



City of Yonkers
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].

8/29/2017

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

Information is shared with the board on a Monthly via internet and Quarterly via scheduled board meetings basis. The most recent date of sharing is: 10/25/2017.

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

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

Regional in-demand sectors and occupations include: healthcare, advance manufacturing, information technology, hospitality and professional services industries.

HUDSON VALLEY REGION - Labor Market Profile

(Source: J. Nelson/ DOL Labor Market Analyst)

Non-Farm Employment - September 2017, August 2017, September 2016

Category	Sep 2017	Aug 2017	Sep 2016	Net Month	% Month	Net Year	% Year
Total Nonfarm	951,900	965,600	944,100	-13,700	-1.4%	7,800	0.8%
Total Private	796,600	808,900	789,200	-12,300	-1.5%	7,400	0.9%
Goods-producing	95,600	95,700	97,600	-100	-0.1%	-2,000	-2.0%
Natural Resources, Mining and Construction	52,000	52,000	53,100	0	0.0%	-1,100	-2.1%
Manufacturing	43,600	43,700	44,500	-100	-0.2%	-900	-2.0%
Service-Providing	856,300	869,900	846,500	-13,600	-1.6%	9,800	1.2%
Private Service-Providing	701,000	713,200	691,600	-12,200	-1.7%	9,400	1.4%

Trade, Transportation and Utilities	185,600	185,100	183,400	500	0.3%	2,200	1.2%
Information	15,200	15,400	15,900	-200	-1.3%	-700	-4.4%
Financial Activities	45,800	46,800	45,700	-1,000	-2.1%	100	0.2%
Professional and Business Services	112,700	113,800	109,900	-1,100	-1.0%	2,800	2.5%
Education and Health Services	209,200	206,500	203,600	2,700	1.3%	5,600	2.8%
Leisure and Hospitality	88,400	100,200	91,000	-11,800	-11.8%	-2,600	-2.9%
Other Services	44,100	45,400	42,100	-1,300	-2.9%	2,000	4.8%
Government	155,300	156,700	154,900	-1,400	-0.9%	400	0.3%

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

Businesses require skilled and qualified workforce in all sectors and occupations. Industry partnerships must be fostered with training providers and educational institutions for curriculum development which provides occupational specific training and credentialing. This would facilitate bridging the skills-gap and ensure qualified candidates for selection, across hierarchal gamete of available in-demand occupations.

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.

Although sector specific Knowledge, skills and abilities vary, these are those generally required for: (1) Information Technology: recognized industry credentials, computers and electronics, Data base system software, critical thinking, complex problem solving; (2) Healthcare: industry recognized credentials, critical thinking, oral/written expression, customer/personal service, judgment/decision making: knowledge of principles/processes, data base user interface and query software; medical software (3) Advanced manufacturing: knowledge of mechanical, production/processing/design/mathematics; operation monitoring, critical thinking, equipment maintenance; oral comprehension and expression, deductive reasoning, problem sensitivity. (4) Hospitality (food service): industry required credential "ServSafe", customer service, food production, coordination, monitoring, oral comprehension, speech recognition, data base user interface/query software, point of sale software; (5) Hospitality (Hotel) customer /personal service, social perceptiveness, coordination, active listening, oral expression and comprehension, deductive reasoning; (6) Professional Services: educational requirements may involve higher education ranging to Master Degree level with emphasis on specialization within a

specific sector/industry.

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

i. Current labor force employment and unemployment numbers;

Hudson Valley Region Resident Civilian Labor Force: 1,138,500; Employed 1,087,700, unemployed 50,700 or 4.5% (as of 9/17)

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

Labor market trends tend to be industry specific however in general although higher levels of education is always a plus -- those past a High School Diploma is a mandate; occupational credentials and certifications may be acceptable without college level degrees -- as in the case of Information Technology certifications.

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

The below information is from the US Census, American Fact Finders table #S1501

Subject	Dutchess NY	Orange NY	Putnam NY	Rockland NY	Sullivan NY	Ulster NY	Westchester NY
Population 18 to 24 years	33,531	39,554	8,086	29,848	6,651	18,323	83,942
Less than HS. graduate	3,510	5,203	649	4,560	1,348	1,944	9,958
HS graduate (includes equivalency)	9,491	12,452	1,997	8,338	1,950	5,507	22,290
Some college or associate's degree	17,165	18,317	3,778	12,491	2,797	8,946	37,207
Bachelor's degree or higher	3,365	3,582	1,662	4,459	556	1,926	14,487
Population 25 years and over	202,121	237,282	69,527	201,901	53,118	128,759	659,258
Less than 9th grade	7,273	9,477	2,580	11,496	2,161	3,908	45,038
9th to 12th grade, no diploma	13,089	16,464	2,727	14,108	5,270	9,368	37,153

HS graduate (includes equivalency)	54,487	69,556	19,011	46,380	18,084	38,900	133,756
Some college, no degree	40,008	49,806	12,564	32,786	10,208	24,828	95,789
Associate's degree	19,719	22,794	6,316	15,729	5,598	13,012	39,468
Bachelor's degree	37,018	40,920	15,145	44,876	6,552	21,232	155,991
Graduate or professional degree	30,527	28,265	11,184	36,526	5,245	17,511	152,063

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 strength of the region's Workforce Development activities is encompassed in the provisions and accessibility of the partnerships maintained with training providers, educational institutions, unions and businesses who operate collaboratively in providing services and career opportunities.

The weakness is the insufficient funds provided to support the needs of the population who often require extensive training and/or supportive services.

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.

Yes, the Yonkers Workforce Development Board (YWDB) has full capacity to address the needs by facilitating access to employment, training, education, and supportive services which are offered to individuals in general and to those with barriers. Partner providers are utilized who specialize in servicing both populations.

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.

Strategic Vision: To empower the Yonkers workforce with superior skills, credentials and employment opportunities to meet the demands of business and commerce in the present and projected future.

Goals:

Improve the local workforce system by promoting the use of evidence-based

practices and demand-driven strategies to meet the needs of job seekers, workers, and employers.

Increase skill-sets of new, entry-level and re-entry workers by utilizing assessment tools to identify aptitude (literacy) and occupational skill-sets (levels and/or deficits). And, to identify in-demand, priority sector-based, career pathways; provide occupational training opportunities via quality work-based learning, training providers and educators, bridging the skills-gap leading to sustainable, in-demand employment.

Engage employers - Increase cooperative relationships among employers and the YWDB fostering dialogue; identify employer needs while educating employers about programs and incentive opportunities that will facilitate improvements in business operation. And provide information on effective youth development, supervision and hiring practices to ensure engagement and retention of youth (in particular) and adults.

Marketing initiatives - Emphasis placed on acquiring credentials, especially those (priority) industry wide accreditations and State Licensures;

Strategies utilized to improve activities and services of out of school youth and adults who have low literacy skills, English Language Learners, or lack a high school diploma or the equivalent entail:

Provide comprehensive programs which identify barriers to employment

Provide appropriate resources and supportive services (as identified via assessment) for assistance

Remain active participants in Regional initiatives that provide up-to-date data and information on regional trends in commerce and business, to remain cognizant of current and projected long-term in-demand occupational needs

Establish and maintain partnerships with agencies, educational institutions and training providers who offer the types of programs that youth and individuals with barriers require and are prerequisite skill-sets, for in-demand occupations.

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

The local workforce development programs adhere with strict compliance to WIOA which mandates specific types of service delivery, development of policies and performance standards. Partner agency alliances are developed and MOU agreements are signed. Benchmarks and monitoring schedules may be developed for select partners.

- 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?

Strategic alliances enforce the vision and goals. MOU agreements delineate contributory roles, functions and services to be provided. WIOA dictates who the primary partner agencies must be. Referrals are made by and to participating partners. All other local entities not mandated by WIOA are recruited based on service-type need.

Periodically, meetings are held with service providers for needs analysis evaluation: how are the services each provides conform to the vision and mission of the local WDB?

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

Performance measures are negotiated with and set by NYS DOL which has been established by the Bureau of Labor Statistics. Although regional economic growth and self-sufficiency is established based on averages of the geographical region, local determinates dictate local standards. The Local Board adheres, monitors and enforces accountability to established performance measures by developing policies, and monitoring mechanisms which are incorporated into service delivery systems and sub-recipient contracts.

