

The Workforce Investment Act (WIA) of 1998

Local Workforce Investment Area

FIVE-YEAR LOCAL PLAN GUIDANCE (Considerations and Example of Answers)

WIA Administrative Entity Name and Address:	The name of the agency or organization that is responsible for administering the WIA program at the local level and the address for location of an administrative entity.
Fiscal Agent Name and Address:	The name of the agency or organization that is responsible for receiving and disbursing the WIA funds. This entity may or may not be the administrative entity. Include the address location, street, city, zip of fiscal agent.
City/Counties in Workforce Investment Area:	The city and counties that have been designated as comprising the local workforce investment area. This table will expand to accommodate listing of the counties comprising the local workforce investment area.
One-Stop Operator Name:	The name(s) of the entity or entities designated or certified as a One-Stop Operator by the chief elected officials and local board.
Level II Comprehensive One-Stop Center Name and Address:	The name of the physical location that meets the requirements of the State's One-Stop Certification and Designation of a Level II One-Stop center. Include address location, street, city, zip, of One-Stop center.
Level I One-Stop Name(s) and Location(s):	The names and addresses that serve as additional One-Stop locations which are designated as Level I. Include streets, city, zip.
Local Area Contact Person Name, Telephone # Fax # and E- mail address for Local Plan Content:	The name of a person who can be called if there are questions regarding the local plan content. Include a telephone number, fax number and e-mail address.

Local Plan Submission Date:

Enter date the plan is submitted to the State of Ohio.

Five-Year Local Plan Content

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I. Signature Page

This plan represents the Name of Local Board **and/or** Local Board Area Number
local workforce investment board's efforts to maximize resources available under Title I of the
Workforce Investment Act of 1998 and to coordinate these resources with other State and local
programs in the geographical workforce investment area consisting of the following
city/counties:

Enter Counties and/or City

This comprehensive plan is submitted for the period of July 1, 2004 through June 30, 2005, in
accordance with the provisions of the Workforce Investment Act. We further certify that we will
operate the Workforce Investment Program in accordance with this local plan and applicable
federal and state laws and regulations.

Local Board Chairperson:

_____	_____	_____
Original Signature	Name (printed or typed)	Date

Local Youth Council Chairperson:

_____	_____	_____
Original Signature	Name (printed or typed)	Date

Chief Elected Official:

_____	_____	_____	_____
Original Signature	Name (printed or typed)	City/County	Date

_____	_____	_____	_____
Original Signature	Name (printed or typed)	City/County	Date

_____	_____	_____	_____
Original Signature	Name (printed or typed)	City/County	Date

_____	_____	_____	_____
Original Signature	Name (printed or typed)	City/County	Date

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II. Assurance and Certifications

1. The local Workforce Investment Board must or will assure it will establish fiscal control and fund account procedures to ensure the proper disbursement of and accounting for all funds received through the Workforce Investment Act.
2. Local Workforce Investment Board must or will assure that it shall keep records that are sufficient to permit the preparation of reports required by the Act and shall maintain such records, including standardized records for all individual participants and submit such reports as the State may require.
3. Local Workforce Investment Board must or will assure that it will collect and maintain data necessary to show compliance with the nondiscrimination provisions of the Act.
4. Local Workforce Investment Board must or will assure that funds will be spent in accordance with the Workforce Investment Act, regulations, written Department of Labor guidance, written Ohio Department of Job and Family Services guidance and all other applicable Federal and State laws.
5. Local Workforce Investment Board must or will assure that veterans will be afforded employment and training activities authorized in the Workforce Investment Act, to the extent practicable.
6. Local Workforce Investment Board must or will assure it will comply with any grant procedures prescribed by the Secretary which are necessary to enter into contracts for the use of funds under WIA, including, but not limited to the following:

General Administrative Requirements

29 CFR part 97—Uniform Administrative Requirements for State and Local Governments (as amended by the Act) and OMB Circular A-110 as applicable; 29 CFR part 96 (as amended by OMB Circular A-133-Single Audit Act; OMB Circular A-87—Cost Principles (as amended by the Act), OMB Circular A-122 and A-22 as applicable.

Assurances and Certifications

SF 424 B - Assurances for Non-Construction Programs; 29 CFR part 31, 32 - Nondiscrimination and Equal Opportunity Assurance (and Regulation); CFR part 93 - Certification Regarding Lobbying (and Regulation); 29-CFR part 98 - Drug Free Workplace and Debarment and Suspension, Certifications (and regulation).

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1. Identify the workforce investment needs of the groups identified below. Explain how the information was obtained.

(1) Considerations: To respond to questions 1 through 3, local labor market information and information obtained from research on workforce investment needs in the area should be used. The local area should perform labor market analyses. When conducting a labor market analysis, gather information about experiences employers have had with workers and skills the employer wants workers to have; the types of training workers need to perform in occupations; specific labor exchange services employers may need; the worker's productivity and quality of products and services.

Consider the demographics of the labor force and the barrier challenges job seekers and workers face. All of these groups may be viewed as job seekers with the need to be self-sufficient.

How: Conduct surveys, hold focus groups, or meetings with service providers and employers. Discuss results and information derived from a labor market analysis. The focus is on what business has identified as its needs.

For the specific target groups, hold community meetings, meet with education experts to discuss the preparation of individuals that are entering the workforce. Conduct surveys tailored to each specific group. Use information about recent layoffs in the area, and surveys of dislocated workers should be conducted and reviewed.

Groups that may be consulted about workforce investment needs are: local chambers of commerce, the juvenile justice system, employers, unions, housing and urban development agencies, women's groups, faith-based organizations and agencies that serve the homeless.

(1) Example of Answer:

1a. Business;

Large and small business and industries have identified the following, through surveys, as primary needs:

- Individuals are able to compete effectively in appropriate markets, both local and global;
- Sufficient number of qualified workers in the labor workforce;
- Workers must be prepared for an entry-level workforce with basic reading and math skills;
- Workers must have basic soft skills that include reporting to work on time; understanding the importance of regular attendance; and ability to respond appropriately to supervision;
- Workers are able to retain employment;
- Workers must be prepared with advanced skills for technological occupations;
- Training and educational facilities are geographically accessible to update the skills of existing workforce. Training must be relevant to the needs of business and industry;
- Must have adequate and sufficient supportive services available in the community which include child care, elder care, and transportation. Specifically need child care facilities and transportation that will support workers on second and third shifts;
- Improve and increase current housing in the community to encourage employees to live within the community.

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1b. Job seekers:

- Business to locate within the community;
- Careers and/or occupations that promotes self-sufficiency;
- Basic reading and math skills;
- Access to training and advance occupational training;
- Training and educational facilities are geographically accessible to update existing skills of job seekers;
- Must have adequate and sufficient supportive services available in the community which include child care, elder care, and transportation. Specifically needed are child care facilities and transportation that will support workers on second and third shifts;
- Labor exchange services that are easily accessible and define the types of skills needed;
- Assistance with job search, resume writing, and interviewing tips and skills;
- Assistance with appropriate clothing for interview.

1c. Workers in the local area:

- Business to locate within the community;
- Available job opportunities;
- Labor market information that indicates trends that may impact existing jobs;
- Information on which industries are declining and those industries that are eliminating occupations and creating other occupations that may require skill upgrading;
- Career and/or occupation that promote self-sufficiency;
- Basic reading and math skills;
- Advance occupational training;
- Training and educational facilities are geographically accessible to update existing skills of workers;
- Must have adequate and sufficient supportive services available in the community which include child care, elder care, and transportation. Specifically needed are child care facilities and transportation that will support workers on second and third shifts;
- Labor exchange services that are easily accessible and define the types of skills needed.

1d. Youth:

- Business to locate within the community and be open to hiring youth;
- Directions on job searching, completing applications and interviewing
- Labor market information that indicates trends that may impact existing jobs and future employment;
- Available job opportunities;
- Training and educational facilities are geographically accessible;
- Basic reading and math skills;
- Basic soft skills that include reporting to work on time, understanding the importance of regular attendance, and ability to respond appropriately to supervision;
- Must have adequate and sufficient supportive services available in the community which include child care, and transportation;
- Connection to the One-Stop Centers and accessibility to the One-Stop services.

