

[Ulster County]

Local Plan

July 1, 2021 – June 30, 2025

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Strategic Planning Elements

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

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

April, 13, 2021

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

Ulster County Workforce Development Board reviewed, and updated the demand occupation list at their regularly scheduled meeting on April 13, 2021.

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

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

Occupations	O-NET code
High Priority	
Energy Auditors	47-44011.01
Heating, Air Conditioning and Refrigeration Mechanics and Installers	49-9021.00
Welders	51-4121, 51-4122.00
Bookkeeping, Accounting and Auditing Clerks	43-3031.00
Office Clerks, General	43-9061.00
Receptionists and Information Clerks	43-4171.00
Secretaries and Administrative Assistants Except Legal, Medical and Executive	43-6014.00
Word Processors and Typist	43-9022.00
Computer Network Architects	15-1241.00
Computer Programmers	15-1251.00
Computer Systems Analysts	15-1211.00
Computer User Support Specialists	15-1253.00
Database Administrators	15-1242.00
Information Security Analysts	15-1212.00
Network Computer Systems Administrators	15-1244.00
Software Developers, Applications	15-1252.00
Software Developers, System Software	15-1252.00
Web Developers	15-1254.00
Customer Service	43-4051.00
Food Preparation Workers	35-2021.00

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Hotel, Motel and Resort Desk Clerks	43-4081.00
Lodging Managers	11-9081.00
Maids and Housekeeping Cleaners	37-2012.00
Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	51-9162.00
Drafters, All Other	17-3019.00
Engine and Other Machine Assemblers	51-2031.00
Industrial Machinery Mechanics	49-9041.00
Machinists	51-4041.00
Mechanical Drafters	17-3013.00
Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	51-4081.00
Certified Nursing Assistants	31-1131.00
Licensed Practical and Licensed Vocational Nurses	29-2061.00
Medical Assistants	31-9092.00
Medical Registrar and Health Information Technologist	29-9021.00
Pharmacy Technicians	29-2052.00
Registered Nurses	29-1141.00
Social and Human Service Assistants	21-1093.00
Surgical Technologists	29-2055.00
Bus Drivers, School or Special Client	53-3051.00
Bus Drivers, Transit and Intercity	53-3052.00
Heavy and Tractor Tractor Truck Drivers	53-3032.00
ii. Light Truck or Delivery Services Drivers	53-3033.00

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

iv. Nearly all industry sectors are in need of entry level staff with "soft-skills." Timeliness; appropriate workplace communication; responding appropriately to feedback from supervisors and demonstrating a strong work ethic are all attributes that every business sector is in search of. Ninth grade or better reading and math skills are mentioned in every employment sector as a necessity, with the exception of those in the tourism/hospitality sector. Middle skills - some level of experience or prior work in a field with a need to better develop or refine skills for a particular industry are also increasingly mentioned as needed.

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.

The knowledge, skills and abilities needed to meet the employment needs of the businesses are: an understanding of the needs of local business, by utilizing the monthly research and statistics resources available through the New York State Department of Labor; by direct contact with employers employing listening skills, in order to assess their needs; attending local Chamber of Commerce functions and other events to enhance our level of interaction with local businesses; and by continually surveying the openings that

are being advertised on job sites and the general economic conditions of our service area.

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

i. Current labor force employment and unemployment numbers;

As the job market slowly recovers from the impact of the COVID-19 pandemic, the unemployment rate numbers has been steadily improving. In May 2021, the Unemployment Rate for Ulster County came in at 4.6% in comparison to the 12.2% recorded in May of 2020. Over the 12 month period ending in May 2021, the total number of people employed in Ulster County increased by 6,600 or 8.9%, to 81,000.

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

The Kingston MSA private sector employment count in trending positively. Year-over-year in May 2021, the sector grew by 17.2%, adding 6,400 jobs. The top three sectors with the largest job gains over that period include the following: leisure and hospitality (+3400), trade, transportation, and utilities (+1500), and natural resources, mining, and construction (+500).

