



Fulton, Montgomery, and Schoharie
LOCAL PLAN

JULY 1, 2017 - JUNE 30, 2021

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Strategic Planning Elements

LWDB and Regional Demand Lists are now maintained online at:

<https://labor.ny.gov/workforcenypartners/lwda/lwda-occs.shtm>. Changes to Demand Lists can be made by following the directions on the webpage.

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

8/29/17

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

Information on local and regional demand occupations is shared and discussed regularly at the Board's Business Services Committee Meetings. The Business Services Committee is scheduled to meet 8 months of every year. The Committee Reports are available to all Board Members before the Board Meetings. In addition, Local Area Demand Occupations may be discussed at meetings of the full Board. The Board is scheduled to meet 8 months of the year. The most recent discussion of Local Area Demand Occupations occurred during the Partner's Go-Around session at the Board Meeting on Wednesday, September 6, 2017.

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

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

Existing in-demand sectors include advanced manufacturing, distribution centers and health care. Emerging in-demand sectors include agribusiness and farm-to-table enterprises and related industries such as yogurt and beverage (craft brewing, distilling, and wineries).

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

As we have heard from many businesses, the number one need of businesses in the sectors and occupations above is access to a quality talent pool for open positions followed by the means/resources to re-train their current workforce to meet the demands of a modern, technology-based industry.

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.

Whenever we meet with businesses regarding their needs, we hear a common theme: the greatest weakness, beyond the lack of access to a large and diverse local talent pool, is that current applicants lack soft skills and work ethic, have unrealistic expectations for the

job including wages and hours, and lack technical skills including basic computer, math, and reading skills.

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

i. Current labor force employment and unemployment numbers;

Unemployment numbers across the three counties; Fulton, Montgomery, and Schoharie, have remained consistent over the last 12 months. Unemployment rates in Fulton and Montgomery Counties are currently at 5.3% and Schoharie County is 4.8%. Fulton County has a labor force of 23,100 with 21,900 employed and 1,200 unemployed. Montgomery County has a labor force of 22,500 with 21,300 employed and 1,200 unemployed. Schoharie County has a labor force of 14,600 with 13,900 employed and 700 unemployed. In Fulton County, 63% of employed residents work within the county while 37% commute out. In Montgomery County, 55% of employed residents work within the county while 45% commute out. In Schoharie County 59% of the employed residents work in the county, while 41% commute out. Employers in the three counties are all interested in tapping into the workforce that currently commutes out of their county each day.

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

The workforce in Fulton, Montgomery, and Schoharie Counties is greying, and many people are retiring. There is not a ready and trained workforce to fill these positions. Most positions now require a high school diploma or more and that number is predicted to grow. Even entry level positions in distribution centers require technical skills such as computer skills as well as soft skills such as communicating in the workplace, team work, ability to work independently, and time and attendance. There is also a loss in the population of younger people who leave the area to attend college and do not return.

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

In looking at a population of 25 years and older: in Fulton County approximately 38.5% have a high school degree, 18.8% have some college but no degree, 12.5% have an Associate's Degree, 8.7% have a Bachelor's Degree, and 7.5% have a professional or graduate degree. The remaining 14% have less than a high school diploma. Montgomery County is similar in that approximately 36.6% have a high school diploma, 18% have some college but no degree, 13.6% have an Associate's Degree, 10.1% have a Bachelor's Degree, and 6% have a professional or graduate degree. The remaining 15.7% have less than a high school diploma. In Schoharie County 38.5% have a high school diploma, 18.1% have some college but no degree, 12.1% have an Associate's Degree, 11.2% have a Bachelor's Degree, and 8.4% have a professional or graduate degree. The remaining 11.7% have less than a high school diploma.

In the population of 18 years to 64 years, it is estimated that in Fulton County 14% have a disability, in Montgomery County 13.6% have a disability, and in Schoharie County 12.9% have a disability.

Regarding populations with English as a Second Language, in people 5 years and older: In Fulton County 95.8% speak "English Only" at home, in Montgomery County 86.4% speak "English Only" at home, and in Schoharie County 95.6% speak "English Only" at home. The majority of "other language" speakers at home are: Fulton County with 1.3%, Montgomery County with 9% (primarily Spanish), and Schoharie County with 1.9%.

This information is taken from the American Community Survey of 2011 - 2015 where data is based on a sampling.

- 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.

Our area includes one community college, one college of agriculture and technology, and two BOCES (Boards of Cooperative Educational Services) programs. All have strong educational programs, many of which can be customized to meet local employer needs. Although all the education and training providers have strong links with local industries, the primary weakness is the need for a "critical mass" of trainees to make the customization of training programs profitable for the training providers. The Workforce Development Institute is a strong partner in providing funding for many of these customized training programs.

There are a number of organizations that focus on workforce development activities as some part of their mission. These include our Fulton-Montgomery Regional Chamber of Commerce, our Schoharie County Chamber of Commerce, the Regional Economic Development Council, 3 county economic development offices, local IDAs, and both Fulton-Montgomery Community College and SUNY Cobleskill.