Local Workforce Development System

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

- i. Core programs;

WIOA Core Programs offered at the Yonkers Career Center (also known as American Job Center) service delivery system are: WIOA Title I (Adult, Dislocated Worker and Youth formula programs) administered by Department of Labor (DOL); Adult Education and Literacy Act programs administered by the Department of Education (Do ED); Wagner-Peyser Act employment services administered by DOL; and Rehabilitation Act Title I programs administered by DoED.

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

- Adult Literacy and Career Training - the Yonkers Public Schools: Vive Pathways to Success; Yonkers WCC Education Opportunity Center of SUNY - Technical Career Training

- iii. Other workforce development programs, if applicable.

Trade Adjustment Assistance Programs, Unemployment Compensation Programs; Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program:

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

The Career Center Manager will monitor and assess effectiveness of service providers: referrals, access, and follow-up services.

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

The Career Center Manager will coordinate and monitor for seamless integration of systems for all programs (beyond core services) with partners to serve the needs of businesses and job seekers.

Conduct scheduled performance and integration analysis of program delivery and referral processes to ensure that referrals, program accessibility, and service connections to promote measureable and improved outcomes, especially for individuals facing barriers to employment.

Foster and generate partnerships with entities both on the local and regional levels which include, the higher education system, and secondary schools to align activities, training, and resources that lead to improved employment outcomes for the workforce system, including individuals with barriers (and disabilities). Work closely with the local and regional educational institutions: Yonkers Public Schools, Westchester Community College, Iona College, Pace University, etc. to ensure that their curricula offers courses and programs that prepare individuals for career paths in targeted in-demand industries (based on those identified by data analysis and projections) for NYS, the local region and globally.

Improve outreach initiatives to businesses which enhance the hiring of individuals with disabilities and/or barriers. Schedule on-site presentations, at either the company or the Yonkers Career Center, to feature hiring incentives and the gamut of other business services that is offered.

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

New York State Department of Labor - protect workers, assist the unemployed, and connect job seekers to jobs.

- Wagner-Peyser Program - Title III, Employment & Training Services
- Trade Act Assistance - (TAA) Title II of Trade Act
- Jobs for Veterans (Title 38, U.S.C.)

Social Security Administration - The Yonkers Career Center is a collaborative partner within the "Employment Network" which provides customers who participate in the Social Security Administration's program: "Tickets to Work" which offers a variety of employment support/pre-employment services for people with disabilities who are interested in going to work.

ACCES-VR - ACCES-VR : Vocational Rehabilitation: Adult Career & continuing Education Services; assists individuals with disabilities to achieve and maintain employment and to support independent living through training, education, rehabilitation, and career development. (WIOA-Title IV).

Office of Children & Family Services of New York -/ Commission for the Blind (NYSCBL) Vocational Rehabilitation (WIOA Title IV)

Yonkers Community Action Program - Community Services Block Grant: Dept. of State; Employment and Training.

Senior Community Services Employment Programs - Urban league of Westchester- Employment Programs.

The SUNY Westchester Educational Opportunity Center (WEOC) at Yonkers - Adult education; academic and vocational training. ATTAIN (Advanced Technology Training and Information Networking) center; it is a community based center offering an assortment of academic, occupational, and employability courses. These courses are geared to introduce as well as supplement students with educational & vocational skills through advanced technology training for a high-demanding technological world.

Temporary Assistance for Needy Families (TANF), Dept. of Social Services; Employment & Training (Part A of Title IV of Social Security Act) -

New York State Education Dept. (NYSED): YONKERS PUBLIC SCHOOLS - Pathways to Success Program (YPS) services out-of-school youth 17 years and older. The program is open to residents of Yonkers, and all classes and services are offered free of charge. The wide range of educational programs offered through Pathways to Success includes adult basic education, English for Speakers of Other Languages (ESOL), and preparation for both the National External Diploma Program (NEDP) and the TASC (formerly the GED). In addition, Pathways to Success is an official testing site for the New York State TASC Exam.

Pathways to Success offer various programs to provide vocational training and assist students with employment: Culinary Arts/Hospitality Program, Retail/Customer Service, Microcomputer Applications, Facilities Management, and Personal Care Aide/Home Health Aide (a training program offered at Vive, in collaboration with the Family Service Society of Yonkers).

In order to further assist students to find employment, Pathways to Success offers professional resume preparation, interviewing skills, assistance with online job applications, job fairs and more. Last year's event drew more than 25 vendors, including some of the largest employers in Yonkers.

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.

Cognizant of in-demand occupations, the Board guides, supports and encourages the development of programs with initiatives focused on providing training or opportunities which have distinct career-pathways all while fervently fostering the partnerships to actualize the goal.

Further, the Board ensures that processes are incorporated within program screening to identify those participants with additional needs for co-enrollment whereby they may receive core services.

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

The Board will improve access to activities by engaging and ensuring appropriate partnerships offer the types of supportive services (addressing barriers), training, work experience, literacy enhancement or preparatory coursework often required as a pre-requisite to postsecondary credentials.

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

Yes, many occupations require computer skills with the ability to utilize software and various applications. Often, though, a sector will utilize a specific type of database, as in the case within the medical, production, hospitality, etc.

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

Yes, often areas of specialization require additional training and credentials, along with hours (and or years) of experience prior to sitting for additional credentials. In order to advance within an a field of occupation additional credentials are required ; i.e. as in the case of computers and Information Technology, there are the Microsoft Certification Program(MCP), Microsoft Office specialist (MOS), Microsoft Certified Solutions Expert (MCSE) Microsoft Certified Solution Developer (MCSD); Certified Information Systems Auditor (CISA); Certified Information Security Manager (CISM). There are certifications in

database, analytics and other data technologies, Tech Support Career Paths: Help Desk certifications, Project Management, etc.

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.

By ensuring thorough assessment, referrals and follow-up services are provided to those participants who have been identified as eligible for services.

- 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 career center will have an in house training center where customers can log in for training from home or at the center; a learning computer lab with different certified programs; individualized job coaching; presentations for businesses; virtual job fairs for the customers and businesses; UI orientation videos; customer self-scheduling; various workshops of multiple topics.

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

Although this type of system has not yet been completely standardized, preliminary processes have been initiated and are in place with the uniformity of AOSOS utilization. As US DOL has recommended instituting a "paper-less" system where "hard-copy" customer files are eliminated, all customer information is stored into the AOSOS database and data element verification (DEV) documents are to be scanned into a designated database file.

Further, other aspects of technology integration are currently being explored. There is a new pilot initiative where customers "self-schedule" (however not implemented yet at this center). One center in NYC has already implemented the pilot initiative where "self-scheduling" is in practice. This process has been initiated to determine whether or not self-scheduling reduces the failure to report rate in the state; and to see if secondary factors such as customer satisfaction and engagement improve as a result to having the ability to be involved in the appointment scheduling process.

- 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.

Services to this population include (but are not limited to):

3 types of Career Services: Basic, Individualized and Follow-up which involve:

(1) Basic- eligibility determination, initial skill assessment, labor exchange services,

information on programs and services, and program referrals.

(2) Individualized- services are provided after staff determines necessity to retain or obtain employment and are customized to individual's need. These services include: specialized assessments, developing an individual employment plan, counseling, work experiences, on the job training (OJT), programs with work-tryouts, occupational training, etc.

(3) Follow-up - is provided for those participants who are placed in unsubsidized employment, for up to 12 months after the first day of employment. Follow-up services may include: counseling about the work place and or retention strategies.

Labor Exchange Services (falls under the basic career services) -

LSR staff members also have specific obligations in serving unemployment insurance (UI) claimants and carrying out components of the state's UI program.

Training Services- are provided after conducting an interview, evaluations, or assessment and career planning. Occupational training is available for those individuals who require up-skill, cross training, or those require new skills to become re-employed; or an On-the-Job training (OJT) opportunity may be offered with an employer.

Types of Service variables may include:

Technical assistance with computer use in the Center's Resource and Training Rooms: internet access, job search activities, labor market information, fax machines; research assistance with reference books, manuals, periodicals, journals and fact sheets on occupational topics. Jobs Express postings of the most current job vacancies (in the region).