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

29.7% of of Ulster County residents have a high school diploma as their highest level of education. 32.5% have a bachelor's degree or higher. And 90.7% of Ulster county residents have an education level of high school graduate or higher. (According to the 2019 American Community Survey 5-year Estimate)

d. Provide an analysis of workforce development activities, including education and training, in the region.

i. Identify strengths and weaknesses of these workforce development activities.

The region works cooperatively and collaboratively to address workforce needs. The six Local Workforce Development Areas comprising the Hudson Valley meet to discuss trends, issues and areas of collaboration. Community colleges and four-year colleges and universities proliferate throughout the region. Locally, Ulster BOCES works closely with WDB staff to align programs and trainings with the Demand Occupation list. They address adult literacy and are adept at working with the local area to design short term certificate programs that help people get certifications and credential necessary to secure employment. SUNY Ulster is in regular contact with the Career Center regarding the implementation of new coursework and certifications to meet the needs of local employers.

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- 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.

There is plenty of capacity in the system. Ulster BOCES; sector specific training providers (such as Commercial Driver training school); SUNY Ulster and SUNY New Paltz provide the framework for meeting all level of educational and training needs. Ulster County's Disabilities Resource Coordinator and Young Adult Employment Program have a developed streamlined application process that allows for seamless intake and management of customers with ACCESS-VR. Additionally, the DRC works frequently with RCAL and The ARC of Ulster County to help all those with disabilities in Ulster County who would like to work to find employment. The local area has representation on the county Re-Entry Taskforce and those without HSEs or those who are English language learners have the ability to get assistance at Ulster BOCES Literacy Zone which is co-housed with the Career Center.

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

The Local Workforce Development Board's Boards strategic vision and goals are:

- To develop a system focused on helping customers navigate a career pathway, and to meet their needs as they navigate that pathway.
- To meet the needs of customers with barriers to employment by developing cooperative relationships with other agencies, and by providing access to services that they provide in a seamless, efficient manner.
- To have all young adults prepared to meet the challenges of today's workforce by providing access to demand driven training, paid work experiences/internships, and summer employment opportunities.
- To be part of a system that is able to respond quickly to local labor market needs through short-term certificate and credentialing programs that are stackable.
- To provide local business with a labor force that is trained, agile and responsive to their needs.

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

Ulster County's Workforce Development Programs are developed based on discussions initiated by the WDB and/or other partner agencies either represented on the WDB or working in conjunction with WDB and Career Center staff. Discussions center around the Career Pathways model, which supports the up-skilling of individuals, allows for multiple entry and exit points, and includes youth and individuals with barriers to employment. Business representation ensures that programs developed meet the needs of the local and regional economy, to support the Board's strategic vision to prepare an educated and skilled workforce.

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

Working through the WIOA Memorandum of Understanding process with local partners will help to ensure alignment of dwindling resources, through a strategic review of available resources and the matrix of service provision.

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

The Ulster County WDB is committed to meeting and/or exceeding all NYS performance accountability measures. To support this, full staff of the Ulster County Career Center will meet monthly to review performance on measures (when available) and brainstorm ways to improve. Current measures, geared towards long-term retention and increased wages, go a long way to promote the region's economic growth and a customer's journey towards self-sufficiency.

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;

Core programs include the Ulster County Office of Employment and Training, which provides WIOA-funded career services (Adult, Dislocated Worker and Youth) at the Ulster County Career Center in conjunction with the NYS Department of Labor Wagner-Peyser programs; ACCES-VR, which provides more comprehensive services and supports to individuals with disabilities; and the UC BOCES Adult Literacy programs. All programs are represented on-site at the Ulster Works County Career Center except for Vocational Rehabilitation, which is a coordination effort with our Disability Resource Coordinator and youth program coordinators.

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

Ulster County Community College (SUNY-Ulster) provides programs that align with the Carl D. Perkins Career and Technical Education Act of 2006; coordination is based on discussions at the Ulster County Workforce Development Board meetings, and through training offerings funded through Individual Training Accounts.

