Workforce Innovation and Opportunity Act
Comprehensive Four-Year Title I Plan
PY 2020
July 1, 2020 – June 30, 2024
Local Title I WIOA Instructions

Introduction

The Workforce Innovation and Opportunity Act (WIOA) requires each Workforce Development Board (WDB) to develop and submit, in partnership with the local chief elected official, a comprehensive four-year plan. The WIOA Program Year (PY) 2020 Plan is to provide current information and be effective July 1, 2020 - June 30, 2024 and will include all current local policies. The local and regional plan will support the alignment strategy described in the 2020-2024 NC Unified State Plan in accordance with WIOA Section 102(b)(1)(E), and otherwise be consistent with the NC Unified State Plan. North Carolina Governor Roy Cooper’s mission is to ensure North Carolinians are better educated, healthier, and have more money in their pockets so that they can live more abundant, purposeful lives. The cornerstone to achieving this goal is to help people get good-paying jobs to support themselves and their families. Through NC Job Ready, Governor Cooper’s workforce development initiative, North Carolina is working to build a stronger and better workforce. NC Job Ready is built on three core principles: education and skills attainment are the foundation to a strong and resilient workforce; an employer-led workforce development system is key to the growth of a highly skilled and job ready workforce; and local innovation is critical to a dynamic and effective workforce system. In addition, Workforce Development Boards shall comply with WIOA Sections 106 through 108 in the preparation and submission of the plan.

Through its strategic planning efforts, the NCWorks Commission developed a vision and mission for North Carolina’s Workforce System. This vision is to build a job-ready workforce to strengthen North Carolina companies, attract new businesses, and ensure our state can adapt to a changing economy. The mission of the state’s workforce development system, is to ensure North Carolina has an innovative, relevant, effective, and efficient workforce development system that develops adaptable, work-ready, skilled talent to meet the current and future needs of workers and businesses to achieve and sustain economic prosperity, and to ensure North Carolinians are ready for the jobs of today and tomorrow by increasing access to education and skills training, fostering employer leadership to prepare workers, and supporting and scaling local innovation.

Federal and State Requirements for Local Administration of the Workforce Innovation and Opportunity Act


Plan Submission and Due Date
The Local Plan must be submitted through Workforce Information System Enterprise (WISE), the Division’s web-based financial system. *The due date is May 11, 2020.* Each attachment must be submitted and labeled separately in either Word or PDF format. Attachments not submitted separately will not be accepted. Forms requiring original signatures may be mailed to the local Board’s assigned Planner at: N.C. Division of Workforce Solutions, 4316 Mail Services Center, Raleigh, NC 27699-4316. Hand delivered documents may be left at 313 Chapanoke Road, Suite 120, Raleigh, NC 27603.
I. Workforce Development Board Overview

The Local Area Overview provides important contact information that is used throughout the Division. It is important that this section remain current during the Program Year. Updates should be submitted to the local Board’s assigned Division Planner when changes occur.

1. Provide the Local Area’s official (legal) name as it appears on the local Consortium Agreement established to administer the Workforce Innovation and Opportunity Act (WIOA) or, if not a Consortium, in the formal request for Local Area designation.

   If the Local Area is a Consortium, attach a copy of the current Consortium Agreement. Name document: Local Area Name Consortium Agreement.

2. Provide the name, title, organization name, address, telephone number, and e-mail address of the Workforce Development Director.

<table>
<thead>
<tr>
<th>Name: Wendy Walker-Fox</th>
<th>Title: Workforce Board Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization: Piedmont Triad Regional Council</td>
<td>Address: 1398 Carrollton Crossing Drive</td>
</tr>
<tr>
<td>Phone number: 336-904-0300</td>
<td>Email address: <a href="mailto:wwalkerfox@ptrc.org">wwalkerfox@ptrc.org</a></td>
</tr>
</tbody>
</table>

3. Provide the name, elected title, local government affiliation, address, telephone number, and e-mail address of the Local Area’s Chief Elected Official.