Meeting with a Labor Services Representative / Employment Counselors: Provide initial assessments for identification of: occupational goals and/or skills; development of Individual Employment Plans (IEPs) for each customer. Occupational training - Individual Training Accounts (ITAs). Job matching and referring to positions.

Employment Counselors provide one-on-one guidance for those customers who may have barriers to employment. Counselors help customers assess their needs, skills and interests. A step-by-step approach is initiated to the job search and re-entry into the workforce. Job matching and referring is conducted for all customers. Additionally, retention strategies are developed for those customers with challenges and poor work history. Referrals are provided to partner agencies when additional supportive services as required.

Workshops are offered on resume writing and interviewing skills. Seminars are offered on various "soft skills" topics.

Supportive Services Referrals - are provided to partner agencies and/or community based organizations that provide additional assistance as identified as individual need.

Assessment of these services has identified one concern: the reduction and insufficient funds; more funding would facilitate the expansion of services, increase the availability of additional staff and thus allow for more impactful service.

- 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 are made available through the linkages and referrals to partner agencies and the participation of participants in programs offered through local and regional collaborative initiatives, such as those services provided by ACCES-VR, Jobs Waiting program, Youth Services Programs and the Department of Social Services.

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

The Memorandum of Understanding (MOU) agreement details the relationship between partner-service providers regarding their respective roles, duties, obligations, responsibilities and expectations for implementation of provisions for delivering of said services to identified populations, in this case people with disabilities. The Board and the various partners coordinate resources to ensure effective delivery of workforce services and to establish joint processes and procedures that will enable partners to integrate the current service delivery system resulting in a seamless and comprehensive array of service. Technical training and assistance is provided to partner agency staff to ensure thorough knowledge of policies and procedures are acquired and maintained.

- 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.

Incompliance with WIOA Section 134(c)(3)(E), WIOA section 3(24) and TEGL #3-15, policies have been developed and procedures have been established which are in place to ensure priority of service is delivered to individuals identified within the Priority Population as defined under WIOA. All staff is aware of the policies and trained on providing priority of service.

- 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:

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

In compliance with said legislation, policies and procedures have been developed and implemented that prohibit discrimination to ensure there is no exclusion of an individual from participation in, denial of the benefits of, discrimination in, or denial of employment in the administration of or in connection with, any programs and activities funded or otherwise financially assisted in whole or in part under Title I of WIOA because of race,

color, religion, sex, national origin, age, disability, or political affiliation or belief, or for beneficiaries, applicants, and participants only, on the basis of citizenship status, or participation in a program or activity that receives financial assistance under Title I of WIOA. All facilities are ADA compliant and accessible for universal access; and a work/ computer station is available for those with individuals with disabilities.

2. Technology and materials for individuals with disabilities; and

All facilities are ADA compliant and accessible for universal access; and a work/ computer station is available for those with individuals with disabilities.

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

Staff has been provided training, have thorough knowledge of ADA legislation and local policy on nondiscrimination.

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.).

All participating partners perform their roles and contribute services as agreed in MOUs in compliance with WIOA (section 188) and applicable provisions of the ADA (42 U.S.C. 12101 et seq., with knowledge and adherence to the YWDB's local policies on nondiscrimination.

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 YWDB along with the Business Services Liaison formulate strategies to enhance employer engagement and foster new and on-going relationships facilitating dialogue to identify employer needs while educating employers about programs and hiring incentive opportunities to improvement their business operation. Provide information on effective youth development, supervision and hiring practices to ensure engagement and retention of youth (in particular) and adults.

Assistance offered to employers to facilitate their recruitment needs; posting vacant positions on DOL's Jobs Express (job board); job matching to open positions, screening candidates, hosting Job Fairs.

Programs offered are: the On-the-Job Training, Incumbent Training: Hiring Incentives: Work Opportunity Tax Credits -WOTC, Federal Bonding, Workers Employment Tax Credit - WETC, Workers with Disabilities Tax Credit WDTC, Work for Success, ACCES- VR, Jobs Waiting, TechHire, Ready to Work; Shared Work; referrals to DOL's Business Express

website for comprehensive information. Human Resources Consultation Services.

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

ACCES- VR - complies with MOU agreement and may have a network of businesses that provide employment opportunities to individuals participating in their program.

- 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 same strategies utilized in section - Business Engagement "a".

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

Cognizant of the State and Regional Plans: the Local workforce will coordinate by: Encouraging, developing and participating in regionally coordinated initiatives, ensuring that programmatically seamless services function optimally both at the local and regional levels, to deliver workforce training, business services and job linkages. Foster and generate partnerships with entities both on the local and regional levels which include, the higher education system, and secondary schools to align activities, training, and resources that lead to improved employment outcomes for the workforce system, including individuals with barriers (and disabilities). Work closely with the local and regional educational institutions: Yonkers Public Schools, Westchester Community College, Iona College, Pace University, etc. to ensure that their curricula offers courses and programs that prepare individuals for career paths in targeted priority industries (based on those identified by data analysis and projections) for NYS, the local region and globally.

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

With the utilization of said services from section "c", coordination of services will also be conducted with the Yonkers Office of Economic Development which offers workshops and seminars for M/WBE & Small Businesses. Additionally, DOL offers a Self-Employment Assistance Program for those individuals who are collecting UI benefits and have been identified as eligible to participate in the training program.

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

In partnership with NYS DOL Rapid Response is conducted; the YWDB selects a staff member to participate (usually the Business Services Liaison) in a coordinated effort. The workforce investment activities and services are available to businesses and participants affected by the Rapid Response.

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?

As a co-located and (companion) seamless delivery system, the variety of programs and comprehensive employment services avail all UI recipients to maximize opportunities for re-employment. Linkages are fortified and successes are realized.

- 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;

Coordination of Local and regional educational institutions such as the Yonkers Public Schools, Westchester Community College, Iona College, Pace University, Fordham University at Westchester, etc. all work in tandem with the YWDB to identify programs and create or supplement curricula content to offer programs, workshops and/or seminars that prepare individuals for career paths in targeted in-demand industries and sectors.

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

Activities include: participating as a Coalition Member of the Workforce Development Institute which formally meets with Educational Institutions, Unions, Businesses, Governments and Community Groups to identify and develop strategies to enhance workforce development initiatives. Services are enhanced by the identification and development of programs which address needs and have the most impact.

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

Duplication of services is avoided by the delineation of services: who will provide which type of service will be contained in MOU and/or sub-contractual agreements detailing terms: roles, responsibilities and duties (services) for a specified duration.

- 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.

In compliance with said legislation, labor exchange services and other career services such as job search and placement services to job seekers, recruitment services for employers, program evaluations, developing and providing labor market and occupational information, for both the job seeker and employer is made available. DOL's Labor Market Analyst functions in a collaborative capacity providing current data to ensure the integrity of the information. Coordination of services is unduplicated and ensured by MOU specification.

- 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.

Partner Entity	Program or Service
Yonkers Workforce Development Board	Adult, Dislocated Worker and Youth Under Title I of WIOA
NYS Education Department	Adult Education and Family Literacy Act Programs under Title II of WIOA (Adult Ed.)
NYS Dept. of Labor (NYSDOL)	Wagner-Peyser program under Title III of WIOA Trade Adjustment Assistance under Title II of Trade Act Jobs for Veterans State Grants (Vets) under title 38, U.S.C. State Unemployment Insurance Programs
Urban League of Westchester	National Grantees under title V of Older Americans Act, Senior community Service Employment Programs
Yonkers Community Action Program, Inc.	Community Services Block Grants, Employment & Training, Department of State
Westchester Department of Social Services	Temporary Assistance for Needy Families, Employment & Training under part A of Title IV of Social Security Act
New York State Education	Career & Technical programs at the postsecondary level under Perkins Career & Technical Education Act, NYSED
Vocational Rehabilitation - ACCES VR	Vocational Rehabilitation Adult Career & Continuing Education Services

Office of Children & Family Services, NYS Commission for the Blind	Vocational Rehabilitation, under Title IV of WIOA
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Youth Activities

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

i. Name of Youth Point of Contact

Linda Patterson

City of Yonkers

ii. Email Address

Linda.Patterson@yonkersny.gov

v. Phone

914-461-9056

iii. Name of Organization

Yonkers Career Center

vi. Address

28 Wells Ave, Bldg. #3, Yonkers, NY
10701

iv. Title

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

i. Out-of-School Youth

50

iii. Carry-Over In-School Youth

0

ii. New In-School Youth

10

iv. Work Experience

27

*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)?