- iii. Other workforce development programs, if applicable.

Training services provided by the UC BOCES, and proprietary schools such as Commercial Driver Training and Albany Can Code; the Ulster County Department of Social Services, which provides supports and other services for individuals engaged in the workforce development system. And those agencies that provide employment and training supports to people with disabilities including ACCESS-VR; RCAL and The ARC of Ulster County

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

The The Ulster County WDB conducts annual oversight of current providers as part of the RFP process to ensure continuous improvement of services in the system. Program performance for current contracted providers is reviewed by the WDB Executive Committee in terms of numbers served, expenditures, cost per individual, characteristics of populations served, direct expenditures vs. administrative costs, quality of services provided, and performance regarding accountability measures. The same information is reviewed again in a non-RFP year to determine whether to continue to contract into a second or third year, or to reissue the RFP in hopes of finding a new provider. Providers who experience difficulty in service provision are required to engage in technical assistance sessions with experienced Career Center staff, who assist the provider in meeting contract goals and increasing program performance. As for training providers where an RFP/contracting process is not necessary, the WDB along with Career Center staff review the performance outcomes of trainings that have been provided throughout the year. Reviewing in particular how many customers started and finished the training, how many received a credential or a certificate or a license, and how many are now working in that field. Programs that are not leading to full time employment or self-sufficiency are no longer funded

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

Eligible providers will design course selections to help individuals develop the skills needed to enter the workforce in demand occupations. They will provide training that leads to industry recognized credentials for Adults, Dislocated Workers, and Youth. Focus is placed on Career Pathways to provide education and training assistance to accelerate job seekers' career advancement.

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

The two primary partners in the Career Center are: 1) the local office of the NYS Department of Labor,; and 2) the WIOA Title I partner, represented by the Ulster County Office of Employment and Training.

These partners will share Center costs, based on cost allocation strategies pertaining to FTEs. Both partners will share coordination of Center services, management of Center operations, oversight of day-to-day Center operations, Center staffing and maintenance, and ensuring access to labor exchange and career services.

Workforce Development and Career Pathways

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

The board will facilitate the development of career pathways by making referrals to and co-enrolling customers in programs such as ACCES-VR, and YouthBuild as appropriate. pportunities. The board will also work closely with its partner agencies, such as Ulster

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BOCES, SUNY Ulster, and ACCES-VR, in order to facilitate smooth career path processes for the customers we serve.

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

Periodically, on a quarterly basis the board reviews Ulster County's Demand Occupation list in an effort to stay abreast of current workforce trends and development. As a part of this process the board also delineates career pathways and ensures Ulster's plan is in line with our regional partners, as well as, it supports the other initiatives that Ulster County is a part of.

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

The majority of the credentials are industry specific and so are not portable. One exception is Customer Service Certification. This is a certificate that transfers across multiple industries.

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

Some of the credentials are stackable and can be accumulated over time such as in the home energy efficiency industry, and web development. Other credentials or licenses are stand-alone such as Class A CDL tractor trailer license, or Class B CDL bus driver or straight truck driver.

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.

Most notably, access will be expanded to all services through the use of technology and social media. Additionally, in trying to expand access to specific populations (such as those with barriers to employment), the local board will work through partner agencies, particularly those represented on the board such as ACCES-VR, Department of Social Services, the Ulster County BOCES and Community College, as well as CBOs to ensure the provision of those services most appropriate to overcome existing barriers.

- 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 local area makes extensive use of our website and social media to publicize the services we offer. We use Facebook to communicate with job seekers and businesses seeking employees. Workshop descriptions and schedules are available on our website, as well as descriptions of services provided by the Veterans' Representatives, Career Counselors, Young Adult Employment Program Coordinators, Business Services Coordinators, and Disability Resource Coordinator and the Ticket to Work Program.

