's employer engagement strategy to the City's overall goals and partnership efforts, remaining up to

**WE ARE YOUR DOL**



date on all labor market information and informing Workforce Connect leadership on current trends, work readiness needs for participants, provide targeted technical assistance/ training to providers across the portfolio on employer engagement and relationship management skills necessary for successful programming and outcomes.

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

### **Industry Partnerships**

In support of Mayor de Blasio's vision for a workforce development system informed by, and aligned with, the needs of strategic industries across New York City, the Department of Small Business Services (SBS) will pursue several policy and operational initiatives to provide New Yorkers high-quality, in-demand sector-based training and employment services.

The City of New York developed Industry Partnerships with the goal of supporting the economic vitality of New York City through quality job opportunities for New Yorkers and quality talent for local businesses. Each industry partnership focuses on a particular sector and is designed to work collaboratively with a diverse set of stakeholders – including employers, community-based organizations (CBOs), organized labor, philanthropy, government, training providers and educational institutions – to support systems change.

In order to improve the quality, scale, and impact of industry-aligned training and employment services, the City of New York will leverage the expertise of its Industry Partnerships and work together with the local Workforce Development Board, the Regional Economic Development Council, NYSDOL, and key employer, education, and community stakeholders in order to advance the ambitious but achievable objectives of increased economic success for businesses, workers, and the City.

The success of any sector-based workforce development strategy depends upon the availability of education and training providers equipped to deliver high quality, industry-aligned preparation to job seekers with the resources at hand to pursue it.

To address both of these priorities, the City of New York will implement new and enhanced initiatives in the coming year with the goals of: 1) improving provider quality with an emphasis in key sectors and 2) expanding access to sector-based in-demand training for qualified job seekers.

### **Key Sectors**

New York City's economy is vast and multi-faceted. New York City's workforce development strategy reflects that diversity, and in the coming year the local area will support employment and training initiatives in a wide variety of sectors. However, particular focus will be given to five sectors:

- Healthcare
- Technology
- Industrial/Manufacturing
- Food service
- Construction

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Together the five sectors account for approximately half of all jobs in New York City. These sectors were selected through an analysis of scale, opportunity, and impact. The City selected the sectors using data pertaining to tax revenue, recent job growth, forecasted job growth, total employment, job multipliers, wages, and wage distribution indicators. These sectors currently offer the strongest prospects for economic mobility and mutual “employer-worker” benefits through job quality improvements.

- The City’s analysis revealed that **healthcare and technology** are both characterized by high growth, higher-wage, middle-skill occupations and solid job multipliers, with every direct job created in healthcare generating an additional 0.4 jobs, and each new job in technology adding 1.4 additional jobs. In addition, a systematic skills gap in hiring impedes growth in both of these sectors.
- The **industrial/manufacturing and construction** sectors have lower growth projections, but these jobs tend to offer relatively high income while not requiring a high level of formal education. In addition, the City makes or influences a large investment in these sectors, and thus they represent a unique way to leverage the purchasing power of the City for the good of policy and the City’s workers.
- Finally, the **food service** sector is among the largest in New York City. It represents the entryway to a lifetime of work for many of the City’s residents, including young adults and foreign-born New Yorkers. Because service plays such a key role in business profit and competitive advantage in both sectors, human capital is critical.

### **Sector-specific approaches**

As described above, DYCD works with local Chambers of Commerce, Business Improvement Districts and industry umbrella organizations to support youth workforce development programs. Workforce1 oversees six Industry Partnerships to understand build their sector-specific approach.

#### **1. Healthcare**

##### ***Industry Partnership: New York Alliance for Careers in Healthcare (NYACH)***

##### **Industry Partnership Strategy**

The healthcare industry partnership, the New York Alliance for Careers in Healthcare (NYACH), has developed a Partners Council, which establishes a common agenda and set of activities. The Council includes the Greater New York Hospital Association, the Community Health Care Association of New York State (CHCANYS), the Southern New York Association, the Paraprofessional Healthcare Institute (PHI), 1199 SEIU Training and Employment Funds, and the City University of New York (CUNY). Since its inception NYACH has re-aligned curricula and launched industry-informed trainings that have already connected more than 1,000 New Yorkers to new jobs or promotions.

##### **Training Strategy**

In the past fiscal year, SBS and NYACH have collaborated on a number of different training programs to support the growing healthcare sector in New York City . These highly

**WE ARE YOUR DOL**



interactive and engaging, industry-informed programs include occupational training for Medical Billers, and Community Health Workers as well as NCLEX prep for foreign-trained nurses and residency experiences for un- and underemployed Registered Nurses through the Transition to Practice Program.

In the coming fiscal year, SBS and NYACH will evaluate and scale successful programs as well as launch a series of new initiatives. .

#### Use of Available Resources to Support the Strategy

Combination of WIOA, City Tax Levy, White House Social Innovation Fund, and private philanthropic funding

#### COVID Response

At the onset of the pandemic, the New York Alliance for Careers in Healthcare (NYACH) quickly identified the need to coordinate action among stakeholders in the long-term services and supports (LTSS) subsector of the healthcare industry. LTSS faces many systemic challenges, including chronic underfunding, rapid growth due to an aging population and more New Yorkers living longer with chronic diseases, and a lack of visibility for the more than 300,000 homecare, nursing home, and other direct care workers in NYC who are predominantly low-income women of color. In partnership with Deputy Mayor J. Phillip Thompson and the Mayor’s Office of Workforce Development, NYACH convened an emergency response workgroup comprised of 26 partner organizations including government, industry associations, organized labor, employers, educational institutions, and advocacy groups. The workgroup focused on four priority areas: worker visibility, business viability and continuity, availability of resources for workers and clients/patients, and emergency workforce shortages.

NYACH contributed by shaping a number of the City’s responses to the crisis. NYACH informed how City government benefits and programs could support LTSS essential workers and facilitated the connection between 1199SEIU United Healthcare Workers East and the NYC Department of Health and Mental Hygiene, which resulted in a new system by which the City distributed much-needed personal protective equipment (PPE) to homecare agencies. Working in partnership with GetFoodNYC, NYACH also forged a new service delivery pathway for food-vulnerable New Yorkers to sign up for food delivery via their homecare agencies. Finally, NYACH launched an emergency response virtual home health aide training in partnership with SBS’s Workforce Development Division to alleviate the staffing burdens on employers and workers brought on by the pandemic. Homecare agencies were faced with increased absenteeism and attrition of existing workers, and a dramatic collapse of the Home Health Aide (HHA) pipeline, given the fact that all existing programs in the city were required to be in-person. By working with state regulators to allow the didactic portion of the emergency HHA training program to be virtual, this program helped address the staffing shortage, and provides critical lessons learned for the city and state about restarting the workforce pipeline using virtual modalities.

## 2. Technology

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***Industry Partnership: Tech Talent Pipeline (TTP)***

**Industry Partnership Strategy**

Launched by Mayor de Blasio in May 2014, the NYC Tech Talent Pipeline (TTP) works with more than 150 stakeholders to define employer needs, develop training and education solutions to meet these needs, and deliver homegrown talent for 21st century jobs across the five boroughs. These efforts are guided by an Advisory Board of 25+ CEOs, CTOs, CIOs, and senior executives representing the city's top tech employers and a collective workforce of 40,000 New Yorkers.

**Training Strategy**

In the past fiscal year, SBS and TTP have collaborated on numerous industry-informed training programs. These programs test a variety of objectives, such as demonstrating the effectiveness of non-traditional educational paths (i.e. accelerated boot camps) in fulfilling high-demand occupations like Web Development and DATA analyst and increasing the competitiveness of CUNY graduates through additional technical support and internships for local tech positions in software engineering. One of the most successful initiatives, the NYC Web Development Fellowship, has successfully demonstrated that young adults who are out-of-work and lack a college degree can be trained for and connected to high-paying jobs in tech in less than a year. Most of the programs support connecting graduates to tech jobs paying at least \$60,000 per year.

Like NYACH, in the coming fiscal year, SBS and TTP will evaluate and scale successful programs as well as launch a series of new initiatives.

**COVID Response**

Tech firms have been particularly willing to help and donate resources in response to the crisis. The NYC Tech Talent Pipeline (TTP) mobilized their industry partners to assist in creating COVID-19 technical solutions. TTP established a Volunteer Industry Partner Corps, a network of tech professionals from businesses such as LinkedIn, Salesforce, Google to help inform and rapidly prototype and deploy technical products at no cost to share City-wide. These solutions include the [PPE + Reopening Supply Marketplace](#) which was developed in conjunction with the Manufacturing and Industrial Innovation Council.

TTP partnered with other SBS colleagues to identify professional experiences for students whose tech internships were cancelled due to COVID-19. Through an expansion of their work with Major League Hacking, TTP ensured CUNY students had the opportunity to work in teams on Open Source projects managed by industry mentors. Additionally, all CUNY 2x Tech services (adjuncts, faculty, advisors, internships) transitioned to a remote setting. TTP also surveyed 300 computer science and boot camp faculty and students to understand the greatest barriers and obstacles to remote learning in computer science, and published tips for remote teaching for industry adjuncts and Computer Science faculty within CUNY.

**3. Food Service**

***Industry Partnership: NYC Food & Beverage Hospitality Council***

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### Industry Partnership Strategy

One of the largest sectors of employment in NYC with sustained growth, food service in New York City is of critical importance but is faced with a sizable labor shortage of qualified talent in the kitchen and very high turnover. This industry partnership works with 30+ leading industry employer members of its NYC Hospitality Council to ensure alignment of all strategies and initiatives to improve workforce development and business growth in the sector. The Council will help provide the input needed to craft new solutions for work-based learning, transparent pathways to advancement, and better bridge training programs to help the majority of the labor pool working in this sector but born outside of the United States.

### Training Strategy

Our strong partnerships with employers in this sector are built upon a history of finding and connecting thousands of talented, qualified New Yorkers to open positions. This has allowed us to gain a deep appreciation for employers focus on on-the-job training in this field. Our training strategy for the coming year will be to work with those employers to develop new and innovative form of training that combine work-based learning with the necessary classroom skills and certificates (including the Food Handlers certificate). The Industry Partnership will create bridge programs and educational opportunities that better educate both incumbent workers and prospective employees about career paths in the sector and how to best navigate them.

### COVID Response

The NYC Food and Beverage Council has been at the center of work to help support what is perhaps the hardest-hit industry in NYC since the onset of the crisis. The Industrial Partnership has led constant communication with business stakeholders to inform the City's policies to address the challenges the food service sector now faces.

The Food and Beverage Council joined the inter-agency restaurant recovery task force convened in May 2020 to develop short and medium-term strategies and work streams. The primary recommendations of the task force led to the design and implementation of the City's "Open Restaurants" and "Open Streets: Restaurants" programs. The Food and Beverage Council team continues to support city agencies with the amplification and clarification of guidelines for business operators to ensure compliance and mitigate penalties and fines. In addition, during the height of the crisis the Food and Beverage Council partnered in the development of the Restaurant Revitalization Program, a joint effort between the Mayor's Office for Economic Opportunity, the Mayor's Fund, the Human Resources Administration, and the One Fair Wage coalition. This initiative, launched in June 2020, is structured to provide a restaurant worker wage subsidy to businesses that commit to supporting the economic well-being of their workers and to making meals accessible to community members facing food insecurity.

## 4. Industrial

*Industry Partnership: Manufacturing and Industrial Innovation Council*

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### Industry Partnership Strategy

While jobs in the Industrial sector have contracted over the past two decades in New York City, the sector continues to be a good target for workforce development since there are not high educational barriers in this sector (compared, for example, with tech or healthcare). Employers have reported a challenge in finding and attracting entry-level candidates. Furthermore, data shows that due to an aging workforce, expert roles are staying vacant for longer and retirement ages are increasing dramatically.

Because this sector is so heavily zoned in New York City, MAICC has developed a place-based strategy that recognizes clusters of sub-sectors in specific communities (i.e. automotive manufacturing in the Bronx, etc.). MAICC maintains advisory committees aligned with local NYC Industrial Business Zones and clusters of businesses that have similar foci. These boards will work with MAICC to determine core competencies required for entry-level jobs and better communicate them to qualified New Yorkers. The boards also work with MAICC to design solutions to support the up-skilling of current entry level workers and the transition of technical knowledge from one generation of worker to another.

### Training Strategy

Based on business demand, SBS supported entry-level training in occupations, such as Commercial Driving, and Cable Installation. There have also been significant investments aimed at better serving target populations, including the City's industrial and transportation-focused Career Centers. Further, SBS has aligned its workforce programs with green building initiatives, led by the Mayor's Office of Sustainability, that provide training that leads to employment for workers and reduces energy usage across New York City in incumbent worker training programs like Building Operator and job seeker programs like Cool Roofs.