The framework is developed with reference to the WIOA Youth Program Resources guide: Youth Connections Reference Tool.
<https://youth.workforcegps.org/resources/2017/03/22/09/55/WIOA-Youth-Program->

vii. Describe how career pathways is included in the ISS.

The Individual Service Strategy (ISS) incorporates preliminary steps towards goals and aspirations. The ISS as a distinct plan is designed specifically for the WIOA Youth participant and is based on the information obtained during the objective assessment. The ISS will serve as the basis for the entire case management service strategy and as a guide for delivery of appropriate services. As the ISS identifies and documents goals, Career Pathways can become evident based on employment and/or occupational endeavors and or requirements. A series of articulated education and training strategies and support services are provided to enable individuals to secure industry relevant certification and obtain employment within an occupation and ultimately advance to higher levels of future education and employment. A combination of education, training, and other services that— (A) aligns with the skill needs of industries in the economy of the State or regional economy involved; (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act; (C) includes counseling to support an individual in achieving the individual’s education and career goals; (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster; (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable; (F) enables an individual to attain a secondary school diploma or its recognized equivalent, or at least 1 recognized postsecondary credential.

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

Providers are contractually mandated to comply with program design. Benchmarks and

ii. Are made available to youth with disabilities.

f. Identify successful models for youth services.

- 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 disbursal of grant funds as determined by the Chief Elected Official or Governor.

The Chief Elected Official serves as the Grant Recipient, who bears the fiduciary responsibility for WIOA funds with the New York State Department of Labor.

The Grant Recipient designates the City of Yonkers Office of Workforce Development as the local grant sub-recipient to assist the Grant Recipient with the administration of the grant funds.

The local grant sub recipient shall disburse such funds for grant activities at the direction of the local board.

The Chief Elected Official agrees that the designated local governmental grant sub recipient has reliable internal controls for financial management and disbursement of funds.

The name of the area is the “Yonkers Workforce Development Area.”

This Agreement becomes effective upon the acceptance and subsequent signature by the Chief Elected Official of Yonkers.

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

The procurement process for Title 1 services is conducted through open and competitive processes; an RFP is developed and issued. This includes providing sufficient public notice of the intent to procure services to board members and the community. Public notice must be provided for at least 30 days in media where prospective local, state, and national bidders typically identify such opportunities (e.g., local print newspapers, on-line newspapers, LWDB web site, other community web sites, etc.)

YWDB documents, in writing, (1) efforts to identify the availability of providers and (2) the allowable procurement process used and how it was followed, including the selection criteria by which bids were scored to award a contract. All of this documentation is

maintained and provided to the State upon request.

- 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.

As per Technical Advisory #17-5 (5/31/17) - Baseline Indicators - No performance goals are established and they are not negotiated.

- 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:

- v. The board is certified and in membership compliance;
- vi. 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.;
- vii. All One-Stop Career Centers in the LWDA have achieved at least an 80% score in the Career Center Certification process; and
- viii. The LWDA meets or exceeds all performance goals.

NYSDOL's State Representative (for the LWDA) monitors quarterly; bench marks, goals and objectives are devised (for the Youth Program) and outcomes are assessed. Performance Improvement Plans (PIP) is developed based on evaluation and identification of those challenges which compromise performance. Strategies are then developed to maintain acceptable (superior) performance in compliance with NYSDOL's primary indicators, as prescribed.

Training Services

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

By use of Training Contracts: Individual Training Accounts (ITAs) where NYS Eligible Training Providers are contracted for utilization; On-the-Job Training (OJT), customized training, incumbent worker training, or transitional jobs training where all training are conducted via employers.

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

Contracts will be issued after a thorough assessment/ eligibility verification by a Career Counselor. However, The training must be in a field which has been identified as an in-demand/priority occupation for the region. The customer is given the choice of training programs and provider from the ETPL. The training will be approved by the Career Center

Manager after criteria verification is completed.

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

Local ITA policies and procedures are approved by the YLWDB which includes information regarding customers' rights of selection. Counselors have been trained on the policy and process for issuing ITAs compliance with said policies and process.

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.

The Local Plan will be posted on the City of Yonkers website prior to submission.

- 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.

Not applicable.

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:

- i. 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.

- ii. 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, 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.

PLEASE NOTE BELOW:

DUE TO THE INABILITY TO INSERT INFORMATION INTO THE ALLOTTED SPACES, THE FOLLOWING IS PROVIDED FOR:

YOUTH ACTIVITIES

Sections:

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.

The organizations which are sub-contracted to provide WIOA youth services are: The Greyson Foundation and WestCop; provisions for the 14 Youth Program Elements are mandated as a component of the program within the contractual agreements.

- 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

Following the award of a contract to provide youth services, monitoring and evaluations are conducted at pre-determined intervals, on program operations and performance, which is conducted by LWDB or its designee. WIOA Youth Subcontractors are also subject to monitoring and evaluation by the USDOL and the New York State Department of Labor.

At the monitoring, assessment of the ISS is thoroughly reviewed to ensure that the distinct needs and goals of the participant are identified; and that provisions for providing services correlating with the 14 Elements are incorporated in the service strategy and delivery.

ii. Are made available to youth with disabilities

All youth services are made available, as explicitly stated in the RFP and youth contracts, to youth with disabilities as part of the rules applicable to WIOA Youth Programs.

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.

In compliance with TEGl #8-15:

YONKERS WIOA YEAR ROUND YOUTH PROGRAM POLICY

Effective Date: January 30, 2013

Revised Date: 9/9/2014 WIA Program Elements – Performance requirements remain until 6/30/16

Revised Date: 4/24/2015 Reflects WIOA Merge of Program Elements with Performance effective 7/1/2016

(Revised 11/22/17 to reflect Federal Poverty Guidelines for 2017)

* This merged Policy reflects WIOA mandates with WIA performance measures which remain enforceable until 6/30/16; after which, effective 7/1/16, WIOA performance shall commence.

This provides Youth Program Providers as well as the Youth Coordinator of the YWDB with policies and procedures in order to conduct an enrollment, assessment and an Individual Service Strategy (ISS) of youth for participation into the Workforce Innovation and Opportunity Act (WIOA) Youth Program as required by WIOA.

Youth who are certified by the Yonkers Workforce Development Board (YWDB) as eligible must receive a comprehensive assessment and be enrolled into the program as well as OSOS, no later than 5 working days from the date of certification. The Sub-Contractor will complete the comprehensive assessment process; develop the Individual Service Strategy (ISS), complete WIOA Youth Program Application form and the WIOA Goals. All completed folders must all be submitted to Youth Coordinator of the YWDB within 5 days of the completion for data entry into OSOS.

Procedures: Comprehensive Assessment – Service Needs

Subcontractors are required to conduct a comprehensive assessment of each youth participant's academic skills, work readiness skills, occupational skills, interests and support service needs.

O/S youth must be pre and post-assessed of basic skills which will be determined by the TABE test and will be provided by the subcontractors. Youth must be pre-assessed within 15 days of enrollment/certification of the WIOA program. A post-assessment must be within 30 days of a youth meeting their targeted goal or before exited. A youth must not be exited without being post-tested to make sure that the Literacy/Numeracy gain has been achieved.

Development of the Individual Service Strategy (ISS)

Upon completion of the assessment process, an ISS will be developed for each youth participant. The information gathered from the pre-assessment will be used to establish an individual plan of activities, skill goals and services that are age and developmentally appropriate. Individual service strategies are to be developed with an active participation of the youth. Results of the pre-assessment process should be

explained, in detail, to assist youth with setting appropriate goals and activities for self-development. Sub-contractors are required to use the standard ISS form (Attached) provided by the YWDB.

The Individual Service Strategy (ISS) must be linked to one or more indicators of performance

The ISS must identify appropriate career pathways including education and employment

The ISS must be reviewed on an ongoing basis with the youth. Revisions are to be made, when necessary, to meet the individual needs of each youth.