The strengths are in the commitment of many of these organizations and individuals to work within the workforce partnership to address workforce needs. The weakness lies in the fact that other organizations are seen as existing as silos as opposed to integral parts of a larger jig saw puzzle. They may not actually be existing as silos, but the perception from the outside is that there is not a connection. As the convener of workforce services, the Workforce Board strives to educate the community to the partnership and integral relationship of the organizations and their services, and that there is no "wrong door" to enter the workforce development system.

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

Addressing educational and skills needs of the local workforce begins many times when an individual seeks the services of one of our two Comprehensive Workforce Solutions Centers or our one Workforce Solutions Affiliate Center. Our local area also has a Business Services Team that is always expanding its outreach to local and regional businesses.

However, after almost 17 years of continued reduced federal allocations, WIOA Title I staffing is at a bare minimum, with less than 50% of the staffing in 2000. Because of reduced funding, one center has been downsized from a comprehensive center to an affiliate site. Wagner-Peyser staffing is also at an all-time low since 2000. ACCES-VR staff are also present in each of the two Comprehensive Centers, although not full-time.

While the staff that remain have the expertise to work successfully to identify the needs of job seekers and businesses, the staff capacity to provide in depth pre-employment services is strained. Because of the continuing reduction of federal workforce funding over the last 17 years, and no designated state funding, the availability of training dollars is a challenge even when it is used in conjunction with other organization's resources. It becomes even more of a challenge since a very limited percentage of the adult allocation is available in July, with most of it not available until November 1. This is well beyond the start of the first semester of many classroom-based training programs, limiting access to relevant training for many participants.

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

Vision: The Fulton, Montgomery, Schoharie Counties Workforce Development Board and Partners envision a customer-focused, universal access, quality-driven system of workforce development services for job seeker and business customers that will provide a competitive workforce able to fuel a vibrant economy in the FMS WDB region. In short, the vision of the Board and Partners is: Creating Workforce Solutions.

Goals: Each of the three areas of Board focus below include goals that will assist in meeting the vision of the Board; specifically addressing improving access to activities leading to a recognized post-secondary credential, as well as other strategies for serving out-of-school youth and adults who have low literacy skills, are English Language Learners, or lack a high school diploma or the equivalent.

Convener of Workforce Partners: The Fulton, Montgomery, and Schoharie Counties Workforce Development Board, Inc. will coordinate and oversee a seamless system of services that is in sync with both the State Plan and the sector-based workforce strategies of the Mohawk Valley Regional Economic Development Council. The FMS WDB, Inc. will promote collaboration of economic development, business, education and training resources, discouraging silos and encouraging integration of organizations' services to meet the needs of jobseekers and businesses in the local workforce development area and the greater workforce region.

Coordination of Workforce Needs and Services: The FMS WDB, Inc. will develop a dialogue with economic development, businesses, educators, training providers, and other providers of workforce services to improve access to employment for all, with a specific

focus of removing barriers to employment for veterans and their families, individuals with disabilities, formerly incarcerated persons, disconnected youth, adults with limited literacy or English language proficiency who lack a High School Equivalency diploma, adults with limited literacy who have an HSE, immigrants and refugees, and other special populations.

Services to be provided through this system of workforce services, and as described in this section, to jobseekers, including to out-of-school youth and adults who have low literacy skills, are English Language Learners or who lack a high school diploma include:

Marketing materials regarding services of all Partners in the FMS Workforce Solutions System;

Resource Rooms which are fully staffed and include internet access for job search activities, fax machines, telephones, and adaptive technology for people with disabilities, as well as monitors displaying activities and services provided in the centers or with partners;

Provision of, or referral to, basic literacy and HSE preparation;

Basic skills training;

Basic computer training;

Basic academic education and occupational training with a focus on career pathways;

Access to Metrix on-line training programs;

Job seeking and keeping skills;

Job match and referral, job posting, and job development; and

Referral to partner programs.

Accountability of the system's performance and quality: The FMS WDB's Workforce Solutions System strives to provide exemplary services to jobseekers and business customers, alike. In addition to working to meet or exceed state and federal performance measures, the Board currently uses or is developing additional instruments to measure such things as jobseeker and business customer satisfaction, continuing improvement of quality and relevant services at a time of reduced funding, and a focus on training and job placement in career pathways

reflecting local and regional priority demand occupations that will lead to quality jobs and financial independence for jobseekers and a quality workforce for our businesses.

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

The workforce partners of the FMS Local Workforce Development Area have a long and successful history of working together to carry out local and workforce development programs. With the most recent WIOA Services Memorandum of Understanding negotiations and development, this partnership has only become stronger. As convener of this group, the FMS WDB is committed to supporting an environment where partners have been able to come together to establish a foundation that encourages personal and professional relationships that go far beyond just the names and signatures that appear on partner agreements and marketing materials.

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

The FMS MOU Partners group; formed during early meetings of the MOU partners, including both core partners as well as other partners, has developed a referral form and brochure of partners' services that will be ready for release before the end of 2017. The MOU Partners group is also working on a plan for providing training for all partner staff to promote knowledge of and ability to make appropriate referrals to services provided by other partners, thus avoiding duplication of services and use of scarce resources while promoting integration of services and sharing of participants.