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Employers and job seekers are able to contact staff at the Career Center through Facebook as well as the website, and email. The website allows employers to submit job postings directly through the website. A variety of trainings and workshops are also available on our website including Ticket to Work orientation, and SYEP orientation. We have been connecting customers with trainings available through Coursera, and Interview Stream. We are also beginning to use MailChimp so that we will be able to do e-mail blasts to businesses and job seekers advertising our services, programs, and job fairs. We have made extensive use of Zoom to maintain contact with customers in remote locations.

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

The Career Center staff have been using and will continue to use the One Stop Operating System, which is a statewide online case management information system. OSOS is used to track all activities with customers, including intake, eligibility determination, all forms of job search assistance and re-employment services, as well as training that has been funded through WIOA services, and employer services. Staff have also begun using video meeting platforms to conduct intake meetings as well as follow-up case management.

- 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.

The staff of the Career Center will continue to listen to the customers to determine if they have barriers to employment and if the barriers can be addressed through the services of the Career Center or if the customer should receive a referral to another agency. Services offered at the One-Stop Career Center are: Monthly Workshops are offered to refresh and/or educate the job seeker for a more successful job search outcome. Workshops offered cover information from setting up and email account, conducting an online job search and completing an online application, creating a resume, interviewing and mock interviewing tips, introduction to LinkedIn, civil service workshops for federal, state and local announcements, a veteran specific workshop and an informational session for recipients of SSI/SSDI. Also available are appointments with Employment Counselors, training opportunities and for those who lost employment as a result of foreign trade there is Trade Act Assistance. Referrals are also made to other Programs e.g. Department of Social Services, ACCESS-VR and Ulster BOCES Adult literacy classes or ESL classes

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

DSS provides bus passes for transportation to supportive services in certain situations. OET will pay for bus passes for youth in the WIOA youth program. OET is in frequent communication with the local public bus department regarding the availability of public transportation to career services, and employment.

- 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.

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Methods in place to enhance the quality and availability of services to people with disabilities include but not limited to: the Disability Resource Coordinator engages in cross training, integrated resource teams and meets regularly with partnering agencies. Additional methods include: providing comprehensive assessments and intake 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 local WDB is the OneStop System Operator, and so is well versed in the service requirements under WIOA. The WDB develops and approves policies, such as those relating to eligibility for adult career and training services, which, in addition to other qualifiers, is currently based on an individual earning \$22/hour or less, or less than \$880 per week, or 250% of poverty level individual income based on family size, while adhering to priority of service as proscribed in WIOA.

- 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;

Physical and programmatic access to services will be ensured through partner sign-off on mandatory MOU language regarding "system access."

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

Assistive Technology for individuals with disabilities include: Freedom Scientific SARA CE (Braille and non-Braille), TOPAZxIHD Desktop Video Magnifier and the MAGic Screen magnification software with speech, and video relay service.

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

Staff training and support are provided through the Disability Resource Coordinator via on-going collaboration with partnering agencies addressing the needs of individuals in the area of Social Security Benefit Counseling, Social Services, Housing, Supportive Services and Employment.

- 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.).

The Disability Resource Coordinator engages with partnering agencies to address ADA concerns with regards to accessibility, disability disclosure and pre-employment concerns.

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Business Engagement

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

The following strategies and programs will be used to facilitate the engagement of businesses: publicizing the various programs/options available to a business through printed material, posting of information to our website and facebook page, and by using direct contact to listen to their needs and to offer assistance through the use of WIOA funded On-the-Job Training, Work Opportunity Tax Credits, The Young Adult Work Experience Program, and the Summer Youth Employment Work Experience Program

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

If applicable, Career Center staff would make referrals to the Small Business Development Center, as well as coordinating services with the Ulster County Office of Economic Development.

- 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 strategies or services used to support our local workforce system, in order to meet the needs of the businesses in our local area, include: promoting the availability and nature of our services through printed material, our website, facebook page and direct contact. Our available services include: On-the-Job Training, job order posting, searching for and notifying potential candidates (job matching), providing space for recruiting/interviewing, providing access to New York State Department of Labor services (Human Resources Consulting, Labor Market Information, Safety and Health Assistance, Federal Bonding Program, and other business services).