The Sub-Contractor will be responsible for reviewing the ISS with the youth and making any necessary changes at least once every other month. The results of the ISS review will be documented in the case notes.

The YWDB's Youth Program is in accordance with the WIOA Section 129(a), the purposes of WIOA Youth activities are to assist those youth who have significant barriers and to:

Provide eligible youth who are seeking assistance in achieving academic and employment success, effective and comprehensive activities which shall include a variety of options for improving educational and skill competencies and provide effective connections to employers;

Ensure on-going mentoring opportunities for youth with adults committed to providing such activities;

Provide opportunities for occupational training;

Provide continued supportive services

Provide incentives for recognition and achievement; and

Provide opportunities in activities related to leadership, development, decision-making, citizenship and community service.

Use of Career Zone: 35% or more of the participants must complete all five Career Zone modules, which are:

Interest Profiler

Work Importance Profiler

Abilities

Saved Occupations

Budgeting

A youth may be served in a WIOA program who is a resident of the City of Yonkers:

An Eligible Out- of -School Youth is a youth who is: Being low income (or on PA or SNAP) is no longer a requirement for OSY)

Not attending school, ages 16-24, and one or more of following:

A Youth within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter

Dropout/has not attended school that calendar year

A recipient of a H.S. diploma or equivalent who is low-income and is either Basic Skills Deficient or English Language Learner

Youth in juvenile justice system

Homeless

Pregnant or parenting

Youth with disability

A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

An Eligible In-school youth is defined as Attending school, ages 14-21, a low income individual and one or more of the following:

Basic skills deficient

ESL

Offender

Homeless

Pregnant or parenting

Disability

Requires additional assistance to attain or maintain educational program or secure job

Low income is defined as an individual who can be placed in one or more of the following categories:

Receives, or is a member of a family that receives, cash payment under a Federal, State, or local income-based public assistance program, or

Received an income, or is a member of a family that received a total family income, for the six (6) month period prior to the date of the application that does not exceed the higher of the poverty line or 70% of the lower living standard income level, or

Is a member of a household that receives (or had been determined to be eligible to receive in the prior six (6) month period food stamps, or

Qualifies as a homeless individual,

Is a foster child on whose behalf, State or local government payments are made.

Receives or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.);

Youth Requiring Additional Assistance barrier is the same as WIA, however, under WIOA to use this the youth must be low income, but otherwise OSY youth do not need to be low income. Also note that there is now a 5% limit on this for ISY only, not for OSY.

200% of Poverty Income Guidelines for 2017, All Counties					100% of Poverty Income Guidelines for 2017, All Counties				
Family Size	Annual Income	Monthly Income	Bi-Weekly Income	Weekly Income	Family Size	Annual Income	Monthly Income	Bi-Weekly Income	Weekly Income
1	\$24,120	\$2,010	\$925	\$453	1	\$12,060	\$1,005	\$453	\$231
2	32,480	2,707	1,246	623	2	16,240	1,353	623	311
3	40,840	3,403	1,566	783	3	20,420	1,702	783	392
4	49,200	4,100	1,887	944	4	24,600	2,050	944	472
5	57,560	4,797	2,208	1,104	5	28,780	2,398	1,104	552
6	65,920	5,493	2,528	1,264	6	32,960	2,747	1,264	632
7	74,280	6,190	2,849	1,425	7	37,140	3,095	1,425	712
8	82,640	6,887	3,170	1,585	8	41,320	3,443	1,585	792
9	91,000	7,583	3,490	1,745	9	45,500	3,792	1,745	873
10	99,360	8,280	3,811	1,906	10	49,680	4,140	1,906	953
11	107,720	8,977	4,132	2,066	11	53,860	4,488	2,066	1,033
12	116,080	9,673	4,452	2,226	12	58,040	4,837	2,226	1,113
13	124,440	10,370	4,773	2,387	13	62,220	5,185	2,387	1,193
14	132,800	11,067	5,094	2,547	14	66,400	5,533	2,547	1,273
15	141,160	11,763	5,414	2,707	15	70,580	5,882	2,707	1,354
16	149,520	12,460	5,735	2,868	16	74,760	6,230	2,868	1,434
17	157,880	13,157	6,056	3,028	17	78,940	6,578	3,028	1,514
18	166,240	13,853	6,376	3,188	18	83,120	6,927	3,188	1,594
19	174,600	14,550	6,697	3,348	19	87,300	7,275	3,348	1,674
20	182,960	15,247	7,018	3,509	20	91,480	7,623	3,509	1,754
For each additional family member, add the following amount:	\$8,360	\$697	\$321	\$160	For each additional family member, add the following amount:	\$4,180	\$348	\$160	\$80

SOURCE: Derived from Federal Register, Poverty Guidelines, under Dept. of Health and Human Services, Notice, 01/31/2017.

Note: A youth with a disability is considered a family size of 1 for calculating income.

Youth Requiring Additional Assistance barrier is the same as WIA, however, under WIOA to use this the youth must be low income, but otherwise OSY youth do not need to be low income. Also note that there is now a 5% limit on this for ISY only, not for OSY. *For ISY, additional barriers under WIOA are:

English Language Learner

Youth with a Disability

An individual who requires additional assistance to complete an educational program or to secure and hold employment: Serious Barriers to Employment include:

Sixth Barrier	Definition	Acceptable Documentation
Gang Affiliation	Serving youth active in a gang or a prior member within the past 12 months prior to enrollment.	Written and notarized affidavit from the youth.
Child of Incarcerated Parent	Serving youth with a parent/legal guardian incarcerated within the past 18 months prior to enrollment	Documentation from the Department of Corrections Offender Search or a written and verifiable letter from the County Justice Facility.
Migrant Worker	Serving older youth currently working as a seasonal or permanent migrant worker.	Copy of a current Work Visa and letter from employer verifying employment as a migrant worker.
Involved in Drug/Substance Abuse (personally or residing with family members with this issue)	Serving youth released from a treatment center within the past 12 months prior to enrollment or a parent/guardian currently enrolled in a treatment program or released with the past 12 months prior to enrollment.	Documentation from the treatment facility verifying prior to current treatment. Parent/guardian would need to release the information for those youth under 18.
Youth "aged out of foster care"	Serving older youth aging out of the foster care system within the next 12 months as cited by the enrollment date.	Documentation from the NY Office of Children and Family Services.
A High School graduate or NYS HS Equivalency	Individual who has not been able to retain employment for	Documentation from past employers. Work History according

<p>recipient who has not held a full-time regular job for more than 3 consecutive months and lacks work readiness skills necessary to obtain and retain substantial employment.</p>	<p>more than three (3) months?</p>	<p>to resume/comprehensive assessment.</p>
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WIOA (WIA) Eligibility Documentation

All potential participants identified and recruited by YWIOA Youth Subcontractors must be screened by YWDB for eligibility and suitability based on WIOA guidelines.

Intake:

The YWDB will screen applicants identified and recruited by WIOA Youth Subcontractors for eligibility and suitability based on WIOA guidelines. Proof of eligibility will include: (a) Family income; (b) Family size; (c) Birth date; (d) Residence; (e) Social Security; (f) Authorization to Work; (g) Disability (if appropriate); (h) Selective service; and (i) I-9 form.

All participants will receive, prior to enrollment, a comprehensive objective assessment. This assessment will cover basic skills, occupational skills, prior work experience, employability, interest, aptitudes, and support service needs. Literacy and numeracy levels will be determined by the following assessment test: Test of Adult Basic Education (TABE, Forms 9-10 for WIA only);

Participants will also receive an Individual Service Strategy (ISS) that identifies an employment goal, achievements objective, and an appropriate service plan. Participants will be enrolled in a training program based on a result of the ISS.

Youth participants must be a resident of the City of Yonkers:

Low Income Eligibility;

Receives, or is a member of a family that receives, cash payment under a Federal, State, or local income-based public assistance program, or

Received an income, or is a member of a family that received a total family income, for the six (6) month period prior to the date of the application that does not exceed the higher of the poverty line or 70% of the lower living standard income level, or

Is a member of a household that receives (or had been determined to be eligible to receive in the prior six (6) month period food stamps, or

Qualifies as a homeless individual, or runaway

Receives, or is eligible to receive free or reduced price lunch

Youth Living in High Poverty Area

Is a foster child on whose behalf, State or local government payments are made.