### COVID Response

Forecasting a gap in the market for personal protective equipment (PPE), MAICC partnered with the NYC Tech Talent Pipeline to create the [PPE + Reopening Supply Marketplace](#), an online platform for matching organizations seeking PPE with local manufacturers that can fabricate it. Additionally, MAICC helped manufacturers to pivot their operations and provided guidance for changing the type of production and the resources needed to produce items such as masks, face shields, gowns, ventilators, and plexiglass shields. In addition MAICC made connections to the Workforce1 Industrial & Transportation Career Centers for hiring services across the city as businesses sought to reopen with new staffing needs.

Finally, MAICC staff has supported the Food Supply Chain resiliency efforts by establishing and leading a multi-agency collaboration to collect and determine operational best practices for food supply chain resiliency. MAICC established connections among food manufacturers, distributors, and meal providers to City food provision contracting opportunities, providing growth opportunities to local manufacturers and simultaneously helping make food more accessible to New Yorkers in need.

## 5. Construction

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*Industry Partnership: **Construction Industry Partnership***

Industry Partnership Strategy

Job growth in Construction continues to outpace most other sectors in New York City and represents an opportunity for many mid-level jobs at family-sustaining wages while not requiring high educational attainment. The Construction Industry Partnership will work with construction firms and unions representing organized labor and other local stakeholders to guide its priorities. The advisory board will help shape solutions for the following workforce challenges in the sector: equity of access to career pathways in the unionized skilled trades; safety; and up-skilling. The Industry Partnership will also work with sector stakeholders to re-imagine/re-brand the image of the industry to attract a greater diversity of workers, including younger workers.

In addition, the Construction Industry Partnership will advise and guide the HireNYC Development initiative. HireNYC is New York City’s commitment to leverage its purchasing power and investments generally, in the case for construction and real estate developments to provide better access to jobs associated with these projects for New Yorkers. HireNYC will provide free, high-quality recruitment services to vendors and businesses filling open positions through City contracts and development projects.

Training Strategy

SBS will develop with the Industry Partnership new trainings based upon changes in the technical landscape and reflecting best practices international in design and build that will increase: construction project efficacy and completion times; clear projections of labor talent needed; and job quality.

COVID Response

The Construction Industry Partnership continued its pursuit of a system that provides New Yorkers with greater access to the sector and the opportunity to advance within it. In Fiscal 2020, the Construction Industry Partnership shaped the curriculum and approach to deliver Site Safety Training to meet the requirements of Local Law 196 of 2017 and led the effort to open access to the trades through pre-apprenticeship programs. In response to the COVID-19 pandemic, the Construction Industry Partnership has led the effort to pivot both Site Safety training and pre-apprenticeship training – training that exposes students to the sector and connects them directly to union apprenticeship programs – to be delivered remotely.

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

**Title I Adult Programs / Workforce1 (SBS)**

In order to coordinate the engagement of employers – both to avoid duplication of efforts and to facilitate the development of sectoral expertise – all five “hub” Workforce1 Career Centers execute a business development plan to engage employers. The centers’ sale territories are determined by sector and geography. These territories currently include the

**WE ARE YOUR DOL**



following economic sectors (and corresponding North American Industry Classification System [NAICS] codes):

1. Automotive Repair and Maintenance (NAICS 8111)
2. Professional, Scientific, and Technical Services (NAICS 54)
3. Accommodation and Food Services (NAICS 72)
4. Administrative and Waste Support Services (NAICS 56)
5. Administrative Services (NAICS 5611)
6. Arts, Entertainment, and Recreation (NAICS 71)
7. Clinical Healthcare (NAICS 621, 622, 623)
8. Construction (NAICS 23)
9. Direct Life, Health, and Medical Insurance Carriers (NAICS 524114)
10. Education (NAICS 61)
11. Finance and Insurance (NAICS 52)
12. Healthcare and Social Assistance (NAICS 624 and 6216)
13. Information (NAICS 51)
14. Manufacturing (NAICS 31-33)
15. Office Business Support Services (5614)
16. Retail Trade (NAICS 44-45)
17. Transportation and Warehousing (NAICS 48-49)
18. Wholesale Trade (NAICS 42)

**Title I Youth Services (DYCD)**

DYCD’s Workforce Connect division, which houses the WIOA Train & Earn and Learn & Earn programs, includes an Employer Engagement and Partnership team. This team plays a vital role in developing an overarching communications and outreach plan to market these programs to a broad section of NYC employers, foundations and other relevant stakeholders with the goal of ensuring that youth workforce development program participants have access to opportunities that will provide them with the necessary skills and exposure to develop their career paths. The team also works closely with various City Agency partners to coordinate outreach and job development efforts as well as support community-based organizations within the Workforce Connect portfolio with their employer engagement efforts.

The Employer Engagement and Partnership team is undertaking a number of projects to deliver high value services to both employers and youth participants. These projects include the development of a comprehensive strategic plan for partnership development that will support Workforce Connect programs and generate internship and long-term employment opportunities, apprenticeships and trainings, funding opportunities or in-kind services. It also includes creating differentiated partnership development strategies for in-school and opportunity youth programs, a sectoral strategy to identify key stakeholders across high growth industries utilizing current labor market trends connections with industry groups and employer networks, connecting DYCD's employer engagement strategy to the City's overall goals and partnership efforts, remaining up to date on all labor market information and informing Workforce Connect leadership on current trends, work readiness needs for participants, provide targeted technical assistance/ training to providers across the portfolio on employer engagement and relationship management skills necessary for successful programming and outcomes.

### **Title III Wagner-Peyser (NYS DOL)**

#### Recruitment and Technical Services for Businesses

Free job posting on the New York State Job Bank and indexing, Job development assistance, customized recruitments events, job fairs, HR consultations, federal bonding, incentive programs such as the Work Opportunity Tax Credit (WOTC) and Workers (with Disabilities) Employment Tax Credit (WECT). One-on-one service to businesses include taking a job order, job matching, providing job referrals or qualified job candidates, tailored job services such as a customized recruitments.

### **Title IV Vocational Rehabilitation (ACCES-VR and NYSCB)**

#### **ACCES-VR**

ACCES-VR and its Contracted Providers, offer Businesses a broad array of services, including:

- Workforce Recruitment Assistance –ACCES-VR and its Contracted Providers work with employers to identify their available job openings and to recruit and refer qualified candidates. ACCES-VR and Contracted Providers also frequently coordinate with employers to create targeted job recruitments. ACCES-VR provides generous wage incentives. The Work Tryout Program can reimburse an employer for up to 460 hours of salary paid. The On the Job Training Program, which also reimburses the employer for salary paid, can be up to 6 months long.
- Training Services – ACCES-VR and its Providers can develop training to meet the needs of business. In the On the Job Training, employers design the training they will provide to new workers and ACCES-VR reimburses the employer for the salary paid. In the Supported Employment program, the employer specifies the skills they need a new worker to learn and the Contracted Provider trains the worker on site.

**WE ARE YOUR DOL**



- Accessing Untapped Labor Pools – ACCES-VR and their Contracted Providers offer free training in Disability Awareness, Understanding the ADA and the utilization of Workplace Accommodations. This training helps employers to develop more inclusive work places.

Employer Information and Support Services – ACCES-VR and its Contracted Providers offer employers training and information about a number of wage incentives, for example, the Work Opportunity Tax Credits and the Workers (with Disabilities) Employment Tax Credit. As mentioned above, ACCES-VR offers its own wage incentive programs, which can also be utilized as training: the Work Tryout and the On the Job Training. They also assist employers in utilizing a number of innovative work force approaches, such as job carving and job sharing which are utilized to create more inclusive work environments. In addition, they assist employers in retaining seasoned employees by providing free training and assessment in workplace accommodations.

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

**HireNYC:** The City of New York is committed to connecting economic development activities to local jobseekers and disadvantaged workers. In 2015, Mayor De Blasio launched HireNYC, a targeted hiring initiative that connects economic development projects and city contracts to jobseekers.. Other economic development projects are encouraged to hire target populations, including public assistance recipients, NYCHA residents, and individuals using the Workforce1 system. The Office of Workforce Development provides oversight to the City’s neighborhood-based community and economic development projects that include workforce development components.

**New York Works:** In 2017, the City launched New York Works, a series of 25 initiatives to spur 100,000 jobs with good wages over the coming decade. One initiative, Apprentice NYC, is a new employer-driven training partnership which promises to help connect New Yorkers to jobs created by the City’s investments. Apprentice NYC recasts a traditional workforce development approach to address the 21st century skills that New York City employers want and need. These employer partnerships will support on-the-job training while guaranteeing job placement. This new approach will open up new opportunities for those without higher education degrees.

**Community Hiring:** The City and the Building and Construction Trades Council of Greater New York (BCTC) negotiated new terms for the Citywide Renovation Project Labor Agreement (PLA) in 2020 which covers renovation construction work on City-owned buildings, and a New Construction Project Labor Agreement which will cover selected future projects. The PLA will create consistent work rules across construction projects, reduce administrative burden on construction agencies, and connect working people in neighborhoods across the city to union apprenticeship and pre-apprenticeship programs. As part of the agreement unions will prioritize the referral of workers from zip codes where at least 15% of the population lives below the federal poverty level and/or are NYCHA

**WE ARE YOUR DOL**



residents, aiming to reach an overall goal that at least 30 percent of all hours worked under PLA projects are logged by workers from these zip codes.

**Customized Training:** Recruitment services and training programs, with a specific focus on the Customized Training Program, which is customized to business needs, supports the economic development of the city by reducing vacancies for businesses and ensuring a qualified workforce.

As noted in previous responses, DYCD WIOA programs are tied to growth sectors, and therefore support local economic development by providing high quality occupational trainings in those sectors. DYCD also hears from chambers of commerce, business improvement district members, industry umbrella groups, and others to inform program strategies' alignment with economic development.

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

**Title I Youth Services (DYCD)**

Throughout WIOA Youth programs, entrepreneurship training is offered. Further, some of the advanced occupational training offerings are well suited to entrepreneurship, such as the Early Childhood Aide training offered through CUNY to qualified OSY participants. This training allows youth to become certified early childhood educators and allows them to pursue running a child-care business out of their homes. Culinary arts trainings also provide skills that can be used by a self-employed cook to do catering or freelance work if desired. Training in electronic security system installation also provides a path to self-employment once training is completed.

**Title IV Vocational Rehabilitation (ACCES-VR and NYSCB)**

**ACCES-VR**

One of the services available to participants enrolled in ACCES-VR is self-employment. An individual who is interested in developing a business is asked to submit a business plan. ACCES-VR can refer individuals to receive counseling in the development of the business plan. If the plan is deemed to be realistic, ACCES-VR funds can be provided to assist with the start-up of the business within our established policy guidelines.

**NYSCB**

1) Through the Randolph Sheppard Act, legally blind New York residents are eligible to participate in the New York State Commission for the Blind (NYCSB) Business Enterprise Program (BEP) which provides individuals an opportunity to participate in a rigorous training curriculum that teaches participants how to successfully manage a deli, vending operation, vending route, newsstand, snack bar or cafeteria. Upon successful completion for the BEP training curriculum participants then receive an interest free loan to buy their initial product inventory and manage their store as a sole proprietor.

2) When self-employment is determined to be the appropriate means to an employment outcome, NYSCB will provide assistance and services based on individual factors and economic needs. Assistance and services may include, but not limited to:

- Referral to community resources for basic business courses, assistance in developing a business plan and business start-up.
- Purchase of specific goods and services in accordance with an approved individualized plan for employment (IPE) and NYSCB self-employment policy.
- Purchase of other vocational rehabilitation services needed to successfully achieve self-employment.

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

Staff at the NYC Department of Small Business Services (SBS) regularly review the list of WARN (Worker Adjustment and Retraining Notification) notices on the NYSDOL website for potential opportunities. Staff at the New York City Workforce Development Board also forward WARN notices to SBS staff to draw attention to large-scale downsizings and closures with significant layoffs, particularly in area where the Workforce1 Career Centers already have strong employer relationships.

As SBS identifies opportunities matching larger employer needs within the Workforce1 system, SBS coordinates with the NYSDOL Rapid Response team to explore opportunities to collaborate, particularly as NYSDOL manages all the employer/employee information for each WARN notice.