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

The Ulster County's Office of Economic Development is represented on the WDB. Additionally, the LWDB Director meets frequently with the Ulster County's Economic Development team to collaborate together to enhance the economic vitality of Ulster County.

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

The promotion would be through SUNY Ulster business coursework and their Entrepreneurial Certificate Program, and through mentorship programs. Microenterprise would be promoted through assessment and referral to marketing classes, or reaching out to resources such as SBDC or SCORE.

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

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The local board will coordinate its workforce investment activities with statewide rapid response activities by communicating with Rapid Response Staff. This includes: the WDB Director and Career Center Staff receiving notification by the NYS DOL of Rapid Response filings, coordinating with Rapid Response staff to assist with any presentation of services that are available to the affected employees, through the Career Center. These services include Job Search Assistance, Resume Writing, and WIOA-funded training opportunities the affected employees may be eligible for, in order to assist them through their career transition.

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?

Through the colocation of the Career Center staff from the Ulster County Office of Employment and Training and the New York State Department of Labor, Employment Services Division there is a constant interaction between the two staffs. This interaction allows the local area's programs and strategies to be accessed and implemented, in response to any changes that may occur in the workforce levels. This level of communication and access to real time information allows the local area to consider implementing any program changes or new strategies needed to respond to those changes in the workforce levels. The New York State Department of Labor, Employment Services' role of performing the face to face interactions with those individuals receiving Unemployment allows those employees to convey information on the local area's programs and strategies, in order for the customers to be able to access those programs in a timely manner.

- 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;

Representatives from secondary and post-secondary education programs are members of the Ulster County Workforce Development Board and participate in relevant discussions at board meetings. In addition, front line staff frequently make contact with staff at secondary and postsecondary programs as needed in order to assist individual job seekers.

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

The coordination of education and workforce investment activities will fall primarily under the purview of the County Executive and the WDB, with a particular focus on the Ulster County 2040 plan. Strategies to address a particular workforce or economic development issue include identifying all relevant partner agencies, and promoting a conversation that centers on solving a problem or finding new ways to do business

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

The Ulster County WDB works to avoid duplication of services primarily through discussions regarding service provision at their regular board meetings, and through the MOU negotiation process.

- 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.

Co-location of staff supported by the State employment services under the Wagner-Peyser Act, with staff supported by WIOA Adult, Dislocated Worker and Youth funding, is the first major step to improving service delivery and avoiding duplication of services. Management staff from both sides communicate face-to-face on a daily basis, and are committed to mutual problem solving and presenting a unified provision of services.

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

While no formal cooperative agreements currently exist, it is our hope that the work currently being accomplished through the WIOA Memorandum of Understanding process will assist system partners and providers to map out available services and foster integration and access. Should additional need exist beyond the MOU, these needs will be met through the negotiation of individual agreements with local service providers.

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.

Ulster BOCES offers a variety of training that lead to occupations listed on the Demand Occupations List. Trends in the labor market cited also support our choosing the areas we will train, e.g. largest job increases in construction field, 7.4% includes HVAC. The need for entry level "soft-skills" supports Ulster BOCES offering Work Readiness training and credential. The Ulster County Workforce Development Board will collaborate with Ulster BOCES to align training with Demand Occupation list, address adult literacy, and design short term certificate programs needed to secure employment, establish career pathways for customers. Also Ulster BOCES is working towards developing stackable credentials that to provide for healthcare trainees, such as, Personal Care Aide and Certified Nurse's Aide. Ulster BOCES works with Ulster County WDB to increase access by posting job

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recruitment on their social media platforms. Program Coordination benefits from Ulster BOCES Director's membership on Ulster County WDB. According to the Ulster County Working Group Report of September 28, 2020, "Building a People-Centered Economy" the county's vision by 2040 is to align efforts for employment within four "buckets:" Agriculture/Food/Beverage; Makers and Creators; Clean Energy and Environment; and Health, Wellness and Care. As one of the Ulster County WDB's core training programs, Ulster BOCES offering will align with that vision.