Up to five percent (5%) of youth participants served by youth programs in a local area may be individuals who do not meet the income criteria for Eligible Youth, if they are within one (1) or more of the following categories:

School dropout

Basic skills deficient, as defined in WIOA§ Sec. 3. Definitions. (5) The term “basic skills deficient” means, with respect to an individual –

Who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or

Who is a youth or adult that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society.

Are one or more grade levels below the grade level appropriate to the individual’s age;

Pregnant or parenting;

Possess one or more disabilities, including learning disabilities;

Homeless or runaway;

Offender; or

Face serious barriers to employment as identified by the Local Board, (H. R. 803—82 (ii) EXCEPTION. — In each local area, not more than 5 percent of the individuals assisted under this section may be persons who would be covered individuals, except that the persons are not low-income individuals.)

TARGET SERVICE POPULATIONS PRIORITY

The target service populations are Yonkers youth aged 14 through 24 years of age, who demonstrate one or more of the following:

Basic skills deficient;

School dropouts;

Requires assistance to complete an educational program or assistance in employment preparation and retention;

Pregnant/parenting youth;

Temporary Assistance for Needy Family (TANF) Youth;

Juvenile Justice;

Foster Care; and

Youth who are veterans (see Veterans Priority Section of the Specifications of this RFP)

Youth with a Disability (ies)

VETERAN PRIORITY

WIOA Youth providers/sub-contractors awarded contracts shall observe the following and grant priority to youth participants who are veterans:

Yonkers WDB Veterans are eligible to receive a variety of Workforce Services through the Yonkers WDB One Stop Offices. Yonkers WDB Veterans can also access the following website link for additional Veteran's services: <http://www.dol.gov/vets/>

Eligible veterans and their eligible spouses will receive priority over the eligible populations to any program or service for workforce preparation, development, or delivery that is directly funded, in whole or in part, by the United States Department of Labor ("USDOL").

The Yonkers One Stop Career Center's customer flow is currently designed to ensure veteran priority of service. All staff members understand that a One Stop customer that is a veteran is directed to One Stop veteran staff. New York State Department of Labor ("NYSDOL") is One Stop Consortia Partner agency. NYSDOL has positioned Labor staff to serve veteran customers exclusively at the One Stop. The NYSDOL Veteran Staff also partners with Veteran Service Organizations (Yonkers WDB Veterans Bureau, Castle Point, Montrose, etc.) on a regular basis. Veteran Job Fairs are conducted every year in conjunction with Veteran Service Organizations.

ASSESSMENT AND SERVICE STRATEGY

Comprehensive assessments are conducted for all youth participants that involve developing an Individual Service Strategy (ISS). Pre and Post TABE tests are conducted to assess literacy and numeracy; further assessment of academic levels, skills level, and service needs for each participant, including a review of basic skills, utilizing the Test for Adult Basic Education (TABE) may be initiated. Additionally, the following assessments will be conducted: preparation for postsecondary educational opportunities

and for employment, occupational skills prior to work experience, employability, interest, aptitude (including interests and aptitudes for non-traditional jobs), supportive service needs, and developmental needs of participants, except that a new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of participant conducted pursuant to another education or training program; however, the Individual Service Strategy (ISS) must be linked to one or more indicators of performance; and the ISS must identify appropriate career pathways including education and employment.

Documentation must be maintained in the participant's file showing pertinent information on the assessment used, date completed, scoring and other facts related to assessment given.

Development of service strategies for each participant that shall identify employment goal (including, specific circumstances, non-traditional employment, etc.), appropriate achievement objectives, and appropriate services for the participant taking into account the assessment conducted, except that a new service strategy for a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent service strategy developed for the participant under another education or training program.

It is the responsibility of each youth program provider to ensure that an appropriate service strategy is completed for each youth entering the WIOA Youth Program. Documentation must be maintained in the participant's file showing information on the completion of the service strategy, including the involvement of the participant and a description of those program elements that are planned for that participant.

The service strategy should be constantly revised to reflect the status of the youth, and updated at least monthly to indicate any accomplishments or changes in the goals set (which required development of a new ISS) and the overall provision of services. Moreover, should provide:

Reduction of the high-school dropout rate for at risk youth;

Provide for successful passing of TASC (Test Assessing Secondary Completion) exam or attainment of a high school diploma, certificate or degree

Increase occupational skill levels of youth;

Provide unsubsidized employment for youth;

Retention of employment for youth; and

Linkage to schools, employer, and community support agencies, rehab agencies, and One Stop Career Center.

The Fourteen program elements are listed here, and must be made available, however only specific elements may be necessary for an individual youth. Completing a Comprehensive Assessment and developing an Individual Service Strategy Plan (ISS) is developed to capture which program elements

participants will take advantage of and the manner in which the program elements will be provided throughout the period of participation. This combination of services will result in the desired educational/occupational outcome for the youth, achieving the individual goals that have been set and contributing to the overall performance of the program. Case Managers will develop and document which fourteen program elements a youth is receiving and with which partners.

WIOA 14 Program Elements:

Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential;

Alternative secondary school services, or dropout recovery services, as appropriate;

Paid and unpaid work experiences that have as a component academic and occupational education, which may include:

summer employment opportunities and other employment opportunities available throughout the school year;

pre apprenticeship programs;

internships and job shadowing; and

on-the-job training opportunities;

Occupational skill training, which shall include priority consideration for training programs that lead to recognized post-secondary credentials that are aligned with in demand industry sectors or occupations in the local area involved, if the local board determines that the programs meet the quality criteria;

Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;

Support services;

Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;

Follow-up services for not less than 12 months after the completion of participation, as appropriate;

Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;

Financial literacy education;

Entrepreneurial skills training;

Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and

(14) Activities that help youth prepare for and transition to postsecondary education and training

Supportive Services

Supportive services are provided when required and may include: childcare and transportation to enable individuals to participate in the programs. The Yonkers WDB may provide the cost of childcare, transportation, uniforms, tools, clothes, and medical and drug screening.

12 Month Follow Up

All youth will receive 12 months of follow up after exit, which must be reported to the Yonkers WDB. The level of follow up should be based on the intensity of the services provided, and the needs of the individual youth.

FOLLOW-UP:

Follow-up may include the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program; WIOA-Sec.116. Performance accountability system. (b)(2)(A)(i)(IV).

Program participants who obtain a secondary school diploma or its recognized equivalent shall be included in the percentage counted as meeting the criterion under such clause only if such participants, in addition to obtaining such diploma or its recognized equivalent, have obtained or retained employment or are in an education or training program leading to a recognized postsecondary credential within 1 year after exit from the program - WIOA-Sec. 116. Performance accountability system (b)(2)(A)(iii) – For purposes of clause (i)(IV), or clause (ii)(III) with respect to clause (i)(IV).

All youth must receive 12 months of follow up after exit which must be reported to the Yonkers Workforce Development Board; all follow-up must be recorded in OSOS. The level of follow up should be based on the intensity of the services provided, and the needs of the individual youth. Follow up may include:

Leadership development or supportive service activities

Regular contact with youth participant's employer, including assistance with addressing work-related problems that arise;

Assistance in securing better paying jobs, career development and further education;

Work-related peer support groups;

Adult mentoring; and

Tracking the progress of youth in employment after training

PERFORMANCE STANDARDS (Both WIA – ending 6/30/15 and WIOA - starting 7/1/16)

The YWDB complies with the WIA'S three (3) common performance (ending 6/30/16) measures to determine the success of Program Services based on comprehensive performance accountability system in order to optimize the return on investment of federal funds and to assess efficiency in achieving continuous improvement of Workforce Innovation and Opportunity Activities funded under Title 1. All participant information must be entered and tracked in the One Stop Operating System ("OSOS") in a timely manner. Yonkers WIOA Youth Providers/subcontractors are responsible for timely data entry. ONLY those outcomes resulting from the OSOS data entry will be considered, unless specifically indicated otherwise. WIOA Youth providers/subcontractors are accountable to meet and/or exceed all of the required WIOA performance measures listed below (or such successor standards based on WIOA Reauthorization).