In the past, the collaboration between SBS and NYSDOL on rapid response has been via coordination to attend outreach meetings with employees at an impacted employer site. These outreach meetings are to advise affected employees of the coordinated resources, mainly: Unemployment Insurance Benefits, job searches and recruitment events. And invited Workforce1 staff speak to specific opportunities currently available, particularly those that are similar, to provide a more concrete connection for the affected employees. Staff can also provide the affected worker with a referral ticket to a recruitment event. And if the pool of affected worker is significant SBS and NYSDOL have coordinated targeted recruitment events for the affected employees.

After the company closes, SBS coordinates with the Rapid Response team to gain access to information directly from the Unemployment Insurance system, such as: names, addresses, and telephone numbers for affected workers to be used to continue connecting affected employees to training and employment services.

## 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?

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NYC Provides coordinated services to Unemployment Insurance (UI) claimants that ensures claimants are afforded common service expectations and are held to common program requirements. UI claimants are co-enrolled in Wagner Peyser and WIOA Adult and/or Dislocated Worker programs and must receive a minimum of two staff assisted services. Co-enrollment of claimants makes the widest possible array of services available without duplication of resources and creates an automatic link between the UI and workforce system.

Workforce1 Career Center Resource Room staff are trained in how to assist customers in accessing and filing for UI insurance claims and UI claimants are scheduled for reemployment services within eight of the Workforce1 Career Centers. UI Claimants are referred to supportive resources among all the local area partners and programs as needed. For instance, Job Search Ready claimants are referred to local Workforce1 on-site recruitments, receive job referrals, are referred to training services and referred to adult education and vocational rehabilitation services as appropriate.

Workforce1 and NYSDOL are co-located at several centers, affording jobseekers seamless access to services managed by either entity. Specifically, jobseekers are able to learn about the comprehensive services via “Introduction to Services” and via direct referrals and are informed how to access unemployment insurance programs. Additionally, staff from NYSDOL and Workforce1 share recruitment calendars and other information to insure the full leverage and coordination of services.

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;

**Title I Adult Services / Workforce1 (SBS)**

The NYC Department of Small Business Services (SBS) operates the **West Farms Workforce1 Career Center** in collaboration with the NYC Department of Education (DOE) with services dedicated to out of school, out of work youth. The center’s programming is designed to provide the necessary support for out of school, out of work youth to be successful in growing industries. Through these services, young adults have the ability to gain exposure to a variety of Career Pathways and connect to training opportunities linked with in demand occupations in the industrial, healthcare, food service and technology industries. Additionally, the West Farms Center offers job readiness workshops including self-management and professionalism, resume building, and job search and job interview. These workshops are designed to supplement technical training with the soft skills necessary to succeed in the workforce. Each workshop also incorporates breaks and other engagement techniques such as mock practice and computer use to ensure full participation from young adults. The Center’s mission is to provide integrated and seamless services customized to help 18 to 24 year old New Yorkers connect to careers with family-sustaining wages. At the center, the City provides individualized support to young people to help them connect to employment opportunities, prepare for and obtain a High School

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Equivalency Diploma, connect to training opportunities and post-training employment, develop skills to strengthen job candidacy and connect to HRA benefits.

### **Title I Youth Services (DYCD)**

DYCD works to coordinate with secondary and postsecondary education programs in a variety of ways, both directly and through our provider partners. Our Learn & Earn programs are primarily located in high schools to maximize resources and support youth both academically in as the prepare for college and careers. Those programs provided a School Partnership Agreement, signed by the individual school leadership, that outlines how the school and program will work together to support students in the respective Learn & Earn program. In Train & Earn, we work with Queensborough Community College and Hostos Community College to provide advanced occupational training that prepares students for industry-recognized credentials to qualified Option 1 participants. Many Option 2 providers also work with CUNY schools or have agreements in place with other postsecondary training providers. In both Train & Earn options, providers may enter into agreements with the NYC Department of Education District 79 to provide onsite HSE exam instruction to participants.

### **Title IV Vocational Rehabilitation (ACCES-VR and NYSCB)**

#### **ACCES-VR**

- **High Schools:** ACCES-VR has a liaison counselor assigned to every high school in New York City. Their jobs are to interface with the Department of Education staff responsible for transition within each school and to educate them about ACCES-VR services and to encourage referrals of students starting in their junior year. Working with their Contracted Providers, ACCES-VR has also developed a Work Readiness & Summer Internship Program to assist young people in developing their goals and work appropriate behaviors.
- **Partnership with DYCD:** ACCES-VR has entered into an informal agreement with DYCD WIOA Central. When individuals involved in either DYCD OSY or ISY program identify themselves as having a disability, they will be offered a referral to ACCES-VR for services.
- **Colleges:** ACCES-VR has a very close relationship with the CUNY LEADS program. There is a liaison relationship between ACCES-VR and a CUNY LEADS counselor on every campus. Cross referrals are made regularly. The LEADS advisors augment services to students with disabilities while they are in their college programs. ACCES-VR also has on-going liaison relationships with many private colleges throughout the city. ACCES-VR has worked with staff on college campuses to develop internship opportunities for students. Internship experiences greatly enhance the work readiness skills of students, preparing them for graduation.
- **Vocational Training:** ACCES-VR frequently refers participants to vocational training programs at many of the state education licensed private vocational schools. ACCES-VR funds training for the participants in these programs, fully. In addition,

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ACCES-VR refers consumers to many of the rehabilitation facilities which participate in the Core Rehabilitation Services Contract. Many of these programs include specific vocational training which has additional supports for our participants as they enter competitive or supported employment.

- **Community Based Organizations:** ACCES-VR has outreached out to many of the community based organizations which provide vocational training and work readiness/ internship possibilities and have encouraged cross referrals of participants.

#### **NYSCB**

- **Secondary Education:**
  - The New York State Commission for the Blind (NYSCB) District Office in New York City will have either a dedicated children’s consultant or transition counselor to support consumers in high school.
  - For high school age consumers that are not eligible for Vocational Rehabilitation (VR) services, NYSCB children consultants can provide basic vision services to support these young people.
  - For high school age consumers that are eligible for VR services, NYSCB transition counselors can support these consumers by recommending assessments and assisting in interpretation of results; identifying VR services and outcomes; information to assist in selecting a suitable vocational goal; participating in Committee on Special Education Meetings; information on resources in area and identifying the need for involvement by other state agencies and service providers.
  - High school age consumers that are eligible for VR services may with the support of a NYSCB transition counselor access the following services:
    - Rehabilitation teaching, and orientation & mobility training outside of school hours for application in the home.
    - Low vision exams and devices
    - Adaptive equipment for home-use
    - Social casework services
    - Paid summer youth employment and/or work experiences
    - Depending on the need a job coach may be provided to support consumer during a work experience
    - Pre-Vocational skills and Vocational skills training
    - Post-secondary guidance and support

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- Job placement services
- Technology training
- **Post-Secondary Schools:**
  - If post-secondary education is needed to support a consumer in achieving their vocational goal as outlined on the consumer’s Individualized Plan for Employment (IPE), NYSCB may provide college sponsorship based on economic need.
  - Prior to college sponsorship NYSCB may provide academic support and pre-college services.
  - Consumers that are eligible to receive NYSCB college sponsorship may receive the following:
    - Tuition support after any applied financial aid in accordance with SUNY and CUNY approved tuition rates.
    - Room and Board
    - Books and Supplies
    - Mobility trainings to navigate to/from and around the college consumer is enrolled
    - High technology equipment
    - Academic tutoring
    - And if needed additional reader services can be provided.
    - Transportation cost as outlined by NYSCB college policy
- **Vocational Trainings:**
  - NYSCB through a referral may send consumers to contracted providers or approved vocational technical schools for training programs identified on a consumer’s Individualized Plan for Employment (IPE)

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

**Title I Adult Services / Workforce1 (SBS)**

SBS and the NYC Department of Education (DOE) operate a Workforce1 Career Center with integrated education, training, employment, and social services tailored to young adults. Individuals are able to enroll in services with each agency in a single location; such that, they are able to apply for benefits like Supplemental Nutrition Assistant Program, enroll in

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high school equivalency preparation courses, contextualized pre-trainings, and occupational trainings, and interview for jobs in a single location.

SBS also operates a Workforce1 Career Center with integrated services tailored to foreign-born New Yorkers. This center also offers contextualized ESOL bridges and pre-trainings with CUNY and other CBOs with expertise in serving individuals with cultural barriers to employment for occupational trainings.

**Title I Youth Services (DYCD)**

DYCD WIOA youth programs combine education and workforce activities as per WIOA legislation. Train & Earn programs require the provision of basic skills/high school equivalency preparation along with work readiness and occupational training. In both Train & Earn options, providers may enter into agreements with the NYC Department of Education District 79 to provide onsite HSE exam instruction to participants. DYCD works with Queensborough Community College and Hostos Community College to provide advanced occupational training that prepares students for industry-recognized credentials to qualified Option 1 participants. Many Option 2 providers also work with CUNY schools or have agreements in place with other postsecondary training providers. By being located in high schools, Learn & Earn programs work hand in hand with school staff to combine academic activities with workforce development activities.

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

**Title I Adult Services / Workforce1 (SBS)**

Where possible, SBS aligns training and job connection services with education and social services offered by DOE, HRA, and other partner agencies. In cases like the new centers and their embedded bridges and pre-trainings, the agencies work collaboratively to integrate occupational skills into education programming and connect graduates to occupational training seamlessly.

**Title I Youth Services (DYCD)**

The NYC Department of Youth and Community Development (DYCD) works to ensure that WIOA Youth programs provide a range of occupational trainings in demand sectors, and serve youth across New York City. Requests for Proposals include borough-based competitions to ensure that programs are located in all five boroughs. DYCD WIOA Youth programs offer a combination of academic instruction, support services and access to occupational training that is distinct from WIOA Adult and Dislocated Worker programs and other youth workforce development programs, minimizing the chance of duplication of services.

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

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### Title III Wagner-Peyser (NYSDOL)

The NYC local area will work with NYSDOL to improve seamless service delivery to customers. CareerCenter workshops and on-site recruitments will be coordinated to reduce duplication and offer the best possible array of services to customers. With better coordination of services, Workforce1 will be able to increase the diverse services offered and better service customers with barriers to employment.

- 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.

See Attachment 4.8(b)(1)

## 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.

### System Vision

The City of New York’s vision for workforce development is encapsulated by the following report: “[Career Pathways: One City Working Together.](#)”

Career Pathways is a guiding strategy and framework describing how elements of the City’s workforce system should align and connect to one another – supporting individuals along progressive levels of education and training that lead to stable employment offering family-supporting wages. The city’s vision of career pathways contains three central pillars:

- **Building Skills Employers Seek:** Shifting away from the former priority of placing as many people into jobs as quickly as possible, workforce programs now focus on connecting New Yorkers to quality jobs with family-supporting wages and career advancement potential. To ensure that its training investments are closely aligned with employer needs, the City is creating strong industry partnerships that provide robust feedback loops with companies in priority sectors of New York’s economy.
- **Improving Job Quality:** The City is acting to support New Yorkers in lower-wage jobs through initiatives that reward worker-friendly business practices such as consistent scheduling, access to commuter benefits and financial empowerment services. In addition to providing stability for

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workers, these common-sense practices support the bottom line for employers by lowering turnover costs and helping to ensure better-trained workers.

- **Increasing System and Policy Coordination:** The City is committed to better aligning its workforce and economic development initiatives, utilizing local legislation and administrative policies as key levers to promote career pathway development and implementation. Workforce programs should also function as a coherent system by using system-wide common metrics, shared definitions and data tracking tools, and applying a unified approach to employer and jobseeker customers.