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1e. Dislocated Workers:

- Enter the labor force as rapidly as possible;
- Develop plans for economic recovery and self-sufficiency;
- Obtain and regain employment wage at or near the dislocation wage;
- Available job opportunities;
- Labor market information that indicates trends that may impact existing jobs;
- Information on which industries are declining and those industries that are eliminating occupations and creating other occupations that may require skill upgrading;
- Careers and/or occupations that promote self-sufficiency;
- Basic reading and math skills;
- Advance occupational training;
- Training and educational facilities are geographically accessible to update skills;
- Advance occupational training.

1f. Adults:

- Enter the labor force as rapidly as possible;
- Develop plans for economic recovery and self-sufficiency;
- Available job opportunities;
- Labor market information that indicates trends that may impact existing jobs;
- Information on which industries are declining and those industries that are eliminating occupations and creating other occupations that may require skill upgrading;
- Careers and/or occupations that promote self-sufficiency;
- Basic reading and math skills;
- Advance occupational training;
- Training and educational facilities are geographically accessible to update existing skills;
- Advance occupational training.

1g. Displaced Homemakers:

- Business to locate within the community and be open to hiring individuals that have not been in the labor force;
- Directions on developing plans for economic self-sufficiency;
- Basic reading and math skills;
- Basic soft skills that include reporting to work on time, understanding the importance of regular attendance, and ability to respond appropriately to supervision;
- Directions on job searching, completing applications and interviewing;
- Labor market information that indicates trends that may impact existing jobs and future employment;
- Available job opportunities;
- Training and educational facilities are geographically accessible;
- Specific displaced homemaker programs.

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1h. Incumbent Workers:

- Upgrading of existing skills;
- Training for advanced technological occupations;
- Obtain credentials that are recognized by business and industry;
- Need to have portable skills;
- Available job opportunities;
- Labor market information that indicates trends that may impact existing jobs;
- Information on which industries are declining and those industries that are eliminating occupations and creating other occupations that may require skill upgrading;
- Careers and/or occupations that promote self-sufficiency;

1i. Other groups of workers identified by local workforce investment board: WIA Section 118(b)(10), WIA Section 118(b)(1)(A)

The local board has not identified any other groups. **Or,**

The local board has identified _____ as another group.

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2. Describe the current employment opportunities in the local area.

(2) Considerations: To respond to this question, the local area needs to focus on the local economy, current jobs that are in demand, the needs of the business and the population in the area.

(2) How: The goal of the Workforce Investment Act is to increase employment, retention and earnings of participants. In order to help program participants achieve this goal, participants, case managers, and service providers need to know:

- Ohio's labor market information;
- Local labor market information;
- Where to find employment that is within reasonable distance from where the participants live.

Access local labor market information by going online to the LMI Ohio website at www.lmi.state.oh.us which provides a broad range of labor market information products and tools in a variety of formats.

The Ohio Department of Development website at <http://www.odod.state.oh.us/research/Files/s0.html> provides County Profiles. County Profiles information can be used to look at employment opportunities in specific counties.

To address this question, it is **not** expected that the information from the LMI website will be downloaded and attached in the local plan. What is expected is that the LMI information is used to identify current and future occupations in demand and to drive the decisions that will help develop a plan.

The new SCOTI LE website at www.scoti.ohio.gov provides job orders and job matching capabilities. Contact local planning boards and community development agencies that are involved in local economic development.

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(2) Example of Answer:

The following information has been taken from the current Ohio LMI for the county. The data show the current employment opportunities in this local area.

The employment in the **Employment Projections Report** includes the current period of employment opportunities in the area. As can be seen from this report, the broad categories of Managerial, Marketing, Professional and Service Occupations are the strongest in demand opportunities in the area, in actual yearly openings and by percent of increase. The two strongest occupation groups (Professional and Service) represent different employment paths for new entrants into the labor force. The Professional Occupations group is associated with jobs that pay well, have good benefits, have relatively high education and experience requirements and place a higher emphasis in thinking skills. The demand in Service Occupations group tends to cluster around entry level work.

The **Fastest Growing Occupations** chart presents additional specificity within the broad occupational areas. The chart shows tremendous regional demand in the computer fields and the occupations connected to health. Additionally, specific occupations within the other broad occupational fields do not show decline but relatively healthy demand.

The **Most Job Openings** chart describes this year's job openings and shows large increases in service occupations related to the food/entertainment industry and in the retail sales. Presently, the economy is generating jobs for workers at all levels of education and training, although average demand is greater in occupations requiring a bachelor's degree or more education than those requiring less training.

The statistical data in these charts is indicative of a robust area economy with a multitude of job openings and strong demand in the county. No serious declines are detected.

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2.a. Describe the projected employment opportunities in the local area. WIA Section 118(b)(1)(B)

(2a.) Considerations: To respond to this question, local areas need to focus on the local economic trends and demands of the business, the population and how the economy is moving globally.

(2a.) How: The projected employment opportunities in a local area are usually based on the demands and needs of the local economy. Projections are found in:

- Ohio's labor market information
- Local labor market information

Access local labor market information by going online to the LMI Ohio website at www.lmi.state.oh.us which provides a broad range of labor market information products and tools in a variety of formats.

The Ohio Department of Development website at <http://www.odod.state.oh.us/research/Files/s0.html> provides County Profiles. County Profiles information can be used to look at employment opportunities in specific counties.

To address this question, it is **not** expected that the information from the LMI website will be downloaded and attached in the local plan. What is expected is that the LMI information is used to identify current and future occupations in demand and to drive the decisions that will help develop a plan.

The new SCOTI LE website at www.scoti.ohio.gov provides job orders and job matching capabilities. Contact local planning boards and community development agencies that are involved in local economic development.

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(2a.) Example of Answer:

The following information has been taken from the projected Ohio LMI for the county. The data show the projected employment opportunities in this local area.

The employment projections in the **Employment Projections Report** shows the projected employment opportunities through the year 2010. As can be seen from this report, the broad categories of Managerial, Marketing, Professional and Service Occupations are the strongest in growth opportunities in the area, in future yearly openings and by percent of increase. The two occupation groups (Professional and Service) that will experience the most growth between now and 2010 represent different employment paths for new entrants into the labor force. The Professional Occupations group is associated with jobs that pay well, have good benefits, have relatively high education and experience requirements and place a higher emphasis in thinking skills. The growing Service Occupations group tends to cluster around entry level work.

The **Fastest Growing Occupations** chart presents additional specificity within the broad occupational areas. The chart projects tremendous regional growth in the computer fields and the occupations connected to health. Additionally, specific occupations within the other broad occupational fields do not project decline but relatively healthy increases also.

The **Most Job Openings** chart projects annual job opening expectations and shows large increases in service occupations related to food/entertainment industry and in retail sales. The economy is expected to continue generating jobs for workers at all levels of education and training, although average growth will be greater for occupations requiring a bachelor's degree or more education than those requiring less training.

The statistical data in these projections are indicative of a robust area economy with a multitude of expected job openings and growth in the county.

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3. Describe the job skills necessary to obtain such employment opportunities. WIA Section 118(B)(1)(C)

(3) Considerations: Factor in the information gathered for question 1 to address the job skills necessary to obtain employment in the occupations that are and will be in demand. When performing a labor market analysis, collect information about experiences that businesses have had with job seekers and their skills. Consider and offer specific labor exchange services that employers may have identified as a specific need and may find beneficial.

(3) How: Visit the Ohio Labor Market Information (LMI) web site at the www.lmi.state.oh.us as a resource for an analysis, conduct surveys, and hold meetings with the service providers and the employers.

To address this question, it is **not** expected that the information from the LMI website will be downloaded and attached in the local plan. What is expected is that the LMI information is used to identify current and future occupations in demand and to drive the decisions that will help develop a plan to ensure that job seekers and workers get the skills needed. Concentrate on what businesses identify as required skills for local job opportunities and focus on what job seekers and workers need.

(3) Example of Answer:

The businesses in this local area identified the following job skills needed to obtain local employment opportunities:

Basic soft skills that are in demand by local employers:

- time management,
- respect for supervision,
- workplace ethics,
- work maturity skills,
- work well with others, and
- good grooming and hygiene with appropriate attire.

In some cases, employers who discovered job seekers with the above soft skills were willing to provide the training necessary to perform the specific job duties.