<table>
<thead>
<tr>
<th>Name: Mark Richardson</th>
<th>Elected Title: County Commissioner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government: Rockingham County</td>
<td>Address: 480 Manuel Road Mayodan, NC 27027</td>
</tr>
<tr>
<td>Phone number: 336-634-8349</td>
<td>Email address: <a href="mailto:mrichardson@co.rockingham.nc.us">mrichardson@co.rockingham.nc.us</a></td>
</tr>
</tbody>
</table>

4. Provide the name, title, business name, address, telephone number, and e-mail address of the individual authorized to receive official mail for the Chief Elected Official, if different than question 3.

<table>
<thead>
<tr>
<th>Name: Jennifer Woods</th>
<th>Title: Rockingham County Clerk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Name: Rockingham County</td>
<td>Address: P.O. Box 101; Wentworth, NC 27375</td>
</tr>
<tr>
<td>Phone number: 336-342-8102</td>
<td>Email address: <a href="mailto:jwoods@co.rockingham.nc.us">jwoods@co.rockingham.nc.us</a></td>
</tr>
</tbody>
</table>
5. Provide the name, address, telephone number, and email address of the Administrative/Fiscal Agent responsible for disbursing Local Area WIOA grant funds. This is the entity responsible for the disbursal of grant funds. [WIOA Sections 107(d) (12) (B) (i) (III) and 108(b) (15)].

<table>
<thead>
<tr>
<th>Name: Matthew Dolge</th>
<th>Title: Executive Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization: Piedmont Triad Regional Council</td>
<td>Address: 1398 Carrollton Crossing Drive Kernersville, NC 27284</td>
</tr>
<tr>
<td>Phone number: 336-904-0300</td>
<td>Email address: <a href="mailto:mdolge@ptrc.org">mdolge@ptrc.org</a></td>
</tr>
</tbody>
</table>

6. Provide the name, title, organization name, address, telephone number, and e-mail address of the Administrative/Fiscal Agent’s signatory official.

<table>
<thead>
<tr>
<th>Name: Matthew Dolge</th>
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</tr>
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<td>Email address: <a href="mailto:mdolge@ptrc.org">mdolge@ptrc.org</a></td>
</tr>
</tbody>
</table>

7. Attach a copy of the Administrative Entity/Fiscal Agent’s organizational chart with an ‘effective as of date’. Name document: Administrative Entity Name Organizational Chart.

8. Provide the Administrative Entity’s Data Universal Numbering System (DUNS) number and assurance that the ‘System for Award Management’ (SAM) status is current. Administrative Entities must register at least annually on the SAM website www.sam.gov to receive Federal funding [required by Federal Acquisition Regulation (FAR) Section 4.11 and Section 52.204-7].

DUNS No. 144190667. Yes, we are registered with SAM and the status is current

9. Provide the name of the local Workforce Development Board’s equal opportunity officer who shall be responsible for assuring that discrimination does not occur in its programs or projects. (PS 07-2018)

The Equal Opportunity Officer for the Piedmont Triad Regional Workforce Development Board is Jessica Raby (jraby@ptrc.org)

Composition of the local Workforce Development Boards shall comply with WIOA Section 107. Local Workforce Development Board Membership Requirements have been provided as reference at Appendix D.

10. Provide each Workforce Development Board members’ name, business title, business name and address, telephone number and e-mail address on the provided form. The first block is reserved to identify the Board chairperson (form provided). Indicate all required
representation and indicate if vacant. [WIOA Section 107(b)(2)]. Name document: Local Area Name WDB List. See Appendix D for Local Area Workforce Development Boards membership requirements.

Note: Check the block on provided form certifying compliance with required WIOA local Workforce Development Board business nomination process. If the Board membership is not in compliance currently, provide the statement here.

* Use and identify categories as indicated on the form. Do not change required category names except to clarify those with multiple categories.

The Chief Elected Official must establish by-laws consistent with applicable local procedures, state and federal laws to include WIOA Final Rules and Regulations 679.310(g). The Board shall submit by-laws that clearly demonstrate all WIOA and North Carolina required elements described in Appendix A. Additional by-laws guidance and electronic meeting formats have been provided in Appendix B and Appendix C.