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

The FMS WDB's Workforce Solutions System strives to provide exemplary services to jobseekers and business customers, alike. In addition to working to meet or exceed state and federal performance measures as negotiated based on Technical Advisory #17-5, the Board currently uses or is in the process of developing additional instruments to measure areas such as jobseeker and business customer satisfaction, continuing improvement of quality and relevant services at a time of reduced funding, and a focus on training and job placement in career pathways reflecting local and regional priority demand occupations that will lead to quality jobs and financial independence for jobseekers and a quality workforce for our businesses.

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;

Five of the six WIOA Core Programs provide services through the Comprehensive Centers. They are: WIOA Title I (Adult, Dislocated Worker, and Youth); Title III Employment Services including Wagner-Peyser, TAA (Trade Act Assistance), Veterans, UI (Unemployment Insurance); and Title IV Vocational Rehabilitation (ACCES-VR). Title II Adult Education and Family Literacy services are provided at other sites.

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

SUNY Cobleskill and Fulton-Montgomery Community College provide services through the Carl D. Perkins Career and Technical Education Act of 2006.

- iii. Other workforce development programs, if applicable.

Other workforce development programs include Catskill Center for Independence and Schoharie County Department of Social Services which have a presence in the Cobleskill Comprehensive Center. Additional workforce programs not present in the Centers but partnering closely to provide services are Montgomery and Fulton County Departments of Social Services, Fulton-Montgomery Community College and SUNY Cobleskill (other than Perkins), NYS Commission for the Blind, Job Corps, Hamilton-Fulton-Montgomery and Capital Region BOCES, Schoharie County Community Action Program, Schenectady Community Action Program, Senior Community Service Employment Programs through Fulton County Office for the Aging and Associates for Training and Development (A4TD).

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

The FMS WDB and Workforce Solutions System uses formal in-Center surveys, informal feedback, and formal monitoring of the WIOA Services Sub-Contractor to measure customer satisfaction with services and service providers in the Centers. The Leadership Team and One-Stop System Operator work with the Workforce Systems Oversight Committee to review monthly customer service reports and to discuss ways to improve services to customers. Training and staff development are provided by the One Stop System Operator, the staff of the Workforce Development Board, and other partner staff. The FMS MOU partners are currently exploring ways to bring staff development training on referrals to all partners of the system.

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

We regularly review the programs of eligible providers listed on our ETPL, or requesting to be placed on the ETPL, to confirm that the goals of the programs and the material itself meet the current needs of local businesses, employees, and jobseekers. Through partnership meetings, we share any information that we have from meetings with businesses, employees, and jobseekers with eligible providers so that they can take this information into account when developing new programs or reviewing the appropriateness of current programs.

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

All Center Partners contribute towards the infrastructure of the Comprehensive Center or Centers where they occupy space based upon a cost allocation plan that includes costs such as rent, utilities, technology, maintenance, phones, and copy machines. Individual cost is determined on a “per desk” basis which includes desk, chairs, computer with internet access, phone, bookcase, access to conference rooms, videoconferencing equipment, copy machines, and common space. Each of the Partners has a lease agreement with the Workforce Development Board based on these costs.

Three partners have a full-time presence in the Amsterdam Comprehensive Center and four partners have a full-time presence in the Cobleskill Comprehensive Center. Three are members of a Center Leadership Team along with the One-Stop System Operator, and the Workforce Development Board Executive Director and Program Management Specialist. The role of the Leadership Team, is to assist the One-Stop System Operator in overseeing the day-to-day operations of the Centers, including being the point person for any Center emergencies such as difficult customer behaviors or other safety issues for customers and staff. They are also responsible for identifying any policies or procedures that may need to be reviewed or revised. Through regular meetings of the Leadership Team, issues regarding procedures or policies are discussed and taken back to the appropriate Board Committee by the Executive Director.

Workforce Development and Career Pathways

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

The Fulton, Montgomery, and Schoharie Counties Workforce Development Board, Inc. was the grant recipient of a 4-WDB, three-year Workforce Innovation Grant, Steps up to Stem. The purpose of the grant was to introduce youth and adults to STEM careers, including providing career pathway training for new hires and incumbent workers in STEM related fields. Through its Workforce Solutions Centers and System, WIOA Title I staff worked with other partner programs and businesses, in this LWDA and 3 other LWDA's of the Greater Capital Region, to

create opportunities for youth and adults to enter STEM career pathways at many different points on the path, depending upon the skills, abilities, and needs of the participant. Workforce Solutions Center staff will continue to work with other WIOA Partners to expand the opportunities provided by Career Pathways and assure that they are representative of local demand industries and occupations. Center Business Services Representatives and Workforce Advisors will build on their successful record in working closely with jobseekers, businesses, and training organizations to include Title II and other WIOA partners in identifying and providing the proper mix for each individual as opposed to a cookie-cutter, one-size-fits-all approach. Our focus for all jobseekers is a career pathway, not a job. Job-seekers will be co-enrolled in core programs when appropriate.