#### Alignment with the City’s Vision of Adult Education

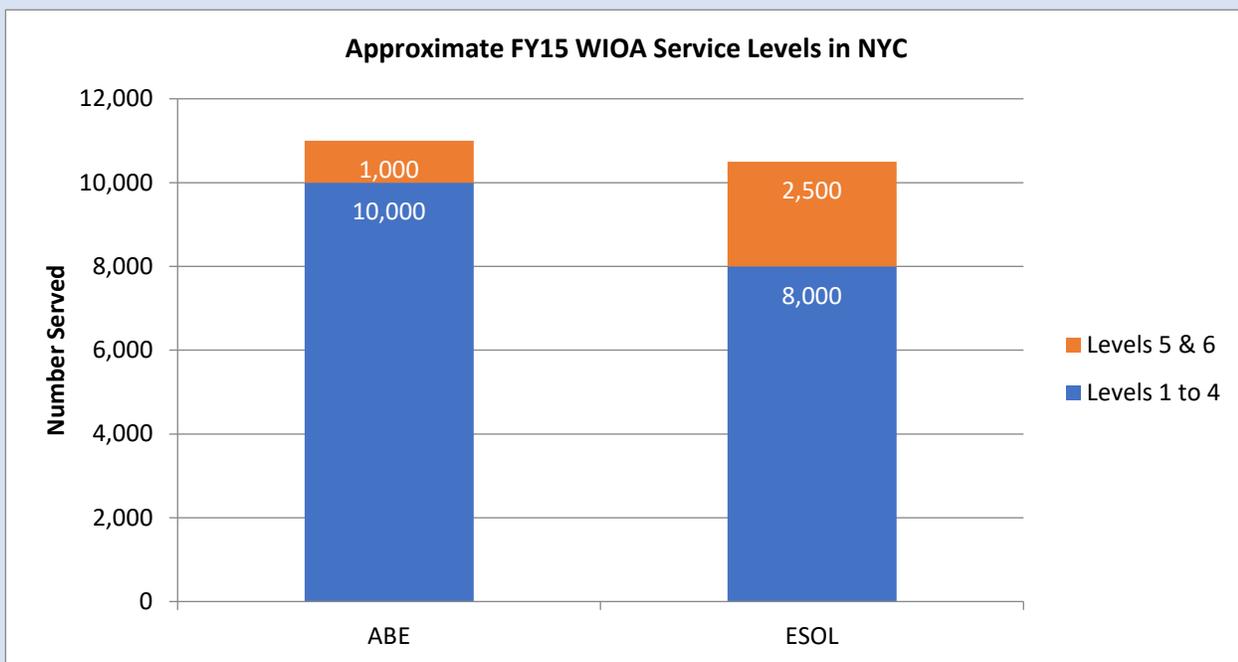
The City views “skill building” in very broad terms as the development of English speaking skills, academic skills (literacy level, progress towards a High School Equivalency), or occupational skills. Ultimately, programs should help ensure that their customers have the right skills and experience sought by employers.

- A. The City expects that all adult education programs would do the following:
1. Help students identify a **long-term career goal**, the key **steps** required to achieve that goal, and the immediate **next step** on their career pathway, which could include:
    - a higher level adult education program;
    - a training program;
    - college enrollment; or
    - a job

Programs should strongly emphasize participants’ advancement along a career pathway, both in messaging and in coaching for participants.

- b. Be **contextualized** to maximize student engagement: contextualization can be to a theme, project, or economic sector and should be related to the primary next step of a given class. “Primary” next step means the next step that the largest number of individuals in a class are pursuing.
- c. Ensure students **understand, are prepared for, and are connected to their immediate next step**. Programs should be designed around the primary next step of a given class, incorporating links to that next step throughout the program. Examples include: incorporate relevant content and exercises into the curriculum, hold site visits (to high level adult education programs, to colleges, to employers, etc.), or invite guest speakers into the class. Finally, programs should ensure they have strong connections to the primary next step: either within their own organization to a higher level adult education class or training program if one exists, or relationships with outside organizations, including higher level adult education programs, training programs, colleges, or employers. Programs should identify any external partners before a program begins.

- d. Demonstrate **good performance** or a **demonstrated ability** to design and implement successful programs. Key performance measures would include skill gains, individuals successfully progressing to their immediate next step, and employment.
- e. Focus as a system on getting *more* students to **completion**. As the chart below illustrates, the vast majority of individuals served annually in New York City through Adult Basic Education (ABE) and English for Speakers of Other Language (ESOL) were in low levels. Although there is clearly an enormous need to serve individuals with low literacy and English proficiency levels, the City would like to increase the proportion of individuals served at levels 5 and 6. Individuals close to attaining a High School Equivalency or ESOL level 6 will likely be able to apply their new skill level immediately to their next step. Some adult education providers will need to offer more advanced classes through their programs. Other providers may continue to target lower level students, but will need to strengthen their connections with other programs offering advanced classes and ensure more students make that next step transition successfully.



B. The City expects that **integrated education and training programs** would be aligned with the City’s definition of **bridge programs**.

Bridge programs prepare individuals with low educational attainment and limited skills for entry into a higher education level, occupational skills training, or career-track jobs – building the competencies necessary for work and education alongside career and supportive services. Bridge programs contextualize programming to specific industry sectors and have established relationships with partners (occupational skills training, education, and/or specific sector employment) who inform program design and serve as the primary “next step” destination for program participants.

Bridge programs pair educational instruction and workforce development services using one of two approaches:

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- **Contextualized Bridge Programs** teach foundational skills (ESOL, literacy and numeracy instruction) against the backdrop of a sector-specific context. This sector focus and content serve as an engagement technique that grounds coursework in workforce applications, and importantly complements career counseling services to support participants in exploring occupations in the given sector throughout the duration of the program.
- **Integrated Bridge Programs** incorporate foundational skills (ESOL, literacy and numeracy instruction) into an occupation-specific training or certification course. This integration supports individuals learning basic education skills that complement other occupation-specific hard skills, supporting individuals to succeed in the training program and subsequent employment.



**BRIDGE PROGRAM COMPONENTS**

- Sector-focused instruction developed in partnership with employers and/or higher education providers
- Strong “bridge” between the basic skills provider and next-step / destination program(s)
- Support services, including college & career advisement and transition support
- Clear, measurable outcomes for evaluation, program improvement, and accountability.

- 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.

Workforce1 Career Centers provide employers with a strong resource to connect to local talent. They also prepare and connect qualified candidates to job opportunities in New York City through:

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- Resume and interviewing workshops that support the development of job search skills;
- Training to acquire skills in growing fields; and
- Opportunities to connect to employers with open positions.

The Workforce1 system maintains an extensive network of Community Partners – organizations throughout the City that refer individuals to Workforce1 for employment services or to which Workforce1 refers customers for other services. To expand access to Title II participants with barriers to employment, Workforce1 staff will ensure that targeted Title II adult education programs become Community Partners or remind existing partners of the opportunities for cross-referral.

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

The majority of training services are focused specifically within the **NYC Career Pathways sectors**, including the healthcare, tech, industrial, transportation, construction, food service, hospitality, and media and entertainment sectors. As previously stated, the City of New York has adopted career pathways as a guiding strategy and framework for all workforce development programs and policies.

Co-enrollment means helping individuals receive services from both Title II adult education programs and – simultaneously or sequentially – from Title I employment programs. Referrals and co-enrollments help customers seamlessly access the services and resources they need from the right partners in the workforce system. Ultimately, the goal is to help customers prepare for and connect to a good job.

As stated in the previous section, the Community Partners program is an appropriate vehicle for co-enrolling individuals in adult education and employment services. Workforce1 staff work with adult education providers to determine the best timing for providing information about available services and for making referrals to one another.

- 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 City’s Career Pathways vision complements priorities articulated in the Workforce Innovation and Opportunity Act and the New York State Plan<sup>lxx</sup> to:

- Help jobseekers and workers access the education, training, and support services they need to enter or advance in the labor market;
- Improve the relevance of workforce investment and education;
- Improve the structure and delivery of services in the system;

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- Increase the prosperity of jobseekers, workers, and employers and the global competitiveness of the U.S.

Partners agreed to work collaboratively to ensure programs:

- Align to employers' needs**, including conferrals of credentials where applicable;
- Align to participants' needs** (foundational skills, supportive services, etc.);
- Ensure that the right number of candidates are prepared at the right times for the right positions – in other words, **prepare the right quantity of supply in line with anticipated labor market demand**;
- Invest in **services targeting a wide variety of skill levels** -- including individuals with varying degrees of English, reading, and math proficiency; and
- Continuously improve** their approaches to skill building, in part by learning from one another, from applying evidenced-based practices, and through strategic advice from industry experts.

## Youth Activities

- 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](#).

Name of Youth Point of Contact: Megan Keenan-Berryman

Email: [mkeenan-berryman@dycd.nyc.gov](mailto:mkeenan-berryman@dycd.nyc.gov)

Name of Organization: NYC Department of Youth and Community Development

Title: Assistant Commissioner, WIOA Youth Programs

Phone: (646) 343-6630

Address: 2 Lafayette Street, 19<sup>th</sup> floor New York, NY 10007

- 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. \*
  - New OSY

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1,388

ii. Carry-over OSY

1,327

iii. New ISY

509

iv. Carry-over ISY

967

v. Work experiences

1,303

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

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

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

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

Providers use a WIOA elements checklist that is included in each participant's file to track which elements are provided. ISS's are updated as new elements are provided or services are completed. DYCD regularly monitors participant files and the Participant Tracking System (PTS) data management system to ensure program elements are offered and that files and ISS's are up to date.

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

In an effort to facilitate program participation for disabled youth, DYCD's WIOA Equal Opportunity (EO) staff ensure that equal employment opportunity and applicable ADA regulations are implemented and followed at the contactor level, by conducting regular field and file reviews of contractors' physical space and program offerings. The DYCD EO WIOA unit also helps coordinate referrals between DYCD WIOA and other workforce development programs. This process includes tracking referrals from providers to ACCES-

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VR, helping DYCD providers understand the evaluation process, and assisting in the coordination of services from different programs for individual youth. To support this work, the WIOA EO unit has conducted trainings of DYCD provider staff and continues to stay involved in the referral process which can sometimes be complex.

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

DYCD staff visit WIOA Youth program providers frequently either virtually or in person and share observed best practices with their colleagues, who in turn help their own providers to implement practices that can improve their programs. DYCD also offers comprehensive technical assistance, through which providers and DYCD staff have ample opportunity to share, learn about and discuss effective best practices in youth workforce programs. DYCD also organizes “Case Management Cafes” on a regular basis to provide technical assistance and showcase successful practices from among the WIOA providers. During the COVID 19 pandemic, some recruitment strategies included buying dinner for families signed up for a recruitment event and appealing to those youth for whom learning remotely was a good option for them. Ensuring that participants have devices and that provider staff know how to use virtual platforms such as Zoom, Google Meets and Microsoft Teams also helped engagement. Providing technical assistance around developing virtual internships and workplace challenges also helped providers expand their expertise during this challenging time.

- 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.

**Adult and Dislocated Worker grant funding:** NYC Department of Small Business Services

**Youth grant funding:** NYC Department of Youth and Community Development

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

**Title I Adult Services/Workforce1 (SBS)**

There are several competitive bidding processes, depending on the potential size of the contract and on the nature of the contract. Large contracts, the process for which is

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addressed below, are the most common. SBS typically uses a competitive Request for Proposals (RFP) process to award contracts for services in excess of \$100,000 and in cases in which the funding source is public (City, State or Federal government). Any RFP's must conform to The City of New York's Procurement Policy Board (PPB) Rules, as well as any procurement rules of the funding entity. Here is a summary of the typical process, including the key stages:

- Notify Vendors and Release RFP
  - a. The relevant City agency develops and releases a RFP.
  - b. The agency prepares a bidders list from a Citywide Vendors' List including Minority- and Women-Owned Business Enterprise Certified List, and each organization receives a copy of the RFP. RFPs can be downloaded from the Agency's website.
  - c. The agency posts a Notice of Solicitation in the City Record and on the agency's website.
- Public Release Period and Pre-Proposal Conference (if applicable)
  - a. The agency convenes a public "pre-proposal conference" to discuss the RFP and to answer questions.
  - b. The agency collects any questions received in writing or email.
  - c. The agency releases an addendum providing answers to questions asked at the pre-proposal conference and received directly, which is sent to all prospective vendors who received or download the RFP.
- Evaluate Responses and Select Winning Vendors
  - a. The agency assembles an evaluation committee composed of agency staff relevant to the RFP.
  - b. Each committee member evaluates all proposals independently using a Rating Guide.
  - c. The agency tabulates all ratings and identifies the high scorers.
  - d. The evaluation committee meets to review the scores.
  - e. If requested, vendors provide their Best and Final Offer and/or Oral Presentations about their proposals.
  - f. If relevant, the evaluators meet and adjust their scores based on the Best and Final Offer and/or Oral Presentations.
  - g. The agency notifies the winning vendor.

Employers can apply directly to SBS for training grants, currently between \$30,000 and \$400,000, through the Customized Training Program. Applications can be submitted on a rolling basis and are awarded quarterly. To apply, employers must submit a pre-application to confirm eligibility and, once approved, will be provided with an application that allows them to reflect their business case for training and their proposed benefit to incumbent employees as well as a limited number of new hires, if applicable. Currently, business cases may include the need for training to purchase new equipment or software, to offer new services or products to reach new markets, to promote current staff or support staff in advancing in hard to fill positions, or to update obsolete skills necessary to keep a business competitive. Further, proposed benefits include wage gains. Employers training plans may include a combination of training by a training service provider, identified by the business,

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and on-the-job training. A blend of City Tax Levy allows SBS cover trainee wages as well as to contribute to the employer contribution. The full competitive process and training program details can be viewed at:

<https://www1.nyc.gov/nycbusiness/article/train-your-team-customized-training>.