Specific requirements demanded by employers:

- minimum reading, comprehension, and/or math skills as indicated by the employer,
- a high school diploma or GED,
- a specialized certificate or license,
- an associate or bachelor degree or higher level occupations,
- cognitive/problem solving ability, and
- computer proficiency in standard word processing programs.

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<p>4. Provide a description of the One-Stop delivery system to be established or designated in the local area for the following: WIA Section 118(b)(2)</p>
<p>4a. Provide a description of how the local area's One-Stop service delivery system will meet the minimum requirements for at least one physical One-Stop location at which core services are available to a universal population and at which all the programs and services of the required One-Stop partners are accessible. WIA Section 134(c)(2), Section 134(d)</p>
<p>(4a.) Considerations: The local area's signed Memorandum of Understanding (MOU) may contain appropriate information that can be imported into this local plan to answer this question. (See MOU, Section IV. B.) The answer to this question should show the local area's plan for how the minimum requirements will be met to create a One-Stop system to include a comprehensive Level II One-Stop center.</p> <p>A local vision which outlines the overarching goals and objectives of the One-Stop delivery system should be established and articulated by the local board. Local coordination between the required partners is essential to answer this question. Required partners should identify the menu of programs and services that will be accessible in the One-Stop center. Consideration should be given to which programs and services are accessible in the comprehensive Level II One-Stop center and those services that may be accessible at Level I locations.</p>
<p>(4a.) How: A mapping of service strategy may be used. The mapping strategy involves partners holding meetings to discuss and identify agencies, organizations and the programs and services that are offered in the community. An in-depth mapping may identify location(s) of programs and services, cost of services and factors such as who will make the services accessible in the comprehensive Level II One-Stop center. Use the <i>One-Stop System Certification</i> package as guidance on meeting the minimum requirements of a Level II One-Stop center and Level I location(s).</p> <p>A reference document for information and examples on cost sharing is the One-Stop Comprehensive Financial Management Technical Assistance Guide (July 2002) available through the DOL website.</p> <p>Address questions such as:</p> <ul style="list-style-type: none">• What is the status of the existing local One-Stop delivery system?• What are existing investments that should be built upon?• Are there existing service delivery strategies, equipment and automated tools, information sharing agreements, or other features of existing system that would be valuable?• Which, if any, additional programs and service delivery partners does the local area want to include in the One-Stop system?• What approach to One-Stop service delivery will best meet local needs?• Which partners can be co-located within the One-Stop center?• Is there a need to develop new flows and cross-program processes that facilitate One-Stop service delivery?• How will the customers of the system know how to access it?
<p>(4a) Example of Answer:</p> <p>There is one Level II One-Stop center in Opal County. There are currently two functioning physical Level I One-Stop centers located in Opal and Pearl Counties. The electronic connectivity network provides access to a multitude of partners. The services of the partners connected electronically are made available to customers during operating hours. The attached chart details a summary of the services, equipment, automated tools, building capacity, staff, and list of partners and resources contributing to the operation of the centers.</p>

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4b. Provide a description of the role of the One-Stop Operator(s) and the process for selection of the One-Stop Operator(s). WIA Section 121(d)

(4b.) Considerations: The local area's signed Memorandum of Understanding may contain appropriate information that can be imported into this local plan to answer this question. (See MOU, Section III. A. 4.)

The answer to this question should show the local area's plan on the role and responsibilities of the One-Stop Operator and the process to select the One-Stop Operator.

The local board, with the agreement of the chief elected officials have the responsibility to designate or certify the One-Stop Operator.

In cases where the One-Stop Operator is not the WIA administrative entity, be clear about what the One-Stop Operator is responsible for, its authority and the daily operational activities that the One-Stop Operator must ensure are performed. The areas of responsibility and the role of the One-Stop Operator and WIA administrative entity should be clearly defined.

Questions to answer may include:

- Will the One-Stop Operator provide the intensive services or will eligible providers?
- How will the One-Stop Operator collect and disseminate performance information on OJT and customized training providers? Section 122(h)(2)
- How will the daily operations be managed in the One-Stop center?

(4b.) How: There are two methods that can be used to select the One-Stop operator:

1. Use a competitive process;
2. Through an agreement between the local board and a consortium of three or more of the One-Stop partners. The consortium of three One-Stop partners may consist of " three different partners representing three different required programs. In multi-county areas, for example, the three partners could be Education, Title V and TANF, but not the ABLE representatives from three different counties. A single partner representing multiple programs, such as ODJFS, could not solely make up the consortium of three." Three CDJFs in a local area could not solely make up the consortium of three.

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(4b.) Example of Answer:

The Workforce Investment Board and the consortium of three One-Stop partners, with the approval of the Chief Elected Official(s) in the Workforce Investment Area of Opal and Pearl Counties have selected a One Stop Operator. The consortium of three partners selecting the One-Stop Operator included OPAL/TANF, Housing and Urban Development and the Opal state DJFS.

The consortium's responsibilities include being a coordinating and oversight body that will ensure One-Stop Operators are complying with all State and Federal mandated regulations, assisting in the development of program procedures and maintaining an electronic connection for the purpose of providing access to services through the One-Stop system. The One-Stop Operators selected are the Opal Joint Vocational School and the Pearl County DJFS. The Opal Joint Vocational School will have the role of the facilities manager who will ensure that the electronic linkages capacity is met. The One-Stop Operators will be responsible for coordination and implementation of all actions in the One-Stop centers.

Required One-Stop partners will help provide direction to the One-Stop Operators and the facilities manager. Guidance and recommendation on plan of services, co-location issues, funding of the One-Stop and customer satisfaction feedback are examples of areas where the partners will collaborate and work together with the One-Stop Operators to ensure the direction of the system meets the needs of the customers.

To promote and facilitate a seamless One-Stop system, required partners will collaborate on the development of system-wide policies and procedures describing how the facilities are best used and the means for sharing best practices. Uniform services, tailored to businesses will be provided. Regional marketing of the One-Stop system will be a primary objective.

4c. Provide a description of how the local board will ensure continuous improvement of eligible providers of services and ensure that providers meet the employment needs of local employers and participants. WIA Section 118(b)(2)(A)

(4c.) Considerations: The local area's signed Memorandum of Understanding may contain appropriate information that can be imported into this local plan to answer this question. (See MOU, Section V. C.)

The answer to this question should show the local area's plan for how service providers will be tracked on the improvement in their delivery of services. The local level will need to develop a local performance accountability system to measure the delivery of services contracted to providers and to promote high performance.

Consider answering:

- How will performance expectations of service providers be incorporated into the contract for services?
- What process will be used to monitor and evaluate service providers' performance?
- What incentives or sanctions will be in place to promote strong performance?
- What performance data will service providers be expected to provide on a regular basis?
- How will the performance data be made available to customers?

(4c.) How: One of the tools available to help design a system is *Programs by Design* from Simply Better.

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(4c) Example of Answer:

This local area will establish benchmarks for its One-Stop delivery system that will seek to measure results and the satisfaction of One-Stop customers. This is an in-progress task. WIA customer satisfaction results of the survey conducted by the State's contractor will be used to measure the satisfaction of One-Stop customers. In addition, the One-Stop center will periodically use a mini-card survey for customers to complete about their experiences with the One-Stop center.

4d. Include a copy of the Memorandum of Understanding (MOU) between the local board and the One-Stop partners concerning the operation of the One-Stop delivery system in the local area. WIA Section 118(b)(2)(B)

(4d.) Considerations: The local area's signed Memorandum of Understanding may contain information that can be imported to this local plan to answer this question. (See entire MOU)

(4d.) How: Provide a statement indicating if a finalized Memorandum of Understanding for required partners in the local area has been submitted under separate cover to the ODJFS, Office of Workforce Development and that a copy is **not** attached with this plan).

(4d.) Example of Answer:

- A copy of the Memorandum of Understanding(s) with required partners has been submitted under separate cover to ODJFS, Office of Workforce Development.

4e. Describe how the local area One-Stop delivery system will cover multiple jurisdictions. Attach a copy of the Intergovernmental agreement to this local plan. WIA Section 118(b)(10)

(4e.) Considerations: Consortium of government agreements or intergovernmental agreements outline how multi- counties will interaction to ensure that the local workforce investment area delivery system is designed to effectively and seamlessly serve the local area.

(4e.) How: Attach the intergovernmental agreement.

(4e.) Example of Answer:

- See Intergovernmental Agreement as Attachment 3. **Or,**
- This is a single county workforce investment area. No intergovernmental agreement is needed.