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

Working more closely with local and regional workforce providers, the Board strives to promote participant access to all partner programs that will increase skills development, training, and provide supportive services necessary to success in attaining recognized postsecondary credentials.

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

Many credentials are transferable to other occupations or industries. Mechatronics credentials, such as Semiconductor Manufacturing — Automation Systems/Mechatronics Certificate program at Fulton-Montgomery County Community College can also be used across manufacturing, distribution centers, hospitals and any other industry that uses automation. Health care credentials are portable to many other industries including schools, manufacturing concerns, and tourism. Another example is the Craft Brewing Certificate at Schenectady County Community College. It can and is being used with distilleries and wineries. Similar programs are being developed at SUNY Cobleskill.

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

We continue to promote and support "stackable" credentials, in Health Care and Manufacturing sectors, and are looking at the newer sector of Agribusiness and Farm-to-Table businesses as well. An example for Health Care stackable credentials is HHA (Home Health Aide) to CNA (Certified Nurse Assistant) to LPN (Licensed Practical Nurse) to RN (Registered Nurse).

Access to Employment and Services

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

The Fulton, Montgomery, and Schoharie Counties Workforce Development Board, Inc. is committed to expanding access to its employment, training, education, and supportive services throughout its three Workforce Solutions Centers and the greater System. The FMS WDB, Inc. and its Workforce Solutions System relies on the expertise and guidance of the Title II representative on the Board to ensure that the system is proactive in identifying needs, identifying existing programs, and developing solutions to unmet needs of Title II participants with barriers to employment.

These expanded services to Title II participants with barriers to employment will include:

Encouragement of Title II partner co-location, or a regularly scheduled physical presence for workshops, etc., within the Workforce Solutions Centers;

Orientation Workshops at Center locations for Title II participants co-led by WIOA Title I and other partner staff;

Center Orientations led by WIOA Title I on site at Title II locations;

Invitations for Title II providers to speak at Center Meetings in both Amsterdam and Cobleskill Workforce Solutions Centers as well as at FMS Board meetings;

Participation of Title II providers in the Board's Emerging Worker Committee, which helps form the direction of the Board in services to Title II populations;

A marketing program developed in conjunction with Title II providers that includes all partner programs, contact information, and services provided, as well as a personalized handoff if the Title II provider is present in one of the Centers;

Utilization of the FMS WDB's website and Facebook pages to reach Title II participants with up-to-date information on workforce services, including workshops and employer recruitments.

- 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.

FMS has purchased unlimited licenses for Metrix on-line learning programs. These programs are ideal for individuals not ready or prepared for college programs, those who only want to update current skills and those who prefer to focus on a specific job skill rather than a college education. These licenses are available at no cost to the participant

and can be accessed on line from anywhere with internet access, after a visit to a Workforce Solutions Center for an initial assessment and introduction to the Metrix program. Additionally, the Comprehensive Centers have video-conference equipment that allows jobseekers to attend workshops virtually from either of the centers. Our FMS Workforce Solutions website, www.fmsworkforcesolutions.org, has links to weekly events, Center Calendars, workshop descriptions, business services fact sheets, and a direct link to Jobs Express, as well as a description of services offered through the FMS Workforce Solutions System. FMS is also considering ways to expand its website to include more resources for people with disabilities. The FMS Facebook page lists job fairs and mini-job fairs, customized recruitments, and position openings with local companies.

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

FMS Career Centers are using OSOS as their intake case management information system. WIOA Title I Adult, DW, Youth, Wagner-Peyser, TAA, Jobs for Veteran State Grants, and UI staff are all using OSOS for their career center case management. ACCES-VR is able to view OSOS entries but will not be using OSOS for their own case management. TANF staff and other partners do not use OSOS at this time.

We support the use of OSOS by local partners and continue to promote the development of this. We are currently developing a data base to track referrals between partners, giving consideration to customer confidentiality.

- 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.

We provide access to self-assessments, career zone, job zone, and other job-seeking tools in our Workforce Solutions Centers' Resource Rooms. Our Resource Room Coordinators are highly skilled and work closely with our job seekers. Customers use these services routinely and seem very satisfied as evidenced in our customer comment cards. Metrix on-line learning is very important to our customers, many of whom are not yet ready for classroom-based training with its goal of a credential or degree. We have seen a large increase in the number of customers using Metrix to either brush up on pre-existing skills or exploring new areas that include soft skills as well as the more traditional Microsoft Office programs. This is an important tool, as many in our current population base are not yet ready for classroom training. For those qualified, we also provide employer-based training and classroom training but with the annual reductions in overall funding, we cannot provide nearly the number of trainings supported in past years or at the same funding levels. We do however work with other partners and programs to access additional 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.

Supportive services such as day care and transportation costs are available for FMS participants enrolled in classroom training. Fulton, Montgomery, and Schoharie Counties are, with the exception of the cities of Amsterdam, Gloversville, and Johnstown, primarily rural and many people rely on cars to get to work, food shopping, etc. Montgomery and Fulton Counties have limited public transportation, with limited routes and hours. A one-way trip can cost \$7.50. There is currently discussion around this and the hope is for improved services, but the demand from employers and jobseekers/employees must be present for any endeavor like this to be successful.