- 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.

Participants in an adult education program may have different next step goals, including moving to a higher level of adult education, becoming an apprentice, enrolling in college or training, or finding a job. When considering transitioning into the workforce or further education, applicants should be placing a strong emphasis on their participants' advancement along a career pathway and on their participants' current work. This work should include collaboration with the Ulster County Career Center.

A large number of Ulster County residents who are participating in Ulster BOCES programs will be looking to enter into employment after educational gains and training through the support of the Ulster County Career Center.

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

Students at Ulster BOCES will be TABE tested to determine what services and supports are needed. Then Ulster BOCES emphasizes reading, writing, and math supports in the career training classes so that students can read technical manuals and instructions and use math as would be needed on their jobs to allow them to be successful in their chosen career pathway. Examples of a few of the Ulster BOCES pathways include HVAC, which is an in-demand occupation and part of a growing sector. Another pathways is Healthcare, as entry-level positions are consistently on the in-demand list for the Ulster County area, for positions, such as, Personal Care Aide and Certified Nursing Assistant (stackable credentials). Additionally, Electrical Courses can be taken as individual content or as part of the electrical apprenticeship program.

- 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 Ulster County Workforce Development Board will support the goal identified in the State Plan to build partnerships and strategic alliances to create a unified workforce vision that brings government, education, and business into an integrated force. The Ulster County Career Center will align with the State's Service Delivery Strategies, such as:

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- Improve comprehensive referrals, program accessibility, and service connections in Ulster County to promote measurable outcome improvements for Ulster County residents facing barriers to employment.
- Further develop partnerships with local entities, including the higher education system, and secondary schools to align activities, training, and resources that lead to improved employment outcomes for all parts of the workforce, including individuals with disabilities.
- Improve workforce partner outreach to business regarding hiring individuals with disabilities and adults who obtained their HSE diploma or other such credentials in order to meet their workforce needs.
- Promote and incentivize the use of On-the-Job-Training (OJT) strategies, and work with businesses to identify how such strategies could be modified to increase use, especially for individuals facing barriers to employment.
- Identify and develop training programs that best align with the needs of businesses and bridge skill gaps of existing job seekers and low skilled workers.
- Incentivize businesses to make internal systems compatible with access technology, enabling individuals to overcome barriers to gainful employment.
- Prioritize program funding and financial incentives to serve Ulster County residents who are basic skills deficient and/or face barriers to employment, including those who need a HSE diploma for employment, training, or postsecondary transition.
- Invest in ongoing development of program staff to provide efficient career services across the full spectrum of workforce programs, including all required partner programs.

Youth Activities

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

Janet Rigaux, Workforce Development Coordinator, jrig@co.ulster.ny.us

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

- i. New OSY

26

- ii. Carry-over OSY

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14

iii. New ISY

N/A

iv. Carry-over ISY

N/A

v. Work experiences

15

*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

Intake Eligibility and ISS are provided by LWIA staff. Objective Assessment is contracted to and provided by Gateway Community Industries, and Career Zone is used as well.

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

A significant portion of the youth in Ulster County's WIOA youth program have a documented disability and that is how they were found eligible for services. We expect that trend to continue. We focus on the strengths and not the weaknesses of all youth participants. It is important that we know what their disability is so that we can help them come up with an employment goal that they will be able to achieve and be successful in. If a youth can do a job with reasonable accommodation then we assist them in making that happen.

Most of the youth we serve with do not need a job coach, however for those that do need additional supports, we co-enroll them with ACCES-VR so that those services can be utilized.

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

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As has been mentioned above we make sure that we align all aspects of the WIOA Youth Program Design Framework services to ensure that the youth's short term and long term employment goals are attainable. In other words we make sure that the Objective Assessment and ISS supports the youth's career goals and that all of the services and program elements that we offer the youth is leading to his/her ultimate career goal.