Training Contracts

For Training Contracts, SBS follows the same competitive bidding process required of the adult and dislocated worker grants and contracts and integrates criteria required for Training Contract exceptions.

**Title I Youth Services (DYCD)**

Pursuant to the New York City Policy Procurement Board (PPB) Rules, DYCD will be using the PASSPort system to procure the next round of contracts for WIOA youth programs Out-of-School Youth and In-School Youth programs by issuing Requests for Proposals (RFP) to prequalified organizations via the PASSPort system. Prior to the issuance of an RFP, DYCD will issue a concept report, describing the contemplated program and offer the public time to comment. Both the concept paper and the RFP are issued subsequent to a notice to the public through, the City Record and other publications, such as the New York Nonprofit Press. On the date of the issuance, DYCD posts concept papers on the agency website and the RFPs are made available through the PASSPort system. DYCD also sends out notices to past proposers and active contractors of DYCD. The RFP describes the scope of work required and the methodology for selection. The Procurement Policy Board (PPB) Rules prescribe the information required in an RFP and the procedures for handling proposals to foster effective broad-based competition from all segments of the community and to protect against corruption, waste, fraud and abuse. A pre-proposal conference is held usually two to three weeks before the due date for interested parties to learn more about the program and to ask questions on the RFP. Prospective contractors submit proposals pursuant to the RFP and are scored according to the criteria laid out therein. The scores are then sorted in descending order and, with consideration of all the basis of contract award criteria articulated in the RFP, invitations to negotiate are extended to those proposers deemed eligible. Finally, the contract is developed and executed.

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

	Program Year 2020					
	Adult		Dislocated Worker		Youth	
	2020 Proposed	2020 Negotiated	2020 Proposed	2020 Negotiated	2020 Proposed	2020 Negotiated
<b>TARGET OUTCOME</b>						

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Employment Rate 2nd Qtr After Exit	67.2%	63.2%	65.6%	61.6%	72.8%	68.8%
Employment Rate 4th Qtr After Exit	67.4%	63.4%	68.4%	65.0%	68.0%	61.0%
Median Earnings 2nd Qtr After Exit Credential	\$5,565	\$5,565	\$6,825	\$6,825	\$3,000	\$3,000
Attainment 4th Qtr After Exit	51.0%	51.0%	38.7%	34.7%	68.0%	61.0%
Measurable Skill Gains	45.0%	45.0%	45.0%	45.0%	50.0%	50.0%
	<b>Program Year 2021</b>					
	<b>Adult</b>		<b>Dislocated Worker</b>		<b>Youth</b>	
	<b>2021 Proposed</b>	<b>2021 Negotiated</b>	<b>2021 Proposed</b>	<b>2021 Negotiated</b>	<b>2021 Proposed</b>	<b>2021 Negotiated</b>
<b>TARGET OUTCOME</b>						
Employment Rate 2nd Qtr After Exit	68.2%	64.2%	66.6%	62.6%	73.8%	71.5%
Employment Rate 4th Qtr After Exit	68.4%	64.4%	69.4%	65.5%	68.5%	61.5%
Median Earnings 2nd Qtr After Exit Credential	\$5,670	\$5,670	\$6,930	\$6,930	\$3,100	\$3,100
Attainment 4th Qtr After Exit	51.5%	51.5%	39.7%	35.7%	68.5%	61.5%
Measurable Skill Gains	45.5%	45.5%	45.5%	45.5%	50.5%	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

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iv. The LWDA meets or exceeds all performance goals.

The NYC Workforce Development Board's staff, in consultation with the Board Chair, monitor the Board's composition carefully to ensure compliance.

- The NYC Workforce Development Board has finalized and distributed the service delivery MOU to all partner programs.
- The NYC Department of Small Business Services, the administrator of Adult WIOA services on behalf of the Board, issued a Request for Proposals for multiple One-Stop System Operators, who were selected early 2018.
- The NYC Workforce Development Board staff monitor all new federal and state policies and ensure they are implemented in the local area.

The NYC Workforce Development Board has worked closely with SBS to ensure that all one-stop career centers achieve a high score in the certification process.

The NYC Workforce Development Board's staff, in consultation with the Board Chair, monitor the Board's WIOA performance goals carefully. SBS and DYCD report their performance on WIOA goals at each quarterly meeting of the Executive Committee of the Board.

## 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.

### **Title I Adult Services/Workforce1 (SBS)**

The goal of all training services is to equitably support New Yorkers in connecting to full-time, family-sustaining jobs with hiring employers offering career pathway potential or advancement along a career pathway. They are also utilized to demonstrate successful and sustainable education and training approaches that formally link educational institutions, training providers, and industry to meet long-term demand for talent at scale.

To that end, all of SBS' training services are focused on in-demand sectors and occupations that are affirmed by its Industry Partnerships and employer networks. The majority of training services are focused specifically within the **NYC Career Pathways sectors**, including the healthcare, tech, industrial, transportation, construction, food service, hospitality, and media and entertainment sectors. These services may include bridges, such as high school equivalency or ESOL, or pre-training programs that are offered by key agencies and partners and contextualized for an occupational training. They also include occupational trainings, which may focus on skill or credential attainment and/or professional experience, and supportive services that ensure persistence in training and employment. Training services also target specific individuals with barriers to employment or to meet specific employer demand for talent. For example, healthcare providers demand multilingual individuals with cultural competency to support a diversity of patients in various healthcare settings.

SBS utilizes a variety of mechanisms to deliver training services through local training service providers, including academic institutions, not-for-profit and for-profit schools,

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community-based organizations, and employers, as mentioned previously. These mechanisms include the ITG program, IWT, OJT, and Training Contracts, which are available to individuals and businesses alike through the Workforce1 Career Center and NYC Business Solutions Center systems as well as directly through SBS, Industry Partnerships, and training service providers, who then enroll candidates in the one-stop system. SBS does not currently utilize Customized Training (not the Customized Training Program, which is IWT under WIOA), Registered Apprenticeships, or Transitional Jobs, but will likely include in future plans.

### **Title I Youth Services (DYCD)**

#### **TRAIN & EARN**

The Career Development Connect OSY program option is designed to provide participants with basic occupational and work readiness skills, as well as academic instruction and support services. Service Option 1 programs will be positioned to help youth acquire and practice work readiness skills through training and work-based learning as well as helping youth increase their academic skills and work toward a HSE if needed. These programs will provide career exploration and awareness activities for youth who may not have a clear sense of sectors or occupations that appeal to them and suit their strengths; and provide the comprehensive supportive services and case management that many out of school youth need. This option also provides a pathway to advanced occupational training programs for youth who are ready through training slots secured by DYCD. Providers will offer short-term training leading to a credential to all participants, and after training, participants will choose from among a variety of paths, including preparing for college, getting a job, or participating in advanced occupational training in one of New York City's high growth sectors. To facilitate entry into advanced occupational training, DYCD will make a menu of training options available to career development providers, who will then assess, prepare, and refer participants who meet eligibility criteria to appropriate occupational training opportunities.

Through its OSY Youth Training Network OSY program option, DYCD will enroll participants in advanced occupational training aligned to one or more of the City's six target sectors. This program option is designed to provide specific occupational skills training in one of the six priority sectors, in addition to the work readiness, academic, supportive services and case management that many out of school youth need. Consistent with the City's Career Pathways framework, this Service Option will invest heavily in the skill development of participants and take a sectoral workforce development approach in doing so. Providers will assess and prepare youth participants for training, including providing bridge programming where appropriate. In addition, providers would support participants during training and connect them to appropriate employment after completing training, provide work-based learning experiences and preparation to obtain their HSE if needed. The bridge portion of the program will provide an on-ramp for youth to the occupational training that is being provided. A minimum of 15 percent of enrolled youth will receive bridge programming to obtain the skill levels needed to enter their occupational training.

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## **Title IV Vocational Rehabilitation (ACCES-VR and NYSCB)**

### **ACCES-VR**

ACCES-VR, an office of the New York State Education Department provides a variety of different types of vocational services for individuals with disabilities.

- ACCES-VR provides funding for eligible participants who attend **trade schools** that are available to the general public. These schools provide vocational training programs in a broad range of skills; from computer operations to personal care (esthology, hair styling) to health care (medical assistant/billing) to manual trades (welding, auto repair) and so on. Schools are accredited. Most are approved by the Bureau of Proprietary School supervision, but there are exceptions. For example, CDL truck driving schools are approved by the Department of Motor Vehicles. Addiction counseling training is approved by the Office Alcohol and Substance Abuse Services.
- ACCES-VR supplements financial aid for eligible participants who are attending **Colleges and Universities**. ACCES-VR assists individuals pursuing post-secondary degrees. In addition, ACCES-VR also refers participants to **Continuing Education** programs located in Colleges offering certificates in a broad range of middle skills.
- ACCES-VR also contracts training provided by **Vocational Rehabilitation providers**. These agencies specialize in the training and job placement of individuals with disabilities. Some examples of these training programs include: human services assistance, food services, building maintenance and pet care.
- In addition, ACCES-VR contracts **Supported Employment** programs which provide training for individuals with significant intellectual and psychiatric disabilities. These programs work on a “place and train” model. Individuals are first placed on their jobs and then trained by job coaches who are staff of the Supported Employment programs.
- ACCES-VR also offers wage incentives to employers. **On-the Job Training** is one such program. The employer is responsible to hire and train individuals from ACCES-VR. ACCES-VR reimburses the employer for up to six months of salary paid to the individuals.

### **NYSCB**

The New York State Commission for the Blind (NYSCB) provides training in accordance with an approved Individualized Plan for Employment (IPE) for an individual to prepare for achievement of their employment outcome. The type of training provided is determined based on the needs of the individual and the type of preparation required by the selected vocational goal.

The duration of training is determined based upon the requirements of the selected vocational goal, the needs of the individual and NYSCB policy regarding the specific training source. Some training services are provided without regard to the consumer's economic need status, while others are contingent upon economic need.

There are nine types of trainings offered or supported by NYSCB:

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- 1) Vocational, technical, business school training
- 2) College training
- 3) Other academic training
- 4) Rehabilitation teaching
- 5) Orientation and mobility training
- 6) Work experience training
- 7) On-the-job training
- 8) Job coaching
- 9) Training in community rehabilitation programs

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

**Title I Adult Services/Workforce1 (SBS)**

The Workforce1 Career Centers administer Individual Training Account vouchers, as defined under WIOA, which SBS calls “Individual Training Grants” (ITGs). The centers assess and interview interested and eligible candidates, support them in utilizing the ETPL and the associated NYC Training Guide to identify appropriate courses and training service providers, provide the voucher for training, and engage them through graduation from training to support and validate job connection. The occupations available for vouchers align with the business relationships regularly maintained and available within the one-stop system to maximize connection to employment post-training. Jobseekers that are eligible and interested are able to obtain a voucher at any center and at any time during the year.

Additionally, SBS offers training programs through Training Contracts, where appropriate with WIOA exceptions, which are created with the Industry Partnerships and typically a single, competitively selected training service provider and serve multiple individuals at a time in a cohort, often with barriers to employment. These programs are offered in all of the NYC Career Pathways sectors and meet the dual goal of meeting short-term demand for individual businesses, like ITGs, but also the long-term systems change goals for industry. Like ITGs, the Workforce1 Career Center system supports recruitment and assessment for these training programs, but, in these cases, it is in addition to the efforts of the participating training service provider. These training programs have limited enrollment and are only offered at select times during the year. Training Contracts allow SBS to not only meet immediate training and hiring demand of local employers with a qualified pipeline of graduates, but to build comprehensive and sustainable training models reflective of real-time industry feedback and incorporating education, training, and supportive services to ensure participant success, particularly those with barriers to employment, in training and employment.

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

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### **Title I Adult Services/Workforce1 (SBS)**

Among Individual Training Grants, Incumbent Worker Training, and Training Contracts, SBS makes training services available to approximately 2,500 New Yorkers each year and is continually increasing training investments. SBS ensures that all training program opportunities that are in recruitment are made public on the SBS website at [www.nyc.gov/accesstraining](http://www.nyc.gov/accesstraining) to provide relevant information for jobseekers and businesses to make training decisions. Individuals interested and eligible for particular ITGs are able to select courses and training service providers on the NYC Training Guide that meet their particular needs. Individuals interested and eligible for a particular training program under a Training Contract will be receiving services from a competitively selected training service provider with unique, proven experience and a vetted training proposal meeting WIOA and SBS' performance goals, including CUNY, and often demonstrated effectiveness in serving individuals with barriers to employment. It is intended that successful Training Contract models will continue outside public investment, further increasing customer choice in selected effective education and training services to meet individual needs.