11. Attach the Workforce Development Board by-laws including date adopted/amended. By-laws must include the required elements found in Appendix A. Name document: Local Area Name WDB by-laws.

12. To demonstrate that the attached Workforce Development Board By-laws comply, complete By-Laws Required Elements – Crosswalk chart.

Sunshine Provision - The Local Board shall make available to the public, on a regular basis through electronic means and open meetings, information regarding the activities of the Local Board, including information regarding the Local Plan prior to submission of the Plan, and regarding membership, the designation and certification of one-stop operators, and the award of grants or contracts to eligible providers of youth workforce investment activities, and on request, minutes of formal meetings of the Local Board. [WIOA Section 107(e)]

13. Describe how the Workforce Development Board will make copies of the proposed Local Plan available to the public. [WIOA Section 108(d)]

Piedmont Triad Regional WDB meetings are open to the public. The meeting dates, times, and locations are posted on the Piedmont Triad Regional Council’s website, www.ptrc.org at the beginning of each calendar year. Minutes and other relevant information regarding the Board and Local Area are regularly updated on the website for review by the public.

Public Comment - The Workforce Development Board shall make copies of the proposed Local Plan available to the public through electronic and other means, such as public hearings and local news media; allow for public comment not later than the end of the 30-day period beginning on the date the proposed plan is made available; and, include with submission of the Local Plan any comments that represent disagreement with the Plan. [WIOA Section 108(d)]

14. Attach a copy of the Local Workforce Development Board’s organizational chart with an
‘effective as of date.’ Include position titles. Name document: Local WDB Name Organizational Chart.

15. Complete the following chart for the PY2020 Local Workforce Development Board’s planned meeting schedule to include time, dates and location. [Expand form as needed.]

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location (include address and room #)</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 15, 2020</td>
<td>8:30am to 9:30am</td>
<td>PTRC Headquarters – 1398 Carrollton Crossing Drive Kernersville, NC 27284 Main Conference Room</td>
</tr>
<tr>
<td>March 18, 2020</td>
<td>8:30am to 9:30am</td>
<td>PTRC Headquarters – 1398 Carrollton Crossing Drive Kernersville, NC 27284 Main Conference Room</td>
</tr>
<tr>
<td>May 20, 2020</td>
<td>8:30am to 9:30am</td>
<td>PTRC Headquarters – 1398 Carrollton Crossing Drive Kernersville, NC 27284 Main Conference Room</td>
</tr>
<tr>
<td>July 15, 2020</td>
<td>8:30am to 9:30am</td>
<td>PTRC Headquarters – 1398 Carrollton Crossing Drive Kernersville, NC 27284 Main Conference Room</td>
</tr>
<tr>
<td>September 16, 2020</td>
<td>8:30am to 9:30am</td>
<td>PTRC Headquarters – 1398 Carrollton Crossing Drive Kernersville, NC 27284 Main Conference Room</td>
</tr>
<tr>
<td>TBD</td>
<td>8:30am to 11:30am</td>
<td>Annual Workforce Development Conference Koury Convention Center, 3121 High Point Road, Greensboro NC 27407</td>
</tr>
</tbody>
</table>

**Note:** All local Workforce Development Board meetings will be held in accessible facilities. All materials and discussions should be available in an accessible format upon request.

16. Attach a copy of the signed ‘Certification Regarding Debarment, Suspension, and other Responsibility Matters – Primary Covered Transactions’ (form provided). [Required by the Regulations implementing Executive Order 12549, Debarment and Suspension, 29 CFR Part 98, Section 98.510, participants’ responsibilities.] Name document: Local Area Name Certification Form.

**Note:** Document must bear the original signature of the Administrative Entity signatory official. Mail the signed Certification form (page 27) original to Division Planner.

17. Submit the original Workforce Development Board and Chief Elected Official (CEO) Signatory Page (form provided), bearing the original signatures of the Chief Elected Official(s) and the Workforce Development Board Chairman, and attach a copy of the signed document. Name document: Local Area Name Signatory Page.