Schoharie County Public Transportation is well established and has both set routes and ability for "route deviation" for an additional fare. Buses can also be "flagged" similar to taxis. The buses run between all villages in the county and the adult fare is generally \$1.20 per trip. Youth bus passes are available from June through August for \$30. This covers unlimited bus trips, encouraging youth to find and keep employment and to attend summer school.

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

General information on programs to serve people with disabilities is shared at all Partner meetings and Center Staff Meetings. Information on specific customers with disabilities can only be shared by ACCES-VR if the participant is registered with them and has signed a release of information as part of their confidentiality agreement. WIOA participants also sign a release of information as part of their registration process, but if they are a person with a disability, working with ACCES-VR, they must individually sign a release of information with ACCES-VR.

- 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 Operator contract is part of the WIOA Services Contract. Requirements for adult career and training services to recipients of public assistance, or other low-income individuals who are basic skills deficient are clearly spelled out in that contract. The One-Stop Operator is monitored for compliance by Workforce Development Board staff, specifically the Executive Director and the Program Management Specialist. Additionally, the One-Stop Operator reports to the Workforce Systems Oversight Committee of the Board.

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

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

All 3 Centers; two Comprehensive and one Affiliate, have Handicap Parking spaces and Handicap accessibility to all areas of the Centers including bathrooms and staff cubicles. The two Comprehensive Centers also have automatic doors.

ii. Technology and materials for individuals with disabilities; and

All 3 Centers have Resource rooms with assistive technology including;

Accessibility Inventory: Wheel chair accessible desk and adjustable chair

Programs:

- * Zoom Text- magnification and screen reading software for the visually impaired
- * Image Reader with scanner makes printed text accessible to people who are visually impaired or blind
- * Open Book-scanner reader to use with written material
- * Jaws- reader for computer text
- * FS Reader 3.0- works with jaws to adjust color and print
- * Zoom Text /videos magnification & screen reading program that enlarges and reads aloud.

Equipment:

- * Large print keyboard
- * Large ball mouse
- * One handed keyboard

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

Training is available through monthly staff meetings, presentations by partners, and webinars as available. The presentations include; Initial Disability Awareness, delivered by ACCES/VR, NYS Commission for the Blind, and Catskill Center for Independence, and Autism Awareness presented by Catskill Center for Independence.

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.).

At this time, the FMS WDB assumes the responsibility of providing physical and technology resources in the three Workforce Solutions Centers. The full roles and resources

contributions can be found in the FMS Partners Services MOU. This may change somewhat in the "other center costs" yet to be determined.

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?

FMS utilizes employer-based training programs such as On-the-Job and customized training to facilitate business engagement. Currently, FMS is exploring the use of apprenticeship programs as well. FMS provides space at no cost to the employer on-site in the Amsterdam and Cobleskill Workforce Solutions Comprehensive for customized recruitment and mini-job fairs. FMS also co-sponsors an annual job fair with Fulton Montgomery Community College, the Fulton-Montgomery Regional Chamber of Commerce, and with the Capital Region BOCES in Schoharie County.

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

Fulton-Montgomery Community College, SUNY Cobleskill, and regional BOCES all work closely with businesses. FMS Workforce Solutions staff and WDB staff are members of, or participate in the following; the HFM P-Tech Program, Fulton County Center for Regional Growth, Fulton-Montgomery Regional Chamber of Commerce, Montgomery County Business Development Center, Mohawk Valley Regional Economic Development Council, Mohawk Valley Regional Business Services Team, the Perkins Advisory Committees, Schoharie County Chamber of Commerce, Schoharie County Chamber Committee on Business Development and Advancement, Schenectady Community College HPOG Advisory Committee, Greater Capital Region Workforce Coalition, Regional Workforce Development Task Force, and the Mohawk Valley Revitalization Committee.

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

The FMS WDB strives to support a workforce development system that meets the needs of local businesses in a number of ways. As stated previously, we utilize employer-based training and on-site recruitments for businesses, as well as advertising job openings in the Resource Rooms and on our website and Face Book page. But most important in all of these services is the strategy of paying attention to the "needs" of the employers as opposed to just marketing what programs we have to offer. This is much different from employment and training programs of years ago. Determining needs is accomplished through meetings with employers, surveys, and informal conversations. We share this information on business needs with all service providers and other partners as well as our FMS Business Services Consortium - the philosophy being "if we don't have it, someone else probably does. We don't need to provide every service, but we need to have a mechanism in place to provide good referrals."

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

The FMS WDB staff work closely with the local Chambers of Commerce, local economic development organizations, Fulton-Montgomery Community College's Workforce Development Taskforce, and the Mohawk Valley REDC to ensure that its strategies and programs mesh closely with the needs of the area as reflected through these organizations.