1. Common Measures:

WIA Common Measures end 6/30/16:

Placement in Employment or Education – 69.0%

Of those who are not in post-secondary education, employment, or the military at the date of participation: number of participants who are in employment or the military or enrolled in post-secondary education and/or advanced training/occupational skills training in the first quarter after exit divided by the number of youth who exit during the quarter.

Attainment of Degree or Certificate – 65.9%

Of those enrolled in Education (at the date of participation or at any point during the program): Number of participants who attain a diploma, High School Equivalency Diploma (HSE), or certificate by the third quarter after exit divided by the number of participants who exit during the quarter. Note: all youth enrolled in WIA after July 1, 2006 must receive certifications/credentials that are State approved and NOT just YWDB approved.

Literacy and Numeracy Gains – 56.7%:

Of those who are basic skills deficient: number of participants who increase one or more educational functioning levels divided by the number of participants who have completed a year in the program

(i.e., one year from the date of program participation) plus the number of participants who exit before completing a year in the program.

WIOA has FIVE Common Measures that go into effect in Program Year 2016 (effective July 1, 2016):

Placement in Employment/Education/Training

Employed 2nd quarter after exit

Median earnings:

2nd quarter after exit only

Retention in Employment/Education/Training

Report 4th quarter after exit (follow-up 1year after exit)

Credential Rate (during participation or up to one year after exit) – Same under WIA except that it was measured at the end of the third quarter after exit

In-Program Skills Gain-

Measureable, Real time not exit based; reporting periodically

Efficiency: Program appropriation level divided by the number of program participants. Many of the WIA and WIOA Youth Performance Standards are post program measures. However, The YWDB has to evaluate WIA/WIOA Youth Subcontractors based on actual “real time” performance during the contract year. Real time contract outcomes that predict WIA/WIOA performance include:

Enrollment- Actual vs. Plan;

Program attendance;

30 Day retention;

Basic skill gain;

Achievement of competencies in specific areas;

Credential attainment;

Job placement; and

Wage at placement

Yonkers WIOA Youth Providers/Sub-contractors will be evaluated during the contract year based on the above “real time” standards. Programs will be evaluated on a quarterly basis. Those programs that are

below plan may receive contractual sanctions. Sanctions may include suspension and/or termination of contract.

OBLIGATIONS AND RESPONSIBILITIES OF WIOA YOUTH PROVIDERS/SUBCONTRACTORS

Trainee Recruitment and Selection: Applicants will be certified Title I eligible by designees of the YWDB. Eligibility certification will be conducted by the YWDB, or its designees, in accordance with WIOA established program entry criteria, unless otherwise determined at the discretion of the YWDB. Eligible and appropriate applicants may be referred to the service provider for final trainee selection.

Record Keeping: All WIOA Youth Subcontractors are expected to maintain complete records to justify payment according to the terms of their contract. As part of the YWDB's normal program evaluation, training services and the program's internal system of communication, monitoring and control will be examined. WIOA Youth Subcontractors are expected to maintain documentation of these processes such as: minutes of meetings, trainee attendance sheets, staff trainee contact sheets, inter-unit communications regarding trainee's progress, program policies, etc. for at least seven (7) years after the program year has ended.

Reporting Requirements: WIOA Youth Subcontractors will be required to prepare and submit to the YWDB accurate and timely reports on enrollments, hourly attendance, trainee activity status expenditures, pre-testing (TABE), post-testing (TABE), younger youth skill attainment, and follow-up on exited participants. Additionally, directives from the Youth Council/Youth Standing Committee and YWDB assert that the Youth Subcontractors are responsible for all data entry into OSOS.

Monitoring and Evaluation: Following the award of a contract hereunder, periodic monitoring and evaluation of program operations and performance will be conducted by YWDB or its designee. WIOA Youth Subcontractors are also subject to monitoring and evaluation by the USDOL and the New York State Department of Labor.

Bonding: WIOA Youth Contractors shall maintain or cause to be maintained during the term of the agreement resulting from this solicitation, a fidelity bond or letter of credit covering all persons who handle the funds awarded hereunder in an amount equal to the greater of: (i) \$100,000 or, (ii) the highest advance received through check or draw down during the preceding grant year, or (iii) for new contractors, the highest advance through check or draw down planned for the present grant year. WIOA Youth Contractors awarded funds hereunder shall deliver to the YWDB together with the executed contract the bond or letter of credit, which shall name the "YWDB of Yonkers Workforce Development Board" as beneficiary and may be invoked to the benefit of the YWDB upon delivery of a certified statement to the issuing bank or surety company that the Contractor has failed to perform, pursuant to the terms and conditions of its contract with the YWDB.

Insurance: WIOA Youth Subcontractors will be responsible for providing on-site medical and accident insurance for trainees. Such coverage shall be comparable to the Medical and Accident Insurance under the New York State Worker's Compensation statute. WIOA Youth Subcontractors will need to submit a Certificate of Insurance evidencing such this coverage as well as the coverage's required in RFP.

Equal Employment Opportunity and Affirmative Action Policies: WIOA Youth Subcontractors shall maintain Equal Employment Opportunity (“EEO”) and Affirmative Action Policies and provide a copy of each to the YWDB at the time of execution of the contract awarded hereunder.

WIOA Youth Oversight

WIOA Youth Subcontractors are subject to and shall observe the terms and conditions of the following Monitoring and Oversight Policy, which was developed by the YWDB, in conjunction with the YWDB Youth Council/Youth Standing Committee, for the WIOA Youth Subcontractors:

The YWDB’s Youth Coordinator will conduct an on-site monitoring review of WIOA Youth Subcontractors on a regular basis, but not less than once per program year. This programmatic monitoring will consist of the following:

Review of WIOA Youth Subcontractor Program Statement to include number of youth to be enrolled; schedule and content of project activities; projected WIOA performance outcomes vs. actual WIOA performance outcomes. Program review will also include evaluation of required WIOA Youth Program Services elements;

Participant eligibility review including disadvantaged income status; eligibility barrier identification; 5% window validation (where applicable);

Assessment and Individual Service Strategy Review;

Counseling Notes review;

Activity enrollment i.e., High School Equivalency (HSE) Diploma, paid work, classroom training, remediation, tutoring, workshops, community service, mentoring, counseling, support services and other activities;

Program exits vs. current enrollments vs. carryovers;

Development of Corrective Action Plans whenever appropriate. The YWDB Youth Coordinator will advise the WIOA Youth Subcontractor re: issues/items in need of corrective action, and provide technical assistance to assist. The YWDB Youth Coordinator will report corrective action issues to the YWDB Youth Council (Youth Council Representative)/Youth Standing Committee. WIOA Youth Subcontractors will be given a timetable to resolve corrective action issues. Those WIOA Youth Subcontractors that do not address corrective action issues on a timely basis may be subject to contractual sanctions or termination;

All WIOA Youth Subcontractors will participate in periodic WIOA EEO compliance monitoring. The Yonkers One Stop Career Center’s EEO Compliance Officer in cooperation with the NYSDOL EEO Coordinator will conduct the EEO compliance monitoring. The YWDB Youth Coordinator will assist with the scheduling of the EEO monitoring; and

The YWDB Youth Coordinator will inform the NYSDOL WIOA Regional Office on any monitoring issues that may have a material impact on the WIOA financial and participant reporting, and will coordinate technical assistance with the Regional Office.

YWDB MONITORING REQUIREMENTS

Performance information will be derived and monitored from data input into the One-Stop Operating System (OSOS), which is the mandatory-shared case management software for the local workforce area. OSOS provides accountability, tracking, and reporting of all serviced provided via One Stop Service Delivery offices and their affiliates. OSOS is an automated approach designed to help YWDB's meet the challenges of WIOA through on-line technologies.

All Yonkers Youth providers/sub-contractors shall be required to complete and submit an OSOS Partner Network Integration Questionnaire, OSOS Interagency agreement and OSOS Individual Access and Confidentiality agreement in order to access the system. The NYSDOL will be responsible for providing training on the system, which the YWDB will submit requests to NYSDOL for OSOS security permissions based on an individual's staff persons duties and responsibilities.