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5. Provide a description of the local levels of performance to be negotiated with the Governor and chief elected officials to be used to measure the performance of the local area. These measures will also be used by the local board for measuring the performance of the local fiscal agent (where appropriate), eligible providers, and the One-Stop delivery system in the local area. WIA Section 118(b)(3)

(5) Considerations: Local levels of performance should be realistic and take into account the economic conditions of the labor market area. The labor market information derived for questions 1 through 3 should be considered when setting the local levels of performance. Local levels of performance must be reasonably high, but realistic so that the State's levels of performance can be met. Local performance levels should reflect local circumstances.

Consider factors that are likely to have an effect on performance which include labor market conditions, the background and characteristics of the customers served, the types of services provided and the quality of services. Consider whether outcomes were better for customers who received training rather than intensive services only, when determining the types of services that will be provided.

The local area's signed Memorandum of Understanding may contain appropriate information that can be imported into this local plan to answer this question. (See MOU, Section V. B. and Attachment C.)

- The State is renegotiating with the Department of Labor (DOL), in January 2004, to lower the levels of performance for Program Years 2003 and 2004.
- Local areas may want to answer this question after the new levels have been established by the State and DOL.
- Local areas may use the State's levels of performance **or**, the local area may establish its local level of performance and renegotiate with the State. State guidance on the renegotiation process will be issued after DOL has approved the State's levels of performance.
- Local areas establishing their own levels of performance must be able to justify why the levels were set.
- The State's levels of performance will be published on the Ohioworkforce.org website as soon as they are available.
- The WIA SCOTI staff assisted application contains WIA SCOTI reports on performance. Both the WIA SCOTI reports and the PY' 2002 WIA Annual Performance Report can be used to obtain county information and are tools to use to set levels of performance and prepare for negotiations. The local areas may review each county joining the new local area and compute an average to help establish levels of performance.

(5) How: To prepare for discussion on setting levels of performance, conduct analyses of baseline performance and factors that may influence performance. Examine regional factors such as unemployment rates, average annual wages, or indicators of economic growth or decline, and customers' characteristics such as educational attainment or economic disadvantage. When using baseline data, it may be useful to think about variation, both across regions and between services, and whether it appears to be "systematic" or "random." Systematic variation is that part of the difference between regions that can be accounted for. For example it may be expected that a region with higher unemployment rates would have lower entered employment rates. Random variation is that part of the difference between regions that cannot be explained. Even though random variations exist, it would not be the basis for difference in performance expectations.

Program Measures	Negotiated Local Level of Performance	Program Measures	Negotiated Local Level of Performance
Older Youth (19-21 yrs.)		Adult/Dislocated Worker	
Entered Employment Rate		Entered Employment Rate	

Five-Year Local Plan Content

Employment Retention Rate		Employment Retention Rate	
Earnings Change		Earnings Change	
Credential Attainment Rate		Earnings Replacement for Dislocated Worker	
Younger Youth (14-18 yrs.)		Employment and Credential Rate	
Skill Attainment Rate		Customer Satisfaction	
Diploma/Equivalent Attainment Rate		Participant	
Retention Rate		Employer	

(5) Example of Answer:

- If the local area is going to use the new renegotiated State levels of performance, enter the levels that are posted by the State into the chart.
- After the local area's levels of performance have been agreed upon between the State and local area, enter the levels into the chart, if the local area is going to establish its levels of performance and negotiate the local levels with the State based on the new levels approved by DOL. Make a statement as to whether the local area is using its own levels or the State's levels.

Five-Year Local Plan Content

6. Provide a description and assessment of the type and availability of adult and dislocated worker employment and training activities in the local area. WIA Section 118(b)(4)

(6) Considerations: The answer to this question should show the plan or strategy that will be used to deliver available employment and training services. The local area's signed Memorandum of Understanding may contain appropriate information that can be imported into this local plan to answer this question. (See Worksheet "A.")

Service providers that should be identified and assessed for the availability of core, intensive and training services include:

- required One-Stop partners;
- Community-based organizations;
- educational institutions;
- apprenticeship programs;
- non-traditional employment and training programs;
- displaced homemaker programs;
- programs that serve populations with unique needs, such as recipients of public assistance (TANF), individuals with multiple barriers to employment, older workers, individuals with disabilities and veterans.

An assessment of the current activities may include a determination of the availability of the resources needed by adults and dislocated workers, including:

- which activities are available;
- which activities are available only on a limited basis;
- which activities are not available at all.

Other considerations:

- Have the providers of local services been effective in meeting local needs?
- How was demonstrated effectiveness determined (e.g., based on training-related placement and job retention rates)?
- Are local service providers experiencing or anticipating future budget cuts?

By mapping the currently available resources, gaps can be identified and a service strategy for adults and dislocated workers can be developed to address the gap in resources.

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(6) How: To frame the response to this question, the local area should:

- identify the local organizations that provide services to adults and dislocated workers;
- describe the activities/services that the organization currently provide;
- assess the currently available activities; and
- determine a service strategy based on the previously identified needs of adults and dislocated workers and based on availability of current resources to meet the needs.

Sources of information on the resources in the local area include local chambers of commerce, information and referral agencies, online research, information gathering through a survey or by meeting with key staff from local organizations.

An assessment of the activities may include but is not limited to examining effectiveness, program outcomes, annual reports, duration of the activity and cost factors.

The service strategy should specify the mix of core, intensive and training services that will be provided for adults and dislocated workers, and who will be the provider of the service, if known.

Address questions such as, is the available labor force sufficient to meet business needs or is there a need for drawing job seekers and workers from other areas.

Consider attaching policies that are established to deliver employment and training services, including those governing the provision of intensive and training services, such as self-sufficiency standard, service when funding is limited, ITA, etc.

Five-Year Local Plan Content

(6) Example of Answer:

Through the assessment of the availability of employment and training activities in this local workforce investment area, a wide array of employment and training resources that are available to adults and dislocated workers have been identified. This local area of the state is home to major universities, community colleges, vocational education districts, and there are a variety of private training vendors, schools and community-based organizations. There are a diversified business economy, several fortune 500 companies and many firms that are engaged in international trade. The quantity and quality of accessible employment and training options make the area largely self-sufficient in providing for the needs of its workforce, which eliminates job seekers needing to go elsewhere to obtain virtually any form of skill enhancement.

Based upon the assessment of the needs of the local workforce and businesses and the type and availability of employment and training activities, this local area's service strategy is to provide the following activities which have proven to be effective in this workforce area.

Core: The core services that are available at the One-Stop center to the universal adult and dislocated worker population include: (listed all core services)

Core services will be funded primarily through a mix of Wagner-Peyser, TANF and WIA funds. Accessibility to one-stop partner services will be provided through the co-location of staff, cross informing and cross training of the One-Stop center staff and technological linkages. Partners will be responsible for ensuring that the core services applicable to their programs are accessible to One-Stop customers, and they will contribute proportionately to the provision of core services as described in the MOU.

Intensive: Customers who are unable to obtain employment leading to self-sufficiency after the receipt of core services may be directed to intensive services. Self-sufficiency is defined as the ability to secure employment at a wage in excess of 200% of the poverty level, or for a dislocated worker, at 90% of one's previous salary. This determination will be made after the receipt of at least one core service that indicates that attainment of self-sufficient employment of the customer is unlikely. Intensive services made available to these customers may include: (provided a listing)

Like core services, One-Stop partners will collectively be responsible for the provision of intensive services at the designated One-Stop centers, or other locations deemed desirable by the One-Stop system. This may be done through the contribution of staff, or by procurement of services. To the extent that services are procured with WIA funds, appropriate procurement standards will be followed.

Training Services: Up to 50% of WIA funds, depending upon availability, may be targeted toward training services throughout the local area. Most of these funds will be distributed through the ITA system, with on-the-job training (OJT) being the next highest priority. The need for training resources will be evaluated against the customer's need to reach a level of self-sufficiency. Needs-related payments will not be offered. Based on an individual assessment, customers may receive small levels of support services deemed necessary to defray the extraordinary costs of attending training, such as transportation costs, to the extent that such support is not otherwise available from other sources.

We are continually working in cooperation with our regional neighbors to identify linkages and effective multi-region strategies. We believe that our workforce area has the quantity and quality of employment and training services that are necessary to address the needs of our workforce.