**Note:** Mail the signed original Signatory Form to the assigned Division Planner.
II. Local Area Strategic Planning

Each local Workforce Development Board (WDB) shall develop and submit a comprehensive four-year local Plan. The local Workforce Development Board is required to keep the Plan up to date and fluid as events and funding changes occur which may require local area responses. Local Plans will require an annual modification. North Carolina has implemented integrated services delivery with an enhanced emphasis on regional planning and services. This approach is consistent with federal, state and regional initiatives and opportunities. North Carolina’s workforce development system includes businesses, organizations, agencies, employed and unemployed persons, training and educational institutions, adults and youth. To enhance services to all these constituents, aligning workforce development planning and services with regional labor markets is both effective and productive. North Carolina Governor Roy Cooper’s NC Job Ready is built on three core principles: education and skills development are the foundation to a strong and resilient workforce; an employer-led workforce development system is key to the growth of a highly skilled and job ready workforce; and local innovation is critical to a dynamic and effective workforce system.

Locally, WDBs are creatively working to address the new challenges of job growth and expansions. With low unemployment rates, Boards continue to have a shortage of middle-skilled level workers. As a Board and workforce system, Boards are leveraging resources and engaging in new partnerships that include the business community, economic developers, chambers of commerce, NCWorks Career Centers, community colleges, public schools, and community partners. Working together, Boards are paving the way for an even stronger economy through sector partnerships and career pathways initiatives.

1. Describe how the local Workforce Development Boards and partners address local challenges for job growth and business expansions?

The Piedmont Triad Regional Workforce Development Board continues to evolve to better serve career seekers, businesses and interested stakeholders in our workforce local area.

Continuing with a new set of directions and dreams for the future and a firm foundation to build on; we continue to grow and incorporate Workforce Innovation Opportunity Act (WIOA) legislation. Engaging with local economic development entities and making sure that the board is present during initial conversations around job growth and business expansion are elements that have been injected into our operational plan. The Board is routinely asked to provide letters of support when employers are considering locating to our local area. Board staff meet regularly with partners to develop effective “pitch strategies” for projects, with each partner accessing what resources they have that are most appropriate and beneficial. We evaluate business needs and existing skillsets, then determine training and education needs, funding options and methods for delivery.

The Piedmont Triad Regional WDB is excited about exploring new frontiers and facilitating prosperity and economic growth across the seven counties we serve: Caswell, Davie, Forsyth, Rockingham, Stokes, Surry and Yadkin.
2. Provide a description of the Workforce Development Board’s strategic vision and goals for preparing an educated and skilled workforce including youth and individuals with barriers to employment. Include goals relating to the performance accountability measures based on primary indicators of performance in order to support regional economic growth and economic self-sufficiency. [WIOA Section 108(b)(1)(E)]

The Piedmont Triad Regional Workforce Board aligns our resources with other local Boards regionally to provide consistency to the delivery of services from the Career Centers and Business Services. Our focus is on four goals:

1) Impact-Maximize the Workforce Development System to provide a skilled workforce to improve the quality of life and create opportunities for individuals in our region.
   Objectives:
   a) Identify the major in-demand occupations and prioritize training services.
   b) Increase our capacity to assess and screen based on employer criteria.
   c) Facilitate the identification and development of training programs for in-demand occupations
   d) Adopt accountability measures for the region that reflect economic conditions, job growth, and common measures
   e) Promote CRC as a viable credential for work-ready job seekers
   f) Ensure high-level customer satisfaction for job seekers
   g) Expand employer services and ensuring high-level customer satisfaction for employers

2) Partnership and Collaboration-Foster collaboration and build relationships with committed partners and stakeholders to strive for common goals and to become a catalyst for change.
   a) Foster industry-led collaboration that align with each of the Board-approved regional clusters (e.g., Piedmont Alliance for Triad Healthcare (PATH)
   b) Lead workforce system redesign and integration initiative in the TriadWorks region.
   c) Identify and prioritize TriadWorks initiatives (e.g., Work-Ready Community, Adult Literacy, State Certified Career Pathways, services to Veterans, expansion of employer engagement and recruitment, and comprehensive sharing of data between partnering agencies)