We have found much success in setting youth up in a paid work experience in a setting that he or she believes they want to work in before we fund them for occupational training. This gives youth the opportunity to learn in a hands on contextual manner whether their chosen industry is a good fit. If a youth is interested in getting a CDL A or B then we often set them up in a paid work experience in a bus depot cleaning buses. Through this experience the youth has a chance to talk to actual employees who drive a bus for a living. This exposure allows the youth to explore many different job titles within the same industry. It is not uncommon for the youth's employment goal to change after this practical internship.

For youth that do not know what they want to do we sometimes will set them up in more than one work experience to give them the opportunity to experience first- hand several different types of work settings. This has proven to be very successful in aiding the youth to find out what he or she definitely does not want to do which is often the first step to getting to a career goal that makes sense for that youth.

The paid work experience is also a good way to find out if the youth have the soft skills necessary to maintain employment. Those that do an exceptional job at the work experience will also most likely be successful in occupational training and ultimately unsubsidized employment.

We include a week long Work Readiness Training in our program design that we require all youth who want a paid work experience to be a part of. Sometimes youth who only want occupational training and who are unemployed are also required to participate in this training.

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](#).

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Administration

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

The Ulster County Office of Employment & Training is responsible for the disbursement of grant funds through the County of Ulster.

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

Contracts are awarded every three years through a competitive Request for Proposal process initiated by the Ulster County Office of Employment & Training and documented through the Ulster County Purchasing Department. The RFP initiated by UCOET is submitted to the UC Purchasing Department, who makes it available on the Ulster County website and publishes a legal notice in local print.

This area currently awards three standard contracts through competitive bid: comprehensive assessment (Adult, DW and Youth); and two youth payroll contracts (Year-Round Youth and Summer Youth).

Proposals developed as a result of the RFP are submitted to the UC Purchasing office where they are logged in and then submitted to UCOET for review. UCOET staff review each proposal and develop an overview of the proposal/provider based on past history, performance, and how well the proposal addresses specific items in the RFP.

Proposals are reviewed by the Executive Committee of the Ulster County Workforce Development Board. Committee members submit a written score for each proposal to the UC Purchasing Department, who then tallies the scores, provides the tally and any comments to the UCWDB Executive Committee. The Executive Committee makes the final decision regarding contract award, which is then ratified by the UCWDB.

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

The local levels of performance as negotiated with NYSDOL are as follows:

Employment rate 2nd quarter after exit: Adult 67.3%, DW 65.7%, Youth 78.5%

Employment rate 4th quarter after exit: Adult 68.4%, DW 67.5%, Youth 68.5%

Median earning, 2nd quarter after exit: Adult \$5500, DW \$6700, Youth \$3100

Credential attainment: Adult 49%, DW 43%, Youth 68.5%

Measureable skill gain: Adult 45.5%, DW 45.5%, Youth 50.5%

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

The Board is in membership compliance; we are in process of recruiting additional businesses which will put the board in excess of the minimum requirement for business membership. All governance items are being addressed - MOU draft has been submitted to NYSDOL and the local area is awaiting approval before seeking signatures from partners. The OneStop System Operator selection and Agreement are also in the process of procurement, and we expect that Ulster County Purchasing Department will issue the RFP in the next few weeks. Also, the Career Center Certification process and performance goals have been approved by the NYS Department of Labor are still in process.

Training Services

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

Training services will continue to be offered to eligible individuals interested in occupations listed on the Demand Occupation List through the ITA process or as an On-the-Job Training.

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

Ulster County uses a variety of contracting tools for the provision of training services; professional services contracts, such as those for Objective Assessment and Youth Payroll, balanced with Individual Training Accounts (ITAs) and On-the-Job Training (OJTs). This allows us to balance flexibility and customer choice, to provide the best possible service for our customers.

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

All customers have access to the New York State Eligible Training Provider List. If they need assistance, local staff will assist customers with accessing the list of approved training providers within a commutable distance for the customer.

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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 Plan will be published in the newspapers on the County's approved list, as well as added as a link on the Ulster Works.com website.

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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