Five-Year Local Plan Content

7. Include a description of the local Individual Training Account (ITA) system and the procedures for ensuring that exceptions to the use of ITAs, if any, are justified. WIA Section 134(d)(4)(G)(ii), and 20 CFR 663.430

(7) Considerations: The answer to this question should show the local area's plan to issue ITAs.

When developing the Individual Training Account (ITA) system, remember that ITAs are only for adults and dislocated workers, and the premise for ITAs is to ensure customer choice in the selection of training programs and training institutions.

ITAs represent an effort to place financial means in the hands of customers who can use the funds to advance their careers through training and education. Consider the dollar amount that will be available in an ITA account for an individual, the duration of the ITA and payment to vendors on a timely basis. Caps may be established for ITAs.

Determine the type of voucher system that will be used, such as a checkbook method that customers could access after being approved for training, a voucher certificate that customers take to the training institution, or electronic account that transfer funds to the training institution on behalf of the customer.

Training services must be directly linked to employment opportunities in the local area or in another area in which the customer is willing to reside. Staff should be informed of the role they will have in the ITA process.

(7) How: Develop a procedure and policy. Meet with the educational community for input on the local procedure, policy and methods of payment. Explain the eligible training provider procedure. Explain that the ITA is the funding and payment mechanism and that the intent of the ITA is to empower individuals with financial means and tools to make decisions about their careers. Discuss with the education community that programs of training services will be funded for occupations that have been determined to be in demand.

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(7) Example of Answer:

This ITA system contains the following components:

- Local board will enter into an agreement with the training institution regarding the acceptance of the payment method from customers and the payment schedule, along with other terms that the training institution needs to be aware of and will meet;
- The type of voucher system that will be used is a voucher certificate that the customer will take to the training institution indicating that this customer has been approved to take a specific program of training and a certain amount has been allocated to pay for the program of training services;
- The training institution will be paid in accordance with the vendor's payment policy, provided there is a refund policy;
- Training services will be funded for only occupations that have been determined to be in demand;
- ITAs will be issued after review by a committee established by the WIA administrative entity;
- One-Stop Operator is responsible for issuing the voucher;
- The maximum amount for an ITA is \$7,000 for area residents for completion of a program of training services which is a series of courses or classes that will lead to a degree or certificate recognized by business and industry;
- Out of area residents will be offered ITAs capped at the amount which would have been available to them in the local area of resident and not to exceed \$7,000. Caps can be set-aside on a case-by-case basis.
- ITAs will be coordinated with PELL and other applicable grants;
- Customers may only receive an ITA for the maximum amount only once. After the maximum has been expended, the customer cannot receive another ITA;
- Customers may select a program of training services and training institution with the case manager after an appropriate assessment has been made regarding the aptitude of customers;
- Customers will be required to conduct an analysis of three training institutions using the information provided through the eligible training provider list and consumer report and other school information sites. Customers will need to meet the local area's priorities, and employed customers will be subject to self-sufficiency testing to access training.

Five-Year Local Plan Content

8. Include a description of the process to procure contracts for training services, if exceptions to the ITA process are made. WIA Section 134(d)(4)(G)

Considerations: Consider contracts with employers for OJT and customized training providers, which are not done through a competitive bid process. Contracts with other training providers will need to be competitively bid, unless a case for a sole source provider can be justified.

How: Establish a Request for Proposal (RFP), Request for Bids (RFP) or Request for Quotes (RFQ) procurement procedure and document.

(8) Example of Answer:

There will be no contracts with entities not on the approved eligible training provider lists. Any contracts under the exception provisions of WIA will follow local procurement procedures along with any State and federal OMB requirements applicable to management of grant funds.

The local board is charged with approving decisions and RFP specifications. Committees of the local board will evaluate proposals and make recommendations for selection to the county elected officials who are the grant recipients for the funds. Contracts will be executed with the providers that are awarded funding.

OJT and customized training will not be subject to procurement as these exceptions to the ITA system are developed on a one to one basis for employers with whom there is a specific customer who meets a match in interests and aptitudes for the job vacancy available.

Adult Basic Literacy and Education provides basic skills and English as a second language on a referral basis usually at no costs. If there is a cost, Adult Basic Literacy and Education and English as a second language will be provided as intensive services either through commercially off the shelf, sole source procurement with public education providers or through competitive contracts.

Five-Year Local Plan Content

9. Provide a description of how the local board will coordinate workforce investment activities carried out in the local area with statewide rapid response activities. WIA Section 118(b)(5)

(9) Considerations: The local area's signed Memorandum of Understanding may contain appropriate information that can be imported into this local plan to answer this question. (Review Worksheet "A.")

Who will attend initial meetings and worker orientations to discuss the services that are available through the One-Stop? The services at a minimum should include job matching, labor market information and WIA dislocated worker services. The individual who represents the One-Stop should have knowledge of other community resources which can provide assistance to workers (e.g., support services available through TANF and other funding sources, community crisis management team).

It is important to determine how the board will quickly address a very large layoff which far exceeds the capacity of the current WIA dislocated worker staff. What procedures will be followed to secure additional resources (staff and funds) to meet the immediate needs of the workers being dislocated?

How will the board use relationships with the employers' community and local labor unions to expand their awareness of the services available for workers and companies experiencing layoffs and to secure early information about pending layoffs?

How will the board use relationships with the economic development staff to market workers being laid off, identify and secure available facilities and to identify future training needs of new and existing employers?

Under what conditions will the board want services provided on-site (at the company) to workers prior to layoff?

Depending upon the number of small layoffs that occur within an area, the One-Stop representative may or may not be able to personally attend each dislocation. If an on-site presentation is not possible, how will information about the One-Stop's services be provided to the workers and what information at a minimum will be provided to the workers?

(9) How: The response should explain the strategy the local board will use to ensure that coordination with the state Rapid Response Section will occur for large dislocations, and how the board will ensure that rapid response services and other workforce investment activities are provided to workers being dislocated from companies when the state's Rapid Response Section is not involved.

Five-Year Local Plan Content

(9) Example of Answer:

Upon learning that a WARN notice has been received by the state indicating that there has been a lay-off or an impending plant closing of 50 or more people, designated staff in the local area will immediately begin communication with the affected company to coordinate meetings with labor and management representatives. The focus of these meetings will be to determine the quickest method to contact all affected employees to inform them of the services available through the statewide rapid response process and the local County Department of Job and Family Services.

Affected workers will be assessed to determine both their employment strengths and deficiencies in order to develop an efficient employability plan to obtain employment at or near their current wage. Those identified as in need of retraining will be evaluated and counseled regarding training options, requirements and expectations on a case-by-case basis. When requested, our staff will meet with the state Rapid Response Section and make space available for planning and implementation of the action plan. We will also make available to the Rapid Response Section all information that we have on the affected plant or business, the union involved (if appropriate) and other area contacts and local entities that may be able to provide assistance.

If a site is not available at the dislocating business, the local area will make office space available for assessment, referral, counseling, etc. until an adequate facility can be located in the community best suited to deliver the services. To the extent practical and appropriate, staff will also make office staff available to assist in the delivery of the planned services.

Five-Year Local Plan Content

10. Provide a description of the process used by the local board to provide an opportunity for public comment and input into the development of the local plan. The process must include the opportunity for comment by representatives of business and labor organizations prior to submission of the plan. WIA Section 118(b)(7)

(10) Considerations: Local Workforce Policy Boards must provide an opportunity for public comment by providing copies of the local plan through public hearings and the local news media. The proposed local plan is to be reviewed by the local board members and the public which includes representatives of business and labor organizations. Once the proposed local plan is available, a 30-day period for review and input shall be granted by the local board.

(10) How: Prepare copies of the proposed local plan for viewing, schedule public hearings for comment about the proposed plan, select a facilitator, prepare comment handouts, and publicize the proposed local plan through the news media.

(10) Example of Answer:

The local workforce board along with the approval of the chief elected officials developed a draft local plan through the following process:

- Scheduled and publicized a time and location to allow public hearings on the proposed plan;
- Selected a WIA-knowledgeable facilitator to conduct the public hearings;
- Provided a 30-day public comment period for feedback once the proposed plan had been released;
- Advertised the location(s) for viewing the proposed local plan;
- Included the opportunity for representatives of businesses and labor organizations to provide their input;
- Prepared evaluation sheets or surveys as handouts for written comments;
- Prior to the release date of the plan for comments, made copies of the proposed local plan for the general public at the advertised locations; and
- The local board met to discuss, review, and incorporate the feedback results following the comment period.