NYSDOL and the YWDB will work with the Yonkers Youth provider/subcontractor to ensure that all aspects of OSOS connectivity and usage are achieved.

The act of monitoring can occur through on-site visits, as well as desk reviews using techniques such as interviews, observations and review of performance using the OSOS Management Reports. An analysis of how the program is performing in relation to the required performance outcomes stated in the contract will also be conducted. Findings from these reviews will be shared with the Youth provider/sub-contractor staff.

Quarterly Monitoring

Each quarter, the YWDB's Youth Coordinator will review the progress of the Youth provider/sub-contractor. The Interim Outcome Measures, expenditures and performance targets will be assessed. Benchmarks for monthly monitoring are as follows:

Bench Marks Performance includes:

1st Quarter: July 1 – September 31st

Performance Measures

Number of youth enrolled must equal 75% of total number contracted for services

All Data Eligibility Verification documentation must be within customer's folder for YWDB verification
TABE pre-test (for enrollees) must be conducted within 5 days after eligibility verification; verification must be entered into OSOS

Individual Service Strategy Plans (ISS) must be completed with goals. (Goals may be changed however a new ISS must be completed with corresponding Skills Assessment/Career Assessment screening conducted to substantiate goal change; and print-out of assessment/screening results must be included within enrollee's folder).

All services/comments for enrollees must be entered in OSOS

Weekly and monthly Progress Reports must be submitted to YWDB's Youth Coordinator.

2nd Quarter: October 1st – December 31st

Performance Measures

Remaining 25% of the total number of youth contracted for service must be enrolled

All Data Eligibility Verification documentation (for the remaining 25%) must be within customer's folder for YWDB verification

TABE pre-test (for new enrollees) must be conducted within 5 days after eligibility verification; verification must be entered into OSOS

Individual Service Strategy Plans (ISS) must be completed with goals

(Goals may be changed however a new ISS must be completed with corresponding Skills Assessment/Career Assessment screening conducted to substantiate goal change; and print-out of assessment/screening results must be included within enrollee's folder)

All services/comments for enrollees must be entered in OSOS

Weekly and monthly Progress Reports must be submitted to YWDB's Youth Coordinator

3rd Quarter: January 1st – March 31st

Performance Measures

TABE post-test must be conducted for 100% of enrollees

Enrollees who have not scored one functional level increase (from the pre-test), on the post-test, must be provided tutoring in the areas identified as needing improvement (for the functional level increase).

Continuous review of ISS to confirm goals are appropriate and activities support meeting the goal(s)

All services/comments for enrollees must be entered in OSOS

Weekly and monthly Progress Reports must be submitted to YWDB's Youth Coordinator

4th Quarter: April 1st – June 30th

Performance Measures

TABE post-test must be conducted and completed for 100% of enrollees contracted to be serviced

Goals must be met for 100% of enrollees contracted to be serviced

All services/comments for enrollees must be entered in OSOS

Weekly and monthly Progress Reports must be submitted to YWDB's Youth Coordinator

The YWDB reserves the right to terminate a contract with 30 days' notice if a Youth provider/sub-contractor continues to fail to reach enrollment and performance goals. All required reports must be submitted by due dates or 10% penalties will be incurred and held against administration fees.

Interim Outcome Measures

Because most data on performance outcomes will not be available during the program year, the YWDB will use shorter term or interim outcome measures and process measures in order to ensure progress toward the WIOA outcome measures. The interim outcome measures that will be monitored by the YWDB staff generally are:

Early funding cycle program enrollment of youth

Retention of youth in a program leading to a credential

Youth attain NYS High School Equivalency or enter Post-Secondary Education

Academic and occupation skill attainments and/or Credentials

System for pre-and post-testing for basic skill deficient youth

Interim Reporting Instruments:

Activity Reports: The Youth subcontractor/provider will provide cumulative monthly activity reports showing the number of youth contacted, the number of youth newly enrolled, the number of youth receiving services by type of service and date services were received for each youth, and the number of youth exiting the program. The reports will be submitted to the YWDB's Program Coordinator and may be shared with the YWDB and YWDB Youth Council/Youth Standing Committee.

Outcome Reports: The subcontractor/Youth provider will provide a monthly report with the following outcome measures:

Percent of youth completed training, as evidenced by training provider certificate (number of youth completing training during report period/number of youth enrolled in training during report period).

Percent of youth entering employment, as evidenced by copy of pay stubs and/or signed verification from employer (number of youth entering employment during report period/number of youth enrolled during report period).

Number of youth obtaining a high school diploma or a New York State Equivalency diploma (Test Assessing Secondary Completion (TASC™)).

Financial Reports: Youth provider/subcontractor will submit financial reports consisting of line item detail of actual expenses to support each budget line item provided in the Program Budget with each monthly invoice, and require any subcontractors to file financial report consisting of line item detail of actual expenses to support each budget line item provided in the Program Budget with each invoice.

Coordination of Services: Youth provider/subcontractor will demonstrate coordination of service effort with the YWDB One Stop Career Center by ensuring enrolled youth get referrals as services are needed; and keep copies of said referral document in Youth folders.

Monitoring Approach: The YWDB's Youth Coordinator will review the monthly reports submitted by the Youth provider/subcontractor to identify any potential performance problems early in the life of the contract. A minimum of two on-site monitoring visits will be conducted. The focus of the first monitoring visit will be to verify that the quality of services provided through observation and case record review. The second will be a fiscal review.

Monthly Meetings: Youth provider/sub-contractor will attend Youth Provider monthly meetings and Youth Council/Youth Standing Committee/or YWIB's One Stop Manager and Youth Coordinator meetings to report on their program activity and outcomes.

Final Operational Report: At the end of the contract year, the Youth provider will complete a final operational report to be submitted with the fiscal close out. The report will examine activity and outcome information, including the percentage of youth contacted who actually enrolled, the percentage of youth enrolled that complete training, the percentage of youth enrolled and the percentage of youth completing the program that actually entered employment, as part of the renewal consideration process.

INTERVIEWS & SITE VISITS

The YWDB reserves the right to interview, any or all Youth providers and/or visit any or all sites during program execution. If applicable, the YWDB shall contact Youth provider to arrange an interview (which

YWDB may require to be held at the office of Employment and Training Administration) and/or a site visit of Youth Provider's facilities at any time.

WIOA YOUTH OVERSIGHT

WIOA Youth providers/subcontractors are subject to and shall observe the terms and conditions of the following Monitoring and Oversight Policy, which was developed by the YWDB, in conjunction with the YWDB Youth Council/Youth Standing Committee, for the WIOA Youth Subcontractors:

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Participant eligibility review including disadvantaged income status; eligibility barrier identification; 5% window validation (where applicable);

Assessment and Individual Service Strategy Review;

Counseling Notes review;

Participant eligibility review including disadvantaged income status; eligibility barrier identification; 5% window validation (where applicable);

Assessment and Individual Service Strategy Review;

Counseling Notes review;

PAYMENT TO YOUTH PROVIDERS/SUBCONTRACTORS:

In accordance with the RFP and contract, the payments will be performance based. Youth Vendors will receive payments only when benchmarks and performance measures as set forth in the RFP and when reporting and invoicing requirements are met. Non-compliance with either may result in penalties up to and including nonpayment. Sub-recipients will be required to invoice the YWDB on a quarterly basis. 10% of funds will be set aside as a final payment for follow-up services. 90% of the remaining contract amount will be paid in equal quarterly payments (22.5% per quarter.) Payments will be made based on the number of youth who obtain performance at the specific benchmark in the quarter (performance for each quarter must be met).

Vendors/Youth Providers/Subcontractors will be required to invoice the YWDB for expenses reimbursement which will be provided on an actual cost reimbursement basis and subject to the approval of the ETA. All budgets and invoices shall be based the YWDB Standardized Budget forms which will be provided to Youth Provider.

Payment made to Yonkers Youth providers/sub-contractors in accordance with the terms of the YWDB contract. Invoices shall be prepared by the WIOA Youth Provider/Sub-contractor for the program along with the necessary back-up documentation attached and submitted to the YWDB when due. The YWDB reserves the right to implement penalties, which may involve sanctions, as well as 10% reduction against Youth Provider's Administrative Fees if, a report or invoice is not submitted when due.