3) Systems Capacity-Enhance quality of workforce development delivery system to become the “go to” place for responsive solutions to meet customers’ needs.
   a) To enhance our planning process, gather information from employers to affirm which critical skills employees need to enter and succeed in today’s workforce.
   b) Engage education and training providers. Economics Developers, and private-sector Board members in program planning.
   c) Provide technical assistance to employers, especially small businesses, by providing guidance and resources that support entrepreneurial development and business retention.
   d) Identify potential funding resources and revenue streams to enhance our capacity to deliver services
   e) Increase leadership capacity of our Workforce Boards

4) Communication & Marketing-Develop a multi-faceted communications and marketing plan connecting our communities and their stakeholders to workforce development services and resources
a) Improve communication among Workforce Boards in the TriadWorks region
b) Improve communication between TriadWorks and the NCWorks Commission on Workforce Development

3. Considering the analyses described in the Regional Strategic Planning Section III, describe strategies to work with the entities that carry out the core programs that align resources available to the Local Area to achieve the strategic vision and goals. [WIOA Section 108(b)(1)(F)]

The recurring theme throughout the regional strategic plan is communication, analyzing and effective delivery. Locally Board staff meet with partners such as the Department of Social Services and Vocational Rehabilitation to discuss special needs or communicate about workforce initiatives. These discussions are important to showcase customer flow (Integrated Service Delivery), NCWorks Management Information System, assessment tools available. The meetings highlight the existing relationships that have created a more efficient and responsive workforce delivery system for employers and jobseekers.

The Piedmont Triad Regional WDB continues to encourage our Career Center partners to any challenges that effect supporting their primary customers. This provides an opportunity to examine leveraging resources in support of mutual customers to achieve the desired outcome of self-sufficiency.

A large and effective part of this strategy is a referral system that uses a reciprocal referral agreement. This system involves local partners such as the community college, Department of Social Services and Vocational Rehabilitation, who also provide workforce services. At the point of entry with any of the local partner agencies, a referral form is completed to indicate customer needs. Customers are then introduced to the appropriate partner staff and communicate the customer’s needs. Career agencies monitor the referrals and use the data to determine staffing levels needed within the NCWorks Career Center. Working together in this manner has led to more co-location of partner staff in the Career Centers.

4. Describe Local Area’s workforce development system, including identifying the programs included in the system, and how the Workforce Development Board will work with the entities administering core programs and other workforce development programs to support alignment and provision of services, including programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.). [WIOA Section 108(b)(2)]

The Piedmont Triad Regional WDB local area supports seven counties, one urban: Forsyth and six Rural Counties: Caswell, Davie, Rockingham, Stokes, Surry and Yadkin Counties, the population of the Local Area exceeds 650,000.

The Board provides oversight to a total of three Certified Career Centers. The Centers are located in Forsyth, Rockingham and Surry Counties. There are also satellite sites strategically located throughout the local area, as well as a Mobile Career Center, with an
interior that can be set up with 8 workstations equipped with laptops, printing capabilities, and two TVs (1 exterior and 1 interior) with the ability to project information from USB. The workstations can be broken down to have an open space. The open space can accommodate 25 chairs. The Mobile Career Center is handicapped accessible. All Comprehensive Centers have on-site or are connected via technology with the following programs and services:

WIOA support to Adults, Dislocated Workers (WIOA Employment and Training Activities and Youth (WIOA Activities), Veterans Services, Job Corps, Wagner Peyser, Adult Literacy, Vocational Rehabilitation, on-line access to Department of Social Services resources.