11. Submit any comments that represent disagreement with the plan, as an attachment to this local plan. Indicate if there is an attachment. WIA Section 118(c)(3)

(11) Considerations: Local Workforce Investment Boards must provide an opportunity for public comment by providing copies of the local plan through public hearings and local news media. The proposed local plan is to be reviewed by local board members and the public which includes representatives of business and labor organizations. Once the proposed local plan is available, a 30-day period for review and input shall be granted by the local board. Any comments that represent disagreement with the plan must be submitted as an attachment.

(11) How: Attach any comments to the proposed local plan received that disagree with the content of the proposed plan. Let the reviewers of the plan be aware that comments have been attached.

(11) Example of Answer:

The local area did not receive any disagreeing comments. If comments are received, the local area will include those comments with the local plan as a separate attachment. A statement will be included indicating that there is an attachment. **Or,**

The local area received the attached comments which disagree with content of the plan for several questions. The local board will review and discuss the comments and determine if consideration should be given to making changes. Comments are attached.

Five-Year Local Plan Content

12. Identify the entity responsible for the disbursement of grant funds (fiscal agent). WIA Section 117(d)(3)(B)(i)(III), 118(b)(8)

(12) Considerations: The local area's signed Memorandum of Understanding may contain appropriate information that can be imported into this local plan to answer this question. (See MOU, Section III. A.3.)

Consider an entity that has a strong financial accounting system. Clearly define the role of the fiscal agent. The fiscal agent is given the responsibility of ensuring that appropriate expenditure of WIA funds are within the cost limitations as well as conducting oversight and monitoring of expenditures.

(12) How: Review audit systems and audit reports of prospective entities.

(12) Example of Answer:

The County Department of Job and Family Services will serve as the fiscal agent and will disburse the allocation awarded to the local area.

13. Describe the competitive process to be used to award the grants and contracts for activities carried out under this plan. WIA Section 118(b)(9)

(13) Considerations: Local areas need to consider local, state and federal procurement policies.

(13) How: Determine which of the local, state and federal procurement policies are the most restrictive and utilize those procedures. Need to include in the procurement process a cost benefit analysis which is an integral part of building an RFP. In addition, the procurement policy must be documented in the a financial manual. Particular consideration should be given to conflict of interest risks inherent in workforce investment board membership, if members want to be a provider of services.

(13) Example of Answer:

County procurement policies will be followed except to the extent that there is an applicable State or Federal procurement policy. The grants will be managed in accordance with OMB Circular A-87 and A-102. Contracts in excess of small business thresholds will be subject to telephone quotes, written quotes, RFPs, or bids as appropriate to the procurement. The local Workforce Investment Board, Youth Council, and staff will review proposals. Procurement staff of the local WIA administrative entity will handle general acquisition of goods and services necessary to manage the program.

Five-Year Local Plan Content

14. Provide a description of the process to be used by the Local Workforce Investment Board to determine whether funds allocated to a local area for adult employment and training activities are limited. Describe the process by which any priority will be applied.
20 CFR 663.600, WIA Section 134(d)(4)(E), 20 CFR 661.350(a)(II)

(14) Considerations: In considering the methodology for determining if funds are limited, the availability of funds from non-WIA sources, current expenditures and obligations should be considered.

When funds are limited, this does not necessarily mean that **only** recipients of public assistance and other low income individuals may receive WIA adult funded intensive and training services. Local boards may establish a process that gives priority for services to the recipients of public assistance and other low income individuals and that also serves other individuals meeting eligibility requirements.

The limited funds process must be developed, but it does not have to be **applied** unless funds are limited.

(14) How: The response should first describe the process that will be used to determine whether funds allocated to a local area for adult employment and training activities are limited. The methodology for the process may include factors such as: the total dollars available in the local area for adult employment and training, estimated number of people to be served, types of services to be provided (e.g., higher cost training vs. basic job search activities), average cost per person, the amount of funds needed to provide services and similar factors.

The response also needs to address the priority system that the local area will utilize. The priority system may be established based on assigning points for certain criteria, such as: the level of math and reading skills; the percent of poverty rate; the number of defined deficiencies; workforce experience; and veteran status.

Five-Year Local Plan Content

(14) Example of Answer:

To maximize the delivery of employment and training services in the local area, the local board will expand available resources beyond those under Title I of WIA to the extent possible. Available funding from other sources will be utilized, such as: TANF, FSET and Title V Senior AIDES Program. We will also coordinate the financial resources of all partner agencies and the private sector, when applicable, to best serve the needs of all participants. The local board will monitor program expenditures on a monthly basis, and when 65% of the local WIA funds are obligated, the funds will be deemed limited and the priority of services policy will be implemented.

When funds for adult employment and training activities have been determined to be limited, the following priority of service process will be used:

First priority will be given to individuals who are low income and/or receiving public assistance.

Second priority will be given to those having the most of the following barriers to employment:

- lack of high school diploma or GED;
- low math or reading skills;
- individuals with a disability;
- homeless;
- single head of household;
- offender;
- poor or no work history.

The Ohio Revised Code 5903.11 requires that veterans receive preference for any federally funded employment and training program. With all things being equal, a veteran will receive priority over a non-veteran.

Five-Year Local Plan Content

15. Provide a description and assessment of the type and availability of youth activities in the local area. Include an identification of successful providers of such activities. WIA Section 118(b)(6)

(15) Considerations: To respond to this question, the local areas need to evaluate all available services and activities for youth. Consider the following:

An assessment of the current activities may include a determination of the availability of the resources needed by youth, including:

- which activities are available;
- which activities are available only on a limited basis;
- which activities are not available at all.

Other considerations:

- Have the providers of local services been effective in meeting local needs?
- How was demonstrated effectiveness determined?
- Are local service providers experiencing or anticipating future budget cuts?

By mapping the currently available resources, gaps can be identified and a service strategy for youth can be developed to address the gap in resources.

(15) How: Meet with the area youth council and youth service providers. List all the activities that have been provided to youth. Assess the activities that have been provided to youth in the current and past years in the area. Determine which activities have improved the educational skills of the youth and have helped youth link to employers. May include resource mapping information.

Five-Year Local Plan Content

(15) Example of Answer:

A description of youth activities that are available in the local area and a list of the successful providers of such activities is provided in Item I below.

I. Youth Activities and Service Providers

Work Experience

Available through most of the public schools in the county. However, the specific details and availability of the programs may vary slightly from district to district. These opportunities are:

OWE - Provides youth with the opportunity to leave school early to work, and to receive school credit for work. Employability skills are stressed in the program curriculum.

OWA - Targeted to a younger group. It may provide a work opportunity in the school setting during the school day. A minimal stipend may be offered.

Work Study - primarily offered to learning disabled and developmentally handicapped students. Work study coordinators attempt to place as many of the youth as possible in paid, private sector work experience. Many youth are also placed in non-paid work experience jobs that are developed within the local school districts and the existing work experience program available through Opal County Employment and Training program.

The plan describes other work experience opportunities that are available through JVSDs, the County Board of Mental Retardation, the county juvenile court, BVR, and the American Red Cross.

Alternative Education Programs

Adult Basic Literacy and Education - these programs are run in most districts of the county. Free academic instruction and remediation are provided to youth clients ages 16 and 17 who are not enrolled in the public school system, have been officially withdrawn, and who possess a work permit.

Five-Year Local Plan Content

(15) Example of Answer (contd.)

Alternative Schools- There are 3 official alternative schools operated in the county (names provided). Although the criteria for enrollment vary slightly, clients are generally behind in credits, are 9th to 12th graders, are referred by principals, counselors, administrators and parents, and are at risk of dropping out. Many other activities and services are available to youth by either school staff or by a collaborative effort with area agencies, and include the following: workplace skills, alcohol and drug counseling, stress management, conflict resolution, mentoring, tutoring, health and wellness issues, academic intervention and self esteem counseling.

The plan describes other alternative education programs that are available through the County Education Service Center, the Rescue Program funded by ODJFS in conjunction with the county school district, the Chance program, county juvenile detention center and Mary Haven, Early Start and LEAP.