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

The Chambers of Commerce promote entrepreneurial skills training as does the HFM BOCES PTech program in Johnstown. Local economic development agencies may have access to microenterprise funding. Information on these programs can be found through links on the FMS website, posted on Face Book, or posted in our Center Resource Rooms. Referrals will be made when a customer indicates an interest or willingness to pursue information on one of these programs. Qualified UI customers can participate in the Self-Employment Assistance Program (SEAP) through the NYSDOL.

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

The Trade Act Coordinator of the FMS Rapid Response Team is staff of the WIOA Services Provider. The Trade Coordinator works closely with her NYS Department of Labor counterpart and staff of the Workforce Solutions Centers to coordinate activities and programs appropriate for Trade Act participants.

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?

NYSDOL and WIOA Title I services staff are functionally aligned and together provide services to the UI customer. While WIOA Title I staff have been trained to provide information and assistance on Unemployment Insurance, UI customers are initially seen by a NYSDOL/Wagner-Peyser staff person. However, they may then be scheduled for a series of activities or appointments that include Center workshops or working with Resource Room staff, WIOA Title I Workforce Advising staff and indirectly, Business Services Team representatives regarding classroom training or employer-based training.

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

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

The Board's vision is "Creating Workforce Solutions." The intent is to accomplish this in part by providing a qualified and skilled workforce for employers. The FMS WDB works closely with the two regional BOCES programs, Fulton-Montgomery Community College,

SUNY Cobleskill, and Schenectady County Community College partners and representatives to focus on programs that are sector-based and promote career pathways.

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

Organizations providing education and workforce development activities will continue to meet regularly through the MOU Partners Meeting to identify any coordination issues and then develop, coordinate, and promote strategies that enhance services to our jobseeker and business customers.

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

Information on services and activities provided by the MOU Partners group will be shared with the FMS WDB by Board staff who convene the MOU Partners Meetings. Appropriate committees such as the Workforce Systems Oversight Committee, the Accountability and Return on Investment Committee, and the Business Services and Employer Engagement Committee will review and update or develop new policies and procedures to be followed by WIOA Title I staff in the delivery 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.

FMS Workforce Solutions Center WIOA Title I and Wagner-Peyser Employment Service services have been functionally aligned and integrated prior to the statewide requirement in 2006. Staff in the FMS Workforce Solutions Centers does not provide services based on funding streams. WIOA Title I and Wagner-Peyser staff is assigned to functional work teams based on the services provided, not the funding streams supporting the services. Functional leadership and supervision is provided to each team by senior management/Leadership Team. Functional supervision is defined as oversight of staff in all areas other than Time and Attendance and Personnel Evaluations. Time and Attendance and Personnel Evaluations will be completed by funding stream supervisors after consultation with the functional supervisor. Functional supervisors will be providing leadership and guidance to staff who are not necessarily in their own funding stream/contract.

The Leadership Team, scheduled to meet monthly unless needed more often, discuss issues around coordination of services, improvement of service delivery, and avoiding duplication of services. Recommendations for new Board Policies or Procedures and recommendations/delivery of staff training may come as the result of any issues.

- 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.

In addition to the FMS WIOA Services MOU, MOAs with other providers of youth services beyond our Youth Subcontractor, include Fulton County Department of Social Services, Montgomery County Department of Social Services, Schoharie County Department of Social Services, Catskill Center for Independence, HFM BOCES, and Fulton Montgomery Community College. Work on developing MOA's with ACCES-VR, SEFCU, Planned Parenthood and the HFM Prevention Council is currently in process. The FMS WDB continues to explore developing MOAs with other providers of adult and dislocated worker services that are not part of the FMS WIOA Services MOU.

Youth Activities

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

i. Name of Youth Point of Contact

Jennifer Swart

ii. Email Address

jswart@fmsworkforcesolutions.org

iii. Name of Organization

FMS Workforce Solutions

iv. Title

Senior Youth Coordinator

v. Phone

518-842-3676 ext. 3022

vi. Address

2620 Riverfront Center
Amsterdam, NY 12010

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

i. Out-of-School Youth

45

iii. Carry-Over In-School Youth

0

ii. New In-School Youth

0

iv. Work Experience

35

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

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

FMS Private Industry Council, Inc.

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

The ISS includes a review of both academic and occupational skills. In coordination with the objective assessment, it identifies services and skills necessary for the youth to reach their short and long term career goal. The ISS is developed and updated with the youth to establish a career plan and skill attainment necessary to reach their goals.

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

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

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

The PIC staff are familiar with the WIOA elements, as specified in the WIOA legislation. The contractor has updated the Individual Service Strategy (ISS) to identify all 14 Youth Program elements. All youth have a plan developed to address each element needed to meet their identified goals. The plan is reviewed and updated throughout program participation. Signatures of the Youth Coordinator and the youth are required each time the plan is reviewed and each time a new goal is set stating they agree to the plan of action. Memorandums of Agreement (MOA) have also been developed with partnering agencies who provide services that fall under the 14 elements. We have worked with many of these agencies for years and often refer our youth to our partner agencies for these services.

1. Tutoring, Study Skills Training, Instruction and Dropout Prevention-

This is provided in our High School (HSE) classes. We have a certified high school teacher on staff that teaches in all three of our centers.