Partners meet routinely to share best practices and to discuss topics such as alignment of resources and staffing of Career Centers to maximize effectiveness of all programs. As a part of the regional collaborative, TriadWorks, The Piedmont Triad Regional WDB developed and shares four Career Pathways across our region. The targeted demand occupational areas addressed by the Career Pathways where Career Pathways are: Healthcare, Aviation, Advanced Manufacturing and Transportation and Logistics. The identification of key partners, in addition to obtaining feedback and engagement from employers, was critical in developing the Pathways. On and off ramps for adult and dislocated workers were also key in the development to ensure that job seekers are informed of the different points of entry and exit. Piedmont Triad Regional WDB developed outreach videos that highlight each pathway. The videos are showcased in each of the Comprehensive Centers and satellite locations when possible. Links to the videos are provided to K-12, community college and 4-year institution partners. The videos serve as education and awareness tools for career center staff, partner staff and customers.

5. Provide a description of how the Workforce Development Board, working with the entities carrying out core programs, will expand access to employment, training, education and supportive services for eligible individuals, particularly eligible individuals with barriers to employment. Include how the Workforce Development Board will facilitate the development of career pathways and co-enrollment, as appropriate, in core programs, and improve access to activities leading to a recognized postsecondary credential including a credential that is an industry-recognized certificate or certification, portable, and stackable. [WIOA Section 108(b)(3)]

The Piedmont Triad Regional Board views Career Pathways as an opportunity to receive a stackable, industry-recognized credential. Promoting Career Pathways also provides an opportunity to engage employers in identifying and describing the skill gaps.

Since the completion of an industry recognized credential is a Local Workforce Board performance measure. Meetings with Career Center partners have been our opportunity to share and discuss the coordination of resources that are available to staff, jobseekers and employers. The Board has encouraged Career Center staff and partners to ideas on tools that would make Career Center services more
accessible. Career Center staff and partners are encouraged to dual enroll mutual customers which expands the customer access to available services, whether funding for training, transportation support, childcare, credentialing fees, etc.

Sector strategy work within the local area involves analyzing feedback from employers to determine the viability and need of new Career Pathways. In two of the Piedmont Triad Regional WDB’s rural counties, a shortage in a skilled hospitality and tourism talent pool was discovered as well as a particularly large number of individuals with barriers to employment. Based on this information PTRWDB’s Strategic Initiatives Coordinator convened meetings with partners. Included in those meetings was an existing training provider of a highly successful culinary program in another of the Board’s counties, along with employers and community college and K-12 partners from the rural counties needing to address the skill and training gaps. Plans for scaling and expanding the successful model were put in the works, based on the Career Pathways outline.

6. Describe the Workforce Development Board’s use of initiatives such as incumbent worker training programs, on-the-job training programs, customized training programs, industry and sector strategies, career pathways initiatives, utilization of effective business intermediaries, and other business services and strategies, designed to meet the needs of employers in the corresponding region in support of the regional strategy to meet the needs of businesses. [WIOA Section 108 (b)(4)(B)].

Convening partners and consultative interviewing methods are essential to the work of the Piedmont Triad Regional WDB Business Services Team. Using those consultative interviewing methods, the Business Services Coordinators assesses the talent development needs of employers to gain a greater understanding of how addressing those needs will impact the growth of the employees as well as the business long-term. This allows the staff to provide the best possible solutions to fit the business’s needs while simultaneously coordinating efforts with local area training partners, such as community colleges. This ensures the desired training helps the employees gain credentials or course credits to build upon throughout their career; this also reinforces the development of a Work-Ready region which is attractive to business and industry.

With historically low unemployment numbers, employers have indicated a greater need to: Expand their job searches regionally to grow their candidate base; assess their existing employees to provide upskill training to cross train and promote from within; find more creative ways to identify, hire and develop new talent; particularly those who may not have relevant job experiences; and, ramp-up or develop new skills and credentials in a shorter window of time.

By continuing to foster partner collaboration; and, offering a robust menu of services to our business partners, including incumbent worker training grants, on-the-job training, work-experiences, customized training, NCWorks.gov, tools for assessments, facilities for training, use of the R.O.V.E.R. (or mobile unit), as well as labor market data; the Workforce Development Board addresses and in some instances anticipates employer needs.
7