Guidance and Counseling

The following agencies in the county, provide outpatient counseling services in group and individual sessions and may also provide assessment and testing for referred youth clients. In addition, many of these agencies provide education and prevention instruction in schools to increase the understanding of alcohol and chemical abuse dependency and its nature and treatment: *The plan lists the agencies and provides a description of the services offered.*

Tutoring/Drop-Out Prevention

Local school districts in the county offer tutoring to aid students in passage of the proficiency test. This is done using existing staff on a part-time or full-time basis. The Opal County school district has a full time tutor on staff. Most districts also use peer tutors from groups such as National Honor Society and Future Teachers of America. Individual tutoring for specific subject areas is provided by the following schools or agencies: *(a listing is included)*

Leadership Training

These opportunities are offered through the following Community Based Organizations:

The XXXX Girl Scout Council and the Boy Scout Council - provide widely recognized leadership programs for males through age 20 and females up to age 17. They teach citizenship, leadership, sense of responsibility, patriotic values and community involvement.

XXXXX County Salvation Army - provides weekly character building activities to youth up to age 18 during the school year.

YMCA - provides a broad range of services for youth which contribute to their mental, social and spiritual well-being.

Mentoring

The plan describes the mentoring programs that are offered locally through the county juvenile courts, Big Brothers and Big Sisters, and peer counselor programs offered through local school districts.

Five-Year Local Plan Content

(15) Example of Answer (contd.)

Skills Training

The plan describes the skills training that is available through various sources, such as the county career centers, local universities, the American Red Cross (babysitter training and caretaker training), the community center, and the Boys and Girls Club.

Support

The plan describes the many support services available through various local agencies, such as the Summer Foods for Kids Family program which provides lunch for youth under 18 years of age for 9 weeks during the summer, services offered through the county DJFS (transportation, child care, pregnancy-related services), Ohio Rehabilitation Services (transportation and special instruments & equipment), county schools (free or reduced lunch), Planned Parenthood, and more.

Five-Year Local Plan Content

16. Identify the criteria to be used in awarding grants for youth activities, including criteria Local Boards will use to identify effective and ineffective youth activities and providers.
WIA Section 112(b)(18)(B)

(16) Considerations: To respond to this question, the local area working with the local youth council needs to determine how the youth program will be designed:

Answer questions such as:

- Who will deliver the design framework activities (eligibility, objective assessment, individual service strategy, case management activities)?
- Will these activities be competitively awarded or delivered by the grant recipient?
- When competitively awarding the ten program elements, will proposals for individual program elements be accepted, groups of elements, or only packages that contain all ten elements?

After deciding the program design, develop a list of criteria to be used in awarding funds. When developing the RFP consider the following:

Demonstrated performance of the service providers;

- How many participants obtained GEDs?
- How many participants enrolled in vocational training or enrolled in two or four year degree programs?
- How many youth entered employment?

Past experience operating youth programs;

- How many years experience does the provider have in operating youth programs?
- Do they concentrate on youth programs or do they operate other types of programs?

Qualifications of staff;

- Does the staff have the necessary degrees/education/qualifications to work with youth?
- How long has the staff been involved in youth programs?

Access to the ten elements;

- How strong is coordination among different providers of services?
- Are they in-kind services?

Capacity to deliver those activities;

- Does the provider have the capacity to provide those activities?
- If not, will they contract the services to a qualified provider

Relationship with employers;

- How does the provider work with employers?
- Have they worked with on-the-job training in the past?
- Have they provided customized training?

Connection with the education system, including secondary education;

- How often does the provider meet with educators, sharing information?
- What services are available to share?

Variety of options for completing competency certification;

- How will youth who are not attached to the education system complete competency certification?
- Are there ways for them to complete competency certification without returning to the system where they have failed?

Five-Year Local Plan Content

(16) How: Meet with the local youth council and discuss the needs of the youth in the local area. Visit or make contact with other WIA areas to determine their method of program delivery and what has worked successfully for them. Consult and survey local schools, service providers to gather information about the needs of the youth in the local area. Collect performance data on previous service providers.

(16) Example of Answer:

Program Design:

The youth program design framework activities (eligibility, objective assessment, individual service strategy, case management activities) will be delivered by the administrative entity. The ten program elements will be competitively awarded. Proposals will be accepted only for packages that contain all ten elements.

Criteria Used for Awarding Local Grants and Contracts:

Our approach is to place emphasis on activities and providers that have: demonstrated performance; past experience operating youth programs; qualifications of staff; relationships with employers; a connection with the education system, including post secondary education; and a central focus on youth. Other criteria utilized to a lesser degree include: continuity and consistency of contact with caring adults, a variety of options for completing competency certification, positive peer support, opportunities to serve the community in a constructive manner, follow-up support over a sustained period of time, access to counseling and support services, and a capacity to do skill and leadership development.

Five-Year Local Plan Content

17. Identify how the local area has defined the sixth youth criterion for eligibility. WIA Section 101(13)(C)(vi)

(17) Considerations: WIA allows an additional barrier to be identified by the local area when determining eligibility of youth. The barrier is defined as “an individual who requires additional assistance to complete an educational program or to secure and hold employment.” Identifying the barrier should be specifically selected based on the needs of youth in the local area. It must be different from the required five barriers, which include: (1) deficient in basic skills, (2) school dropout, (3) homeless, a runaway or a foster child, (4) pregnant or a parent, (5) an offender.

Examples of the sixth barrier could include:

- school documented at-risk youth;
- a youth involved with the juvenile justice system;
- a youth with a history of substance abuse;
- gang member.

(17) How: Hold meetings with community organizations, school districts, faith-based organizations and other agencies that are involved with youth. Research past demographics of youth and determine what are the most common barriers of youth in the area.

(17) Example of Answer:

The sixth youth barrier for this local area will be “a gang member.” The sixth youth barrier is defined as a youth who is currently a member of a gang. Documentation of this barrier will be by an applicant statement.

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18a. Provide a description of the strategy for providing comprehensive services to eligible youth. Explain the coordination that will be made with foster care, education, welfare and other relevant sources.

(18a.) Considerations: Connect youth to the One-Stop center to receive core services and intensive services for youth 18 and older. This is strongly connected to your program design framework, which will determine the effectiveness of this coordination and the management of the ten program elements.

(18a.) How: Encourage coordination between the youth service providers and the One-Stop center. Use a service mapping strategy to identify the resources available for youth in the community.

(18a.) Example of Answer:

All youth will have access to the resource room in the One-Stop center. Youth will receive services through enrollment into one or more of the ten required elements. Youth (age 18 and over) appropriate for individual training accounts will be able to access both intensive and training services through the One-Stop center, and may be co-enrolled as an adult.

Youth may come into the One-Stop center and access employment information through core services. In-school youth will be identified through service providers selected to provide services to youth. Schools will be encouraged to include visits to the One-Stop centers during career exploration activities which are regularly scheduled.

Youth will be provided access to labor market information, work and learning experiences, internships, evening and day courses at the community college, job coaching, job shadowing, pre-employment work readiness and work maturity, OJT and youth apprenticeship training.

The framework activities will remain with the WIA administrative entity to ensure that there is better coordination between the service providers of the ten youth elements.

Staff from programs serving youth enrolled in foster care will be cross-trained so as to be aware of WIA available services.

It is planned that TANF may be used to open up additional summer opportunities. WTW will also target teen parents in the community. There is a plan to develop relationships to open up youth apprenticeship opportunities.

18b. Provide a description of the activities to assist youth who have special needs or barriers to employment. Describe the activities that will assist youth who are pregnant, parenting, or have disabilities.

(18b.) Considerations: Consideration should be given to how services will be provided to special needs youth; whether child care classes, or assistance with baby sitting will be provided; the accommodations that will be made for youth with disabilities; working with the Rehabilitation Services Commission to make these services available; how to prepare youth with serious barriers to employment to enter the world of work; the provision of work experience, job shadowing, or mentoring; establishing relationships with employers in support of service strategies for these youth.

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(18b.) How: Some of the activities and services for these groups may be provided through One-Stop partners. Special linkages for more specialized services for these youth may be necessary.

Networking can be accomplished through electronic interface or referral between a network of community providers, or there can be direct and immediate interaction with mandatory One-Stop partners. Contractual arrangements with local service providers allow for easy transfer of information about youth participants, program services and employment opportunities.