2. Alternative Secondary Services-

Many of our youth feel they do not fit in a traditional school setting. Many are single parents who do not have time to participate in full time school. Our individualized instruction offers them a place where their concerns can be heard. Staff offer them a safe place where people care. We also offer basic education skills training, counseling, and educational plan development.

3. Paid and Unpaid Work Experience-

We offer paid and unpaid work experience in the non-profit or private for-profit sector for youth to explore careers, and gain workplace skills, and establish employment references. Staff also offer opportunities in job shadowing and summer employment as a way of exploring careers. During this time, youth participate in classes for work readiness and prepare for the National Work Readiness Credential (NWRC). Our Business Services Representative work with older youth to set up On-the-Job Training opportunities to gain permanent, unsubsidized employment.

4. Occupational Skills Training-

Career Zone is completed with every youth as a way of exploring careers followed by work activities such as: work experience, job shadowing and On-the-Job Training to develop job skills. Youth are placed in positions related to their skills and career interests.

5. Education Offered Concurrently with Workforce Preparation-

ITA's can be developed for youth who are finishing the youth activities and partnerships with local Community Colleges assisting youth in completing paperwork for admissions and financial aid.

6. Leadership Development Opportunities-

Youth are involved in various activities to develop leadership skills during their participation in our program. After completing the HSE examination and waiting for test scores they serve as peer mentors and tutors for the newer students in the class. They meet with representatives from the local community colleges to discuss post-secondary opportunities.

7. Support Services-

Our staff are familiar with the services offered in our counties and know where to refer youth for needed services. MOA's have been developed with many of our partnering agencies to ensure services are available to our youth. These include: daycare, transportation, housing, and health care. We offer assistance with transportation, daycare and work related tools.

8. Adult Mentoring-

Youth Coordinators and Worksite Supervisor serve as mentors to youth enrolled in our programs. We have a close relationship with the worksite supervisors we have. This allows us to provide a better placement and mentoring experience for the youth. The relationship between youth and staff often lasts years beyond program completion.

9. Follow-Up Services-

Youth are enrolled in follow-up services for a minimum of one year. During this time we are allowed to provide all services to youth. Youth are contacted a minimum of once every three months. Many of the youth are contacted more often depending on their needs. Youth often come back looking for additional assistance.

10. Comprehensive Guidance and Counseling-

Youth enrolled in WIOA programs are involved in both individual and group counseling sessions. Sessions are scheduled but also occur when the need arises. The youth often have multiple barriers and issues. They know we are here to assist them with any issue at any time. We also have relationships and MOA's with other agencies for more intensive counseling if needed.

11. Financial Literacy-

Staff complete a lesson with all youth on how to read your paycheck and understand the deductions. They also work with them on Career Zone activities on financial literacy. MOA's have also been developed with several partner agencies to provide information on: creating a budget, setting up checking and savings accounts, understanding credit reports and credit scores, creating a budget and protecting against identity theft.

12. Entrepreneurial Skills Training-

Staff have access to curriculum to provide interested youth with basic entrepreneurial skills. Staff have developed a list of entrepreneurs in our communities that are willing to talk with youth on how they got started. There are also classes offered by the local community colleges and the local chambers that youth can be referred to.

13. Services that Provide Labor Market and Employment Information-

Our Business Services Representative provides workshops on Local Labor information and STEM careers for youth enrolled in our programs. She discusses skill and education requirements and potential earnings.

14. Postsecondary Preparation and Transition Activities-

Staff have always been very successful in connecting youth to postsecondary programs. They schedule tours of the local community colleges and presentations in our offices. Staff assist in scheduling individual appointments for assistance in completing applications and financial aid forms.

ii. Are made available to youth with disabilities.

The FMS Management and staff have worked with disabled youth for many years. Staff from ACCES-VR and Catskill Center for Independence are in our centers and have been close working partners. We have and continue to share many customers each contributing

to helping disabled customers achieve their goals. MOA's are currently being developed to formalize our partnerships. We will continue to make any accommodations necessary to help make our youth successful.

f. Identify successful models for youth services.

FMS Workforce has operated a very successful model program for out of school youth for many years. In the past we have been asked to provide training to other areas on our program design. We continue to improve this model and have added the additional youth elements as outline in WIOA. We provide HSE classes in the local Career Centers to prepare the youth to take the TASC exam. Many of our youth feel they do not fit in the local school setting. Many are single parents who do not have time or support to be full time students. They are looking for a place with less drama and where their voices will be heard. Our classes and staff offer that. They also receive lessons on study skills, creating a budget and writing skills. They also are enrolled in work experience, complete Career Zone, pre-employment skills training, and financial literacy classes.

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

Administration

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

Fulton, Montgomery, and Schoharie Counties Workforce Development Board, Inc.

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

Competitive Negotiation: Invitations for the solicitation of proposals, with information on accessing complete Request for Proposal (RFP) packages shall be sent to potential service providers contained on the established bidder’s list, as appropriate according to the type of goods and services to be procured. Notice of solicitation of RFP’s may also be published in local newspapers, distributed through FMS WDB mailing lists, and posted on the FMS WDB website. The Workforce Innovation and Opportunity Act of 2014 Section 123 “If a Local WDB chooses to award grants or contracts to youth service providers to carry out some or all of the youth workforce investment activities, the Local WDB must award such grants or contracts on a competitive basis.”