### **Title IV Vocational Rehabilitation (ACCES-VR and NYSCB)**

#### **ACCES-VR**

Customer - or Consumer - Choice has been a policy of ACCES-VR for many, many years. Applicants for services work with Vocational Rehabilitation Counselors to develop mutually agreed upon Individualized Plans for Employment. Applicants can receive community-based work assessments or standardized assessments of their aptitudes, values and interests to help them in choosing their vocational goals.

#### **NYSCB**

The New York State Commission for the Blind (NYSCB) Vocational Rehabilitation Counselors provide counseling and guidance which is a core vocational rehabilitation service that is provided throughout the consumer's entire experience with NYSCB. Counseling and guidance is provided to:

- Encourage the consumer through establishing a relationship of mutual respect, where the counselor can be both supportive, yet challenging, in promoting the consumer's development of the skills needed to achieve an employment outcome.
- Facilitate informed choice throughout the entire rehabilitation process by providing information about the scope and limits of vocational rehabilitation services, and by helping the consumer obtain specific information on programs, resources and services that can assist him/her in the selection and achievement of vocational goals and an employment outcome. When there are limits on the provision or availability of vocational rehabilitation services, the counselor can assist the consumer in exploring alternatives.

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## 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 Board made the plan publicly available from October 25 to November 24, 2021.

## List of Attachments

Please complete all attachments listed below.

**Attachment A** – Units of Local Government

**Attachment B** – Fiscal Agent

**Attachment C** – Signature of Local Board Chair

**Attachment D** – Signature of Chief Elected Official(s)

**Attachment E** – Federal and State Certifications

**Attachment F** – Youth Services Chart

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

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

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

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

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

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<sup>i</sup> James Parrott. (2021, October 13.) Presentation to the NYC Workforce Funders.

**WE ARE YOUR DOL**



- ii *Preparing New Yorkers for the Tech Jobs Driving NYC's pandemic economy*. Center for an Urban Future (CUF). (n.d.). Retrieved October 19, 2021, from <https://nycfuture.org/research/preparing-nyers-for-tech-pandemic>.
- iii Civic Hall and HR&A Advisors - NYC'S TECH OPPORTUNITY GAP Strengthening Pathways and Collaboration Within High-Tech Workforce Development. Retrieved from <https://civichall.org/wp-content/uploads/2021/09/Tech-Ecosystem-Gaps-Full-Report-3-1.pdf>
- iv County Business Patterns (CBP) economic data by industry 2019 for the 5 counties in New York City. Retrieved from <https://data.census.gov/cedsci/table?q=CBP2019.CB1900CBP&tid=CBP2019.CB1900CBP&hidePreview=true>
- v Ibid. The figure draws from multiple sectors and NAICS codes, including Manufacturing (31-33), Utilities (22), Wholesale Trade (42), and Transportation and Warehousing (48-49).
- vi U.S. Department of Labor Bureau of Labor Statistics. (2017, July). New York Area Employment – July 2017: New York–New Jersey Information Office. Retrieved from [https://www.bls.gov/regions/new-york-new-jersey/news-release/areaemployment\\_newyorkarea.htm](https://www.bls.gov/regions/new-york-new-jersey/news-release/areaemployment_newyorkarea.htm)
- vii *No. 4: Declaring a statewide disaster emergency due to healthcare staffing shortages in the state of New York*. Governor Kathy Hochul. (2021, September 27). Retrieved October 20, 2021, from <https://www.governor.ny.gov/news/no-4-declaring-statewide-disaster-emergency-due-healthcare-staffing-shortages-state-new-york>.
- viii NY State Department of Labor. Retrieved here: <https://dol.ny.gov/system/files/documents/2021/12/new-york-city.pdf>
- ix Ibid.
- x Supersectors refer to groups of sectors that have some common traits as determined by the Bureau of Labor Statistics.
- xi SOC refers to the Standard Occupational Classification, a taxonomy of occupational groups and occupations devised by the U.S. Department of Labor.
- xii New York State Department of Labor. (2017). NYC Workforce Development Board's 2016 In-Demand Occupation List. Retrieved from <https://labor.ny.gov/workforcenypartners/lwda/lwda-occs.shtm>). These occupations include 87 of the total of 125 total listed on the New York City In-Demand Occupation List. These titles are related to each of the six sectors targeted under Career Pathways. Note, however, that occupations do not perfectly align to economic sectors.
- xiii Department of Labor. (2016). Employment Projections Long-Term Occupational Employment Projections. Retrieved from <https://www.labor.ny.gov/stats/lspoj.shtm>
- xiv NYC Small Business Services. (2016). NYC Tech Talent Pipeline, NYC Industry Insights: Key Skills and Competencies Needed for In-Demand, Entry-Level Tech Jobs in New York City. Retrieved from <https://static1.squarespace.com/static/54d3a0dee4b026182d00678f/t/5811163c03596ed124325eb4/1477514814173/TTP+NYC+Industry+Insights.pdf>
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- xvi Community Health Care Association of New York State, New York Alliance for Careers in Healthcare, and Center for Health Workforce Studies (State University of New York). "Prepare to Care: Key Findings and Training Recommendations for New York City FQHC's Emerging Titles." January 2016. <http://nyachnyc.org/wp-content/uploads/2016/02/Prepare-to-Care-Key-Findings-and-Recommendations-for-New-York-City-FQHCs-Emerging-Titles.pdf>
- xvii Ibid.
- xviii NYACH, "Core Competencies for Today's Healthcare Workforce Curriculum Outline" <http://nyachnyc.org/wp-content/uploads/2017/05/NYACH-Core-Competencies-for-Todays-Healthcare-Workforce-4-24-17.pdf>
- xix James Parrott. (2021, October 13.) Presentation to the NYC Workforce Funders.
- xx U.S. Census Bureau. (2019). 2019 American Community Survey. Retrieved from <https://data.census.gov/cedsci/table?q=Veterans&g=0500000US36005,36047,36061,36081,36085&tid=ACSST1Y2019.S2101>
- xxi Ibid
- xxii Ibid
- xxiii Ibid
- xxiv JobsFirstNYC. (2020, September 03). With an Estimated 27 to 34 Percent of NYC Young Adults Out of School and Out of Work, What's the City's Plan? Retrieved from <https://jobsfirstnyc.org/latest/with-an-estimated-27-to-34-percent-of-nyc-young-adults-out-of-school-and-out-of-work-whats-the-citys-plan/>
- xxv Pew Research Center. (2020, July 29). Amid coronavirus outbreak, nearly three-in-ten young people are neither working nor in school. Retrieved from <https://www.pewresearch.org/fact-tank/2020/07/29/amid-coronavirus-outbreak-nearly-three-in-ten-young-people-are-neither-working-nor-in-school/>
- xxvi Winnie Hu. (2020, December 22). They're Young, Unemployed, and Facing Bleak Prospected. *The New York Times*. Retrieved from <https://www.nytimes.com/2020/12/22/nyregion/nyc-unemployed-young-workers.html>
- xxvii Ibid
- xxviii U.S. Bureau of Labor Statistics. (2021, October 08). Table E-16. Unemployment rates by age, sex, race, and Hispanic or Latino ethnicity, Household data, not seasonally adjusted, quarterly averages. Retrieved from [https://www.bls.gov/web/empsit/cpsee\\_e16.htm](https://www.bls.gov/web/empsit/cpsee_e16.htm)
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## WE ARE YOUR DOL



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- <sup>xxxii</sup> Citizens' Committee for Children of New York. (2019). Labor Force Participation Rate. Retrieved from <https://data.cccnewyork.org/data/map/1259/labor-force-participation-rate#1259/a/3/1452/62/a/a>
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- <sup>xxxiv</sup> City of New York. (2020). State of Our Immigrant City: Mayor's Office of Immigrant Affairs (MOIA) Annual Report for Calendar Year 2020. Retrieved from <https://www1.nyc.gov/assets/immigrants/downloads/pdf/MOIA-Annual-Report-for-2020.pdf>
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- <sup>xxxviii</sup> McHugh, Margie & Moraswski, M. (2015). Immigrants and WIOA Services: Comparison of Sociodemographic Characteristics of Native- and Foreign-Born Adults in New York City, New York. *Migration Policy Institute*. Retrieved from <https://www.migrationpolicy.org/sites/default/files/publications/WIOAFactSheet-USProfile-FINAL.pdf>
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## WE ARE YOUR DOL



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- <sup>lxii</sup> Josephson, A. (2017, March). The Average Salary by Education Level. Retrieved from <https://www.aol.com/article/finance/2017/03/01/the-average-salary-by-education-level/21864723/>
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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
New York City	<input checked="" 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

**WE ARE YOUR DOL**



**Attachment B: Fiscal Agent**

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

<b>Fiscal Agent</b>
NYC Department of Small Business Services

**WE ARE YOUR DOL**



**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:	12/28/2021	Signature of Local Board Chair: 	
Mr.	<input type="checkbox"/>	Typed Name of Local Board Chair: Adria Powell	
Ms.	<input checked="" type="checkbox"/>		
Other	<input type="checkbox"/>		
Name of Board:	NYC Workforce Development		
Address 1:	253 Broadway		
Address 2:	8th Floor		
City:	New York		
State:	NY	Zip:	10007
Phone:	212-676-3009	E-mail:	cneale@wkdev.nyc.gov

**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.

**WE ARE YOUR DOL**



**ATTACHMENT D: SIGNATURE OF CHIEF ELECTED OFFICIAL(S)**

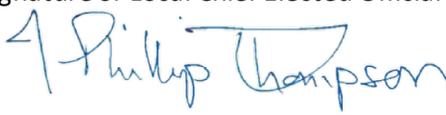
**Workforce Innovation and Opportunity Act (WIOA) Local Plan for  
Program Year 2021-2024, for WIOA Title 1-B  
and Wagner-Peyser Programs**

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:	12/31/2021	Signature of Local Chief Elected Official (CEO): 	
Mr.	<input checked="" type="checkbox"/>	Typed Name of Local CEO: J. Phillip Thompson (on behalf of Mayor Bill de Blasio)	
Ms.	<input type="checkbox"/>		
Other	<input type="checkbox"/>		
Title of Local CEO:	Deputy Mayor		
Address 1:	253 Broadway		
Address 2:	8th Floor		
City:	New York		
State:	NY	Zip:	10007
Phone:	(212) 676-3009	E-mail:	pthompson@cityhall.nyc.gov
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.

**WE ARE YOUR DOL**



Bidder Organization Name: **New York City Workforce Development Board**

### **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**

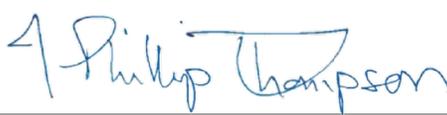
By signing this Contract, the Contractor certifies in accordance with State Finance Law §165-a that it is not on the “Entities Determined to be Non-Responsive Bidder/Offerers pursuant to the New York State Iran Divestment Act of 2012” (“Prohibited Entities List”) posted at: <http://www.ogs.ny.gov/about/regs/docs/ListofEntities.pdf>.