(18b.) Example of Answer:

Each youth participant will be provided with information on the full array of applicable or appropriate services that are available through the workforce development agency, One-Stop partners, or other partners that are party to the Memorandum of Understanding to create linkages that provide a network of comprehensive services. The local area will provide activities and services that are available for youth with barriers to employment, including those who are pregnant or parenting or have disabilities, on a referral basis through the following:

XXXXXX County Department of Job and Family Services - provides childcare services, transportation, medical insurance, pregnancy-related services and financial assistance.

Ohio Rehabilitation Services - provides transportation and special instruments and equipment for eligible disabled youth.

Planned Parenthood - provides reproductive health care for females, including diagnosis and referral, prenatal care, etc.

City of XXXXXXXX Health Clinic - provides health services for the medically indigent.

XXXXXX County Head Start - provides supportive services to youth parents of children who are enrolled in the educational preschool program.

18c. Provide a description of how coordination will occur with Job Corps and youth opportunity grants, if there are any in the local area. Describe how coordination will occur with other youth programs. WIA Section 112(b)(18)(A)

(18c.) Considerations: Provide information to Job Corps regarding the service providers that have been selected to operate the ten youth elements.

(18c.) How: Contact Job Corps and youth opportunity programs to discuss the means of coordination and activities that will occur between the programs.

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(18c.) Example of Answer:

The local area coordinates with the local Job Corps on several levels. On the planning level, the Job Corps director or executive level staff members serves on the youth council and provide input into the comprehensive strategic planning process. On the intake and assessment level, Job Corps requirements are included on the common intake and referral forms to facilitate referral of applicants to Job Corps and vice versa, depending upon the applicant's interest and the training offered by Job Corps. In addition, Job Corps has designated space at the One-Stop Center to provide information and orientation to Job Corps Programs and offerings. Finally, the local area is exploring the feasibility of shared operation of a youth training a program, and discussions are underway for an agreement with another service provider to subcontract a portion of activity of a Job Corps-funded training program (i.e., Job Corps conducts training and another provider conducts job placement services).

The planning efforts of more than 40 contributions to the Youth Opportunity Initiative will serve as the framework for the envisioned Youth Services System. Additionally, the development of the grant proposal galvanized the area's primary youth services stakeholders to build and expand upon a larger Youth Services system.

The youth opportunity program will serve as a means of service delivery for the overall youth services system within the Empowerment Zone. In addition, we will investigate the possibility of utilizing the planned Youth Opportunity Center in the XXXXXXX area as the designated eastside location for youth services under the proposed Youth Services System. This plan will reinforce our commitment to offer services to non-Empowerment Zone youth at the center. If it is deemed inappropriate to locate a hub for the eastside Youth Services system at the center, close interaction and coordination will still be maintained to ensure integration of service.

The local area will coordinate with other youth programs by sharing information and making referral. Emphasis will be placed on recruiting drop-out referrals from local school districts and ABLE organizations and also to provide information sharing on available services and opportunities available through the WIA Youth system.

Or,

There are no youth opportunity grants in the regions.

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<p>19. Describe how the Local Board will meet the provisions regarding youth program design, including the design framework activities. Describe how each of the ten youth elements will be available to youth. WIA Section 129(c)(2)</p>
<p>(19) Considerations: Work with the local youth council and the service providers to ensure that the ten program elements are available to youth who need these services. When designing program activities, ensure that service providers reflect program goals; ensure the ongoing participation of caring adults; continuously improve the program based on data collection and analysis; and guarantee long-term follow-up to all youth participants. It is the responsibility of the service provider to document activities conducted and the progress of students participating in the youth elements.</p>
<p>(19) How: WIA section 123 mandates that eligible providers of youth services be selected by awarding a grant or a contract on a competitive basis, based on the recommendations of the youth council and on criteria contained in the State plan. However, the requirement to procure the ten youth elements does not apply to the design framework component, such as services for intake, development of individual service strategy, when these services are provided by the grant recipient/fiscal agent.</p>
<p>19a. Tutoring: The local area has linkages with organizations that will provide tutoring services to help youth increase their academic performance which will enable them to complete the courses necessary to obtain a GED or diploma. Individual instruction also benefits those who need to prepare academically and gain the knowledge necessary to pass the 9th grade proficiency test. Individual instruction may include: study skills training, computer assisted learning, and adult mentoring.</p>
<p>19b. Alternative secondary school services: The local area has linkages with Adult Basic Literacy Education programs in our local counties which provide GED programs and basic literacy education. In addition, a strong connection to alternative schools operated in the local area has been created for those youth who need more flexible and innovative programs to address their special needs.</p>
<p>19c. Summer employment opportunities: We will ensure that the summer employment element will be provided to youth as work experience directly linked to academic & occupational learning. Based on how services are organized for in-school and out-of-school youth, the summer element has shifted from a stand-alone activity to one of the ten required elements. Youth who are basic skills deficient require continued services beyond the summer until they achieve the skills defined in their service strategy. An approach to placing older youth in summer employment activities includes providing placement in private sector employment connected to career interests. WIA funds may be used to perform the connecting activity function. We will also engage out-of-school youth in summer employment. Greater emphasis will be placed upon work experience with work readiness as a goal.</p>
<p>19d. Paid and unpaid work experience: The local area has linkages with the opportunities for paid and unpaid work experience which are available in public school districts in our local area, and through other state and local organizations. Work experiences such as co-oping, job shadowing, internships, school-to-work, work study, and occupational work experience are some but not all of the opportunities available. A closer connection to private employers and the important learning experiences available to youth through this link is a priority when evaluating innovative programs sought through the release of an RFP.</p>
<p>19e. Occupational skill training: The local area will provide youth with the opportunity for training that will prepare them for entry into the workforce. We will consider all vendors which can provide individual training in occupational areas for which there is a demand within the local and contiguous labor market areas. Training will be provided by apprenticeship programs, proprietary schools, community college programs that provide skilled trades for nontraditional occupations, on-the-job- training, rehabilitation programs and other appropriate programs.</p>

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19f. Leadership development training: The local area will link with schools or other community organizations that teach and develop strategies for leadership development. These activities include SCANS skills such as training in decision making, organizational and team work training, and leadership training; other activities include peer centered activities and citizenship training, including soft skills or life skills training such as parenting, work behavior training, and budgeting of resources available through the Ohio Grads program.
19g. Supportive services: We link with organizations which can provide youth with appropriate support services that allow them to continue with their program activities. These services include: linkages to community services; assistance with transportation costs; assistance with child care costs and dependant care costs; assistance with housing costs; referrals to medical services; and assistance with uniforms or other appropriate work attire and work-related tool costs including such items as eye glasses and protective eye gear.
19h. Adult mentoring: We have linkages with groups and organizations which may be community based or faith-based, and contract with those private sector service providers that have the ability to provide mature and responsible adults that will engage youth in a variety of activities and provide services which contribute to their physical, mental and social well-being.
19i. Followup: Follow-up services are provided for a minimum duration of 12 months to all youth participants after exiting from one or more of the ten program elements. The types of follow-up services provided will be determined based on the needs of the individual youth and the objectives set by the youth council and local board. Follow-up services may include supportive services and work related activities which could help youth remain in school or in employment. At a minimum, follow-up will be employed as a tracking effort to determine if youth participants are successful in meeting their individual goals. As the youth system develops in our local area, follow-up services will evolve over time.
19j. Counseling: We have linkages with schools and agencies that provide vocational counseling, guidance counseling, alcohol and drug counseling, parenting classes and counseling for the prevention of child abuse and neglect, and other programs.
19k. Framework activities: The framework activities will not be contracted to a service provider. The WIA administrative entity will conduct the framework activities. Or, The framework activities will be contracted to a service provider. The framework design includes these elements: <ul style="list-style-type: none">• Eligibility determination is conducted for youth participants before they are enrolled into services with providers;• Objective assessment of the academic levels, skill levels, and service needs of each youth participant;• Individual service strategy is developed for each youth participant that identifies educational and employment goal and designates services based on the results of the objective assessment;• Referral to appropriate services, service providers, case management and tracking of services, and support services if unavailable through other resources providing each youth with information on the full array of applicable or appropriate services that are available through the workforce development agencies, one-stop partners, or other partners that are a party to memorandums of understanding to create linkages that provide a network of comprehensive services.