RFP’s shall contain a clear and adequate description of the goods and services to be procured; technical requirements, outcomes, and specifications which bidders must fulfill;

and factors to be used in evaluating/scoring bids or proposals, including the relative importance of each of the factors.

All proposals received in response to the solicitation shall be reviewed by the FMS Executive Director and other staff as assigned. Copies of the proposals and recommendations shall also be given to the appropriate Committee of the FMS WDB for independent review, evaluation/scoring, and concurrence. The Committee and Executive Director will make a resolution to the full board for action.

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

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

Non-Competitive Negotiation: Circumstances include:

Goods or services to be procured are available only from a single source;

Emergency need for the goods or services that will not permit an extended time frame necessary to the RFP process;

After solicitation of bids through the RFP process, competition is determined to be inadequate. The Federal awarding agency (NYSDOL) expressly authorizes a noncompetitive proposal in response to a written request from FMS WDB.

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

On June 9, 2017 the Fulton, Montgomery, and Schoharie Counties WDB requested to negotiate performance goals for both PY2016 and PY 2017. The requested goals for PY'16 were accepted. Negotiations for PY'17 goals will be re-visited when more data becomes available.

Below are the indicators and desired goals to be negotiated as requested:

Second Quarter Employment Rate – Adult, DW, and Youth programs. Requested goal is zero.

Fourth Quarter Employment Rate – Adult, DW, and Youth programs. Requested goal is zero.

Median Earnings – Adult, and DW programs. Requested goal is zero.

Credential Attainment – Adult, DW, and Youth programs. Requested goal is zero.

Justification for these requested negotiated goals was that there is a lack of data with which to determine performance goals for these indicators.

The requested negotiation and desired goals were discussed and agreed upon by Career Center Managers in the FMS LWDA.

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

The FMS WDB has met the criteria of regarding a Board that is certified, in membership compliance, and that all necessary governance actions have been accomplished. NYS DOL has not yet released the Career Center Certification Process. The LWDA has met or exceeded all performance goals in the past.

Training Services

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

WIOA Title I funded training services and TAA funded training services, are provided through the WIOA Title I Services Subcontractor. Training services are provided by the Workforce Advisors and Business Services Representatives as outlined in the subcontractor's contract. They are responsible for interviewing, evaluating and developing a career plan for the Adults and Dislocated Workers. Applicants determined to be unlikely or unable to obtain or retain employment that leads to self-sufficiency or wages comparable to their previous employment after career services; are in need of training to reach self-sufficiency; and possess the skills to successfully complete training are eligible for training services. Workforce Advisors will be responsible for ITA's and Business Services Representatives are responsible for developing OJT's and Employer Based Trainings.

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

Contracts are used with employer-based training such as; On-the-Job and Customized Training. They are not used for Individual Training Accounts for classroom-based training.

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

Customers have access to LMI information, workshops on demand occupations, individual workforce advising, listings of local training providers and the training programs they offer. Workforce Advisors provide the NYS eligible training provider list to interested customers. They will assist them in researching area institutions that provide the training. Staff review program requirements, length of training, cost, and placement outcomes of the institutions. Staff are very knowledgeable and provide customers of all necessary information to make a well informed decision. Staff also set up appointments for customers with the school's financial aid office to discuss grants, loans, and other assistance available.

Public Comment

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

As per NYSDOL Technical Advisory 17-8, there is a public comment period of no more than 30 days. There are electronic mailings to all Partners, Center Staff, FMS WDB Board Members, and Chief Elected Officials indicating that the Local Plan has been posted on the FMS WDB website for public review and comment. Legal notices are published in three local newspapers and an announcement of posting is published on the FMS WDB Facebook page. In addition to being available electronically, a paper copy of the Local Plan is available to view at the 3 One-Stop Centers.

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

The plan was submitted to the NYSDOL State Representative prior to posting for public comment.

List of Attachments:

Please complete all attachments.

Attachment A – Units of Local Government

Attachment B – Fiscal Agent

Attachment C – Signature of Local Board Chair

Attachment D – Signature of Chief Elected Official(s)

Attachment E – Federal and State Certifications

Attachment F – Youth Services Chart

Attachment G – Local Plan Budget 2017

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

- Electronic signature (if the board has the capability for it) – Note that electronic signature must follow the requirements and guidelines of the Electronic Signature and Records Act (ESRA). Further information on ESRA standards and requirements can be found at <https://its.ny.gov/nys-technology-law#art3>. Boards choosing to submit signature pages via electronic signature may submit these pages via email with the Local Plan.
- Mail original versions – Hard copies of traditional signature pages may be sent to:

Attn: Local Plan
New York State Department of Labor
Division of Employment and Workforce Solutions
Building 12 – Room440
W. Averell Harriman Office Building Campus
Albany, New York 12240

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

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