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:	Deputy Mayor, Strategic Policy Initiatives
Date:	12/31/2021

**Youth Services**

Name of Local Area: *New York City*

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>	Youth & 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).																				
BronxWorks, Inc.	(646) 393-4023	Contract	I	I	I	I	I	I	I			I		I	I	I	I	I	I	I	I	I	I
Brooklyn Bureau of Community Services (BCS)	(718) 310-5608	Contract	I	I	I	I	I	I	I			I		I	I	I	I	I	I	I	I	I	I
Catholic Charities Community Services Archdiocese of NY	(646) 794-2438	Contract	I	I	I	I	I	I	I			I		I	I	I	I	I	I	I	I	I	I
Center for Family Life	(718) 438-9500	Contract	I	I	I	I	I	I	I			I		I	I	I	I	I	I	I	I	I	I
Chinese American Planning Council (Manhattan)	(212) 941-0920	Contract	I	I	I	I	I	I	I			I		I	I	I	I	I	I	I	I	I	I
Chinese American Planning Council (Queens)	(212) 941-0920	Contract	I	I	I	I	I	I	I			I		I	I	I	I	I	I	I	I	I	I
Global Kids, Inc.	(212) 226-0130 ext 104	Contract	I	I	I	I	I	I	I			I		I	I	I	I	I	I	I	I	I	I
Jacob A. Riis Neighborhood Settlement, Inc.	(718) 784-7447 ext 118	Contract	I	I	I	I	I	I	I			I		I	I	I	I	I	I	I	I	I	I
Jewish Community Council of Greater Coney Island, Inc.	(718) 449-5000 ext 2220	Contract	I	I	I	I	I	I	I			I		I	I	I	I	I	I	I	I	I	I
Mosholu Montefiore Community Center, Inc.	(718) 882-4000	Contract	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	O	O	BOTH	O	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH
RiseBoro Community Partnership	(718) 821-0254	Contract	I	I	I	I	I	I	I			I		I	I	I	I	I	I	I	I	I	I
Rockaway Development & Revitalization Corporation	(718) 327-5300	Contract	I	I	I	I	I	I	I			I		I	I	I	I	I	I	I	I	I	I
Samuel Field YM & YWHA, Inc.	(718) 225-6750	Contract	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	O	O	BOTH	O	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH
The Child Center of New York	(718) 651-7770	Contract	I	I	I	I	I	I	I			I		I	I	I	I	I	I	I	I	I	I
United Activities Unlimited, Inc.	(718) 987-8111	Contract	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	O	O	BOTH	O	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH
YMCA of Greater New York/Vanderbilt	(212) 630-9680	Contract	I	I	I	I	I	I	I			I		I	I	I	I	I	I	I	I	I	I
CMP	212-571-1690 ext 218	Contract	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O

Name of Local Area: *New York City*

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>	Youth & 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).																				
Comprehensive Youth Development, Inc.	917-860-2259	Contract	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
Cypress Hills Local Development Corp.	718-676-1544 ext 102	Contract	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
Eckerd Connects (withdrew contract)	718-289-5579	Contract																					O
Mosholu Montefiore Community Center	718-652-0282	Contract	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	O	O	BOTH	O	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH
NYSARC	917-468-5760	Contract	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
NYSARC	212-895-3369	Contract	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
NYSARC	718-662-1432	Contract	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
Opportunities for a Better Tomorrow - Sunset Park	718-369-0303 ext 12	Contract	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
Opportunities for a Better Tomorrow - Bushwick	718-387-1600	Contract	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
OBT - Sunset Park	718-369-0303	Contract	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
OBT - Queens	212-630-9727	Contract	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
St Nicholas Alliance	718-302-2057 x216	Contract	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
The Door - A Center of Alternatives	212-941-9090 x3512	Contract	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O

Name of Local Area: *New York City*

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>	Youth & 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).																			
The Door - A Center of Alternatives	212-941-9090 x3361	Contract	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
Hostos Community College	718-518-4444	MOA		O					O		O	O	O	O		O				O		O
Queensborough Community College	718-631-6262	MOA	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O

## **WIOA NEEDS ADDITIONAL ASSISTANCE BARRIER POLICY**

### **Introduction**

One of the barriers to establish eligibility is “needs additional assistance”. As with the other WIOA youth barriers, this barrier requires documentation and is limited to no more than 5% of newly enrolled Learn & Earn (ISY) participants each year.

### **Policy**

Low income youth will be eligible for WIOA services if the objective assessment indicates that one of the following conditions exists.

- Needs additional assistance to complete an educational program:
  - School grade(s) of C or below (or equivalent average)
  - Lack of English language proficiency
  - At risk of dropping out of school
  - One or more grade levels behind
  - Excessive absenteeism from school
  - Other educational deficiency cited by the youth’s school, to be specified
  
- Needs additional assistance to secure and hold employment:
  - Little labor force attachment (for OSY applicants - has not held a job other than summer or part-time, afterschool work)
  - Poor employment record, including but not limited to short periods of employment and terminations
  - Occupational skills below labor market expectations
  - Deficiency in job readiness or job retention skills
  - Lacks any skill listed by the Secretary’s Commission on Achieving Necessary Skills (SCANS skills)
  - Lacks job search skills
  - Poor work habits including but not limited to punctuality, attendance, communication, attitude, ability to accept supervision, attire
  - Other work-related deficiency cited by employer, interviewer or counselor.
  
- Other conditions that qualify a prospective participant as eligible for services:
  - Victim of abuse
  - Child of an incarcerated parent

- Suffering from substance abuse or medical issues
- Expectant Father

Contractors will use the Needs Additional Assistance Form (attached) to capture which of the above conditions apply. This form will be included with other eligibility documentation in the youth's case file.

**Procedure**

1. Once a participant is identified with a Needs Additional Assistance barrier, the provider must submit a Needs Additional Assistance barrier justification form via email to their program manager and CVU lead;
2. Once the Needs Additional Assistance barrier justification form is approved by the program manager;
3. The program manager will notify the provider and CVU Lead via email within 3 business days of receipt of the Needs Additional Assistance barrier justification form;
4. Then the provider can enter the participant into the pending stage;
5. The Provider then would request an enrollment validation for the participant's file.

Attachments:           WIOA Youth Program Needs Additional Assistance Form



## **WIOA BASIC SKILLS TESTING AND BASIC SKILLS DEFICIENCY**

### **Introduction**

All participants in DYCD WIOA youth programs must have their reading and math skills assessed for the purposes of 1) establishing if basic skills deficiency is a WIOA barrier, and 2) establishing the number of youth whose academic progress can be used toward the measurable skills gain performance measure. Under WIOA performance measures, all Learn & Earn participants and any Train & Earn youth that are receiving secondary or Adult Basic Education services are subject to the Skills Gain Measure. One of the options to demonstrate a positive outcome is an increase educational functional level, which is documented through pre- and post-testing of basic skills levels. Contractors must compare the participant's initial educational functioning level, as measured by a pre-test, with the participant's educational functioning level, as measured by a post-test.

### **Policy**

All Learn & Earn and Train & Earn programs must test all participants or obtain test results from the previous six-month period prior to enrollment in Capricorn from another entity during the initial assessment/eligibility determination phase. Results from another organization should be in the form of a photocopy of the answer sheet with scores noted. Testing should take place/results should be obtained Contractors must use the Test of Adult Basic Education (TABE) to evaluate participants' basic skills levels. Once testing is complete, contractors must print a copy of the Capricorn test screen for each test that is administered to each participant and place it in the participant's file. The Capricorn test screen displays the Educational Functional Level for each test that is administered.

Contractors must attend DYCD-sponsored training on TABE test administration and adhere to publisher instructions and best practices in test administration. Testing accommodations MUST be made for eligible participants per the Americans with Disabilities Act and WIOA Equal Opportunity provisions. All test proctors must be properly qualified to administer the test the program is using.

Basic skills deficient is defined as testing at the 8.9 grade level or below in reading, math and speaking. Prior to exit, it is required that post-testing be administered to any

participant that was basic-skills deficient at the time of enrollment in the program. Information regarding pre-and post-test scores and educational functioning level gain will be gathered by DYCD through the Capricorn data system.

## **Attachment 4.8(b)(1) Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Investment System**

This attachment describes interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce investment system with respect to:

- Federal, state, and local agencies and programs;
- If applicable, Programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture; and
- If applicable, state use contracting programs.

Coordination and planning with other New York State (NYS) agencies are critical functions in improving access to appropriate vocational training and employment opportunities, particularly for individuals with significant disabilities who often have multiple needs requiring the intervention of more than one State agency. Other State, federal and local agencies are a significant referral source for the individuals referred to ACCES-VR for services. ACCES-VR continues to coordinate and work cooperatively with agencies that are not in the Statewide Workforce Investment System to increase employment opportunities for people with significant disabilities. However, ACCES-VR is not currently involved in a cooperative agreement with the United States Department of Agriculture. ACCES-VR's vocational rehabilitation and supported employment programs are not directly involved in state use contracting programs.

Coordinating the support needs of people with disabilities (such as transportation, medical care, housing, case management, family supports and work incentives) is essential for many individuals to be able to obtain and maintain their integrated employment. Interagency cooperation and coordination in service delivery is a driving force within Title IV of the Workforce Investment Act of 1998 and Chapter 515 of the Laws of 1992 (New York State Integrated Employment legislation). This interagency collaboration occurs at both the State and local levels through coordinated planning and service delivery initiatives, as well as through the implementation of formal Memoranda of Agreement.

### **Memoranda of Agreements and Memoranda of Understanding:**

ACCES-VR works closely with a variety of entities to enhance vocational rehabilitation services and placement opportunities for ACCES-VR consumers. These efforts are described in the Memorandums of Agreement and the Memorandums of Understanding. Several of the key agreements include:

- Memorandum of Agreement for the Workforce Investment Act: Title II, Adult Education and Family Literacy between the New York State Education Department Office of Adult Career and Continuing Education Services –

Vocational Rehabilitation (ACCES-VR) and Local Workforce Investment Boards, June 30, 2000;

- Memorandum of Agreement to Provide Services to Individuals who are Deaf/Blind, November 1999 between the Office of Adult Career and Continuing Education Services – Vocational Rehabilitation (ACCES-VR) and Commission for the Blind and Visually Handicapped (CBVH);
- Memorandum of Interagency Understanding regarding Supported Employment, October 1999 between ACCES-VR, CBVH, Office of Mental Health (OMH) and Office of Mental Retardation and Developmental Disabilities (OMRDD);
- Memorandum of Understanding between the State Education Department's Office of Adult Career and Continuing Education Services – Vocational Rehabilitation and the OMH, October 1999;
- Memorandum of Understanding between the State Education Department's Office of Adult Career and Continuing Education Services – Vocational Rehabilitation and the Office of Alcoholism and Substance Abuse Services (OASAS), April 1999;
- Statement of Collaboration between the New York State Education Department's Office of Adult Career and Continuing Education Services – Vocational Rehabilitation and New York State Financial Aid Administrators Association (NYSFAAA), March 1, 1998;
- Joint Agreement between the New York State Education Department's Office of Adult Career and Continuing Education Services – Vocational Rehabilitation and the Office of Higher and Professional Education (OHPE), August 4, 1994; and
- Joint Agreement between the New York State Education Department's Office of Adult Career and Continuing Education Services – Vocational Rehabilitation and Public Institutions of Higher Education (IHE), (SUNY and CUNY) August, 2007.

### **Designing Our Future:**

In January 2006, the Office of Adult Career and Continuing Education Services (ACCES-VR) presented the Designing Our Future recommendations to the Board of Regents. The primary goal of ACCES-VR is to assist individuals with disabilities in obtaining employment that is consistent with their skills, abilities and interest. It is expected that the job opportunities available to individuals with disabilities will be consistent with those accessed by the general non-disabled population. Therefore, ACCES-VR seeks to provide quality training in marketable, high demand professions that enable ACCES-VR consumers to effectively compete with their non-disabled peers.

As part of Designing Our Future, ACCES-VR has developed strong interagency partnerships and is leading key initiatives aimed at improving employment outcomes for individuals with disabilities in New York State:

- ACCES-VR is chairing the Most Integrated Setting Coordinating Council (MISCC) Employment Committee which is developing a comprehensive statewide strategy;

- ACCES-VR coordinates the Chapter 515 Interagency Implementation Team that focuses on providing supported employment services to individuals with the most significant disabilities in cooperation with the NYS Office of Mental Health (OMH), NYS Office of Mental Retardation and Developmental Disabilities (OMRDD) and the NYS Commission for the Blind and Visually Handicapped (CBVH);
- ACCES-VR and the NYS Office of Alcoholism and Substance Abuse Services (OASAS) are forming an OASAS-ACCES-VR Statewide Team to create joint policies, procedures and training to better serve individuals with chemical dependencies;
- ACCES-VR and the NYS Department of Labor (DOL) Disability Program Navigator Initiative are working cooperatively to improve the effectiveness of Disability Program Navigators at the One Stop Career Centers across the State to ensure access for people with disabilities; and
- The ACCES-VR Veterans Service Action Plan is working closely with State and federal Veterans' organizations to make sure that veterans with disabilities obtain the services necessary to return to work.

**Description of Designing Our Future Partnership Initiatives:**

The employment rate for people with disabilities in New York State is 33.5 percent as compared to 76 percent of people without disabilities (Cornell University RRTC on Disability Demographics and Statistics, 2006 Disability Status Report: New York). The challenge for New York State is to close the employment gap by increasing the number of individuals with disabilities entering the workforce. To ensure this outcome, ACCES-VR must invest in partnerships with public and private entities. It is through leveraging of resources and collaboration of efforts that individuals with disabilities will be able to fully participate in employment opportunities available in the State of New York.

To better integrate individuals with disabilities into the New York State workforce and increase employment outcomes, ACCES-VR must partner with other stakeholders. ACCES-VR completed the initial design phase of this strategic planning effort with considerable input from partner agencies, providers, consumers and staff. Implementation of the new design will be an important feature. The implementation of the following partnerships will assist ACCES-VR in meeting the needs of individuals with disabilities statewide:

**NYS Most Integrated Setting Coordinating Council (MISCC):**

Through legislation and executive action, New York State has established the Most Integrated Setting Coordinating Council (MISCC) to implement the Supreme Court Olmstead Decision, which requires states to provide services to individuals with disabilities in the least restrictive community settings. The formation of the MISCC was the result of Chapter 551 of the laws of 2002.

In January 2008, OMRDD's Commissioner, at the recommendation of the full MISCC, asked ACCES-VR to lead an executive-level interagency committee focused on

employment of individuals with disabilities. ACCES-VR, in cooperation with the Commissioner of OMRDD and the MISCC, established the MISCC Employment Committee. ACCES-VR's Assistant Commissioner was the designated chair for the Employment Committee.

In December 2008, the MISCC Employment Committee submitted its initial report to the Governor and New York State Legislature with a comprehensive set of recommendations for closing the employment gap in New York State. ACCES-VR will continue to play a leadership role on the MISCC Employment Committee as priority recommendations are implemented.

### **Chapter 515 Interagency Implementation Team:**

ACCES-VR initiated the re-formation of an interagency work team to discuss ongoing concerns with the implementation of supported employment intensive and extended services in New York State. The Chapter 515 Interagency Implementation Team consists of mid-level managers from OMRDD, OMH, CBVH and ACCES-VR. The Team meets monthly to discuss program issues, facilitate cross-systems implementation and identify program areas for further development.

The Chapter 515 Interagency Implementation Team remains committed to continuous quality improvement in employment services. During 2009, the State agencies will work on revisions to the Supported Employment Memorandum of Understanding to reflect a renewed commitment to supported employment.

### **Office of Alcoholism and Substance Abuse Services (OASAS):**

Several years ago, ACCES-VR and OASAS established the Brooklyn/Queens Consortium as a pilot project to coordinate and integrate provisions of vocational rehabilitation services to persons in recovery. Based on the successful work of this regional consortium, ACCES-VR and OASAS agreed to renew statewide collaboration. A Statewide Team is being established to undertake the following activities:

- Evaluate the referral process developed by the Brooklyn/Queens Consortium to determine how this can be a model for statewide implementation;
- Research current ACCES-VR and OASAS data in providing employment services to this population;
- Update ACCES-VR Alcoholism Policy (2001) and develop a Technical Assistance Brief on Chemical Dependencies;
- Examine ACCES-VR and OASAS collaboration in the context of other Statewide collaborative initiatives (MISCC, OMH and DOL);
- Develop collaborative ACCES-VR-OASAS and Provider Agency cross-training curriculum and training plan; and
- Update the ACCES-VR and OASAS Memorandum of Understanding (MOU). The existing MOU between ACCES-VR and OASAS has been in effect since 1999.

## **Model Transition Programs:**

In 2008, ACCES-VR reported establishing a transition consortium involving school districts, ACCES-VR (vocational rehabilitation and special education), Elementary, Middle, Secondary and Continuing Education (EMSC), Office of Higher Education (OHE) and other stakeholders to improve students' access to educational, vocational and community supports as they transition from school to employment or to post-secondary training. This consortium developed into the Model Transition Program (MTP). The MTP provides funding for 60 projects that include more than 180 private and public high schools to develop school-wide plans, activities and programs to facilitate the transition of students with disabilities to postsecondary placements. These placements include college, vocational training programs and competitive employment with and without supports. The primary goal of the MTP is to facilitate future employment opportunities for students with disabilities. At the end of this project, successful transition strategies will be identified and shared with high schools throughout the State. Over the period of the MTP, thousands of students with disabilities will be made eligible for vocational rehabilitation programs and services.

To assist in meeting the objectives of MTP projects, the State University of New York (SUNY) at Buffalo provides training in key areas in support of these activities. Using data provided by the projects, Cornell University is working with ACCES-VR's vocational rehabilitation administration to identify critical elements of the data collection, analysis and reporting processes.

During the first academic year, significant progress has been made in the implementation of transition activities, formation of partnerships, training, and data collection/analysis. As reported by Cornell University, MTP has generated extensive individual student data regarding participating student demographics, employment and postsecondary preparation, ACCES-VR referrals, and collaborative service delivery. As of June 2008, a total of 9,454 students have received transition services; over half of those were expected to achieve a Regents Diploma. Highlights include:

- Sixty-five percent (6,104) of the MTP students had measurable postsecondary goals in their Individualized Education Program (IEP);
- Sixty-one percent (5,769) of students participate in career development activities;
- Nineteen percent (1,782) of MTP students participated in paid/unpaid work experiences, most of this being part-time work;
- Eighteen percent (1,664) of MTP students participated in activities aimed to facilitate transition to postsecondary education. Most of these were college information nights and assistance with college applications; and
- More than 3,000 referrals to ACCES-VR have been made.

Due to shifting budgetary demands, the MTP projects will conclude on November 30, 2009. ACCES-VR will complete an evaluation of the program and will continue coordination with school districts to sustain the gains achieved during the project. Using data provided by the projects, Cornell University is working with ACCES-VR's vocational

rehabilitation administration to identify critical elements of the data collection, analysis and reporting processes. Successful transition strategies will be identified and shared with high schools throughout the State.

### **ACCES-VR-DOL Disability Program Navigator MOU:**

ACCES-VR and the NYS Department of Labor (DOL) are in the process of completing a Memorandum of Understanding (MOU) for ACCES-VR to contribute toward the statewide Disability Program Navigator (DPN) initiative. ACCES-VR will contribute \$1.2 Million in VR funds over the next two years to support the network of DPNs at the local workforce investment areas (LWIAs) across the State. The role of the DPN is to promote accessibility to the full range of 'One Stop' system employment services for people with disabilities. ACCES-VR funding will support eight full-time equivalents, about 23 percent of the total \$2,605,000 operating budget for the total Statewide DPN program for Program Year 2008.

### **ACCES-VR Business and Industry Initiatives:**

ACCES-VR Placement and Marketing Representatives in the 15 District Offices have continued to build on the following collaborations: statewide disability employment training initiative with Cornell University; local job placement and marketing initiatives with the Society for Human Resource Management; and continued coordination with several local Chambers of Commerce and The American Federation of Labor-Congress of Industrial Organizations (AFL-CIO) unions across the State. The agency is also strengthening its regional alliance with national businesses through participation in the CSAVR/RSA collaboration on the National Employment Team (The NET).

### **Developmental Disabilities Planning Council (DDPC):**

The DDPC is a State agency charged with providing input services to families with members who have developmental disabilities. The Council is directed by an appointed membership that includes parents and persons with disabilities as voting members who direct the activities of the Council. The DDPC has played a key role in innovation in New York State. ACCES-VR works with the DDPC to review employment grants related to developing sector-based employment using Project Search, promoted by the United States Department of Labor.

### **Department of Health (DOH):**

ACCES-VR continues to work cooperatively with the DOH in the delivery of services to individuals with traumatic brain injuries (TBI), the implementation of the Medicaid "buy-in" program and the use of Medicaid for medically necessary physical and mental restoration during the rehabilitation process. In 2001, ACCES-VR and DOH collaborated on a Technical Assistance Brief on Acquired Brain Injury which is part of the VR Policy Manual at:

[http://www.acces.nysed.gov/vr/current\\_provider\\_information/vocational\\_rehabilitation/policies\\_procedures/technical\\_assistance\\_briefs/braininjury.htm](http://www.acces.nysed.gov/vr/current_provider_information/vocational_rehabilitation/policies_procedures/technical_assistance_briefs/braininjury.htm)

### **Federal Department of Veterans' Affairs/State Division of Veterans' Affairs:**

ACCES-VR maintains an ongoing liaison with the Federal Department of Veterans' Affairs Vocational Rehabilitation program to assure that veterans with service connected disabilities are able to access appropriate services from both agencies. ACCES-VR continues to work with the State Division of Veterans' Affairs and is participating on an advisory council developed by the State Division of Employment and Training Officers in a number of State agencies to coordinate the provision of services to veterans with disabilities.

ACCES-VR has joined with other offices within the State Education Department (SED) to mutually support veterans' services. SED, including ACCES-VR, is actively engaged in a statewide veterans and family interagency collaboration under the leadership of the NYS Division of Veterans Affairs and the NYS Office of Alcoholism and Substance Abuse Services (OASAS). This statewide initiative is engaged in crafting and implementing a State Plan for New York's Veterans and Families.

ACCES-VR has initiated ongoing outreach to veterans with a particular emphasis on returning veterans with disabling conditions from Operation Iraqi Freedom (OIF) and Operation Enduring Freedom (OEF). This campaign includes a consistent ACCES-VR presence at veterans' job fairs and veteran Stand Down events across the State. Efforts are underway to develop a comprehensive veterans' services web page linking ACCES-VR consumers with a wide range of underutilized veteran/family employment-oriented service options for all branches of service and reserves.

ACCES-VR has convened an internal workgroup representing all levels of the vocational rehabilitation service system to identify best practices and gaps in services. The action plan will promote best practices statewide and identify new services and/or strategies for effective veterans' services.

### **Conclusion:**

During the next year, ACCES-VR and its partner State agencies will invigorate the dialogue on how to close the employment gap for individuals with disabilities. The State agencies will strengthen collaboration for achieving an increase in integrated employment outcomes. We will examine barriers to more effective employment services, identify evidence-based employment practices and implement strategies that will improve the overall performance of our employment programs. We will assure that the full array of employment services meet high standards for performance and result in successful employment outcomes for individuals with disabilities in New York State.

## **RESOLUTION OF THE NEW YORK CITY WORKFORCE DEVELOPMENT BOARD APPROVING AMENDMENTS TO THE PRIORITY OF SERVICE POLICY<sup>1</sup>**

**WHEREAS**, the Workforce Innovation and Opportunity Act (WIOA) establishes priority of service for certain target populations, as well as the ability of states and local areas to establish priority of service for additional populations;

**WHEREAS**, WIOA priority of service applies only to WIOA Adult customers seeking individualized career services or training services;

**WHEREAS**, the U.S. Department of Labor (USDOL) has determined that veterans and eligible spouses are to receive priority of services under the Workforce Innovation and Opportunity Act (WIOA) and all other USDOL workforce programs;

**WHEREAS**, When utilizing WIOA Title I Adult program funding to support individualized career services or training, WIOA specifies three target populations that must receive priority of service, including recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient;

**WHEREAS**, the New York State Department of Labor (NYSDOL) has identified additional priority populations in Technical Advisory 23-01, including individuals with disabilities, justice-involved individuals, and single parents;

**WHEREAS**, the Executive Committee previously approved the WIOA Local Plan for New York City that identifies a number of priority populations that overlap with those of USDOL and NYSDOL, including veterans, out-of-school and out-of-work youth, individuals with disabilities, foreign-born individuals, and justice-involved individuals;

**NOW, THEREFORE, BE IT RESOLVED** that the New York City Workforce Development Board Executive Committee hereby amends and restates the Priority of Service Policy, effective September 12, 2023, to the following:

### **A. New York City Priority of Service**

Priority of service for WIOA Adult customers seeking individualized career services or training services shall be as follows (in accordance with USDOL Training and Employment Guidance Letter Number 10-09):

First Priority:

- Veterans and eligible spouses who are also:
  - Public assistance recipients
  - Other low-income individuals

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<sup>1</sup> [https://www.nyc.gov/assets/wkdev/downloads/pdf/priority\\_of\\_services.pdf](https://www.nyc.gov/assets/wkdev/downloads/pdf/priority_of_services.pdf)

- Individuals who are basic skills deficient

Second Priority:

- Individuals who are:
  - Public assistance recipients;
  - Other low-income individuals; or
  - Individuals who are basic skills deficient

Third Priority:

- Veterans and eligible spouses (who do not fall into any of the second priority categories above)

Fourth Priority:

- Individuals with disabilities
- Justice-involved individuals
- Out-of-School, Out-of-Work Youth aged 18 to 24 year olds
- Foreign-born individuals
- Single parents

**B. Criteria for Applying Priority of Service**

Staff in New York City's One-Stop Career Centers (known locally as "Workforce1 Career Centers") will apply priority of service based on the needs of each group in the local workforce development area of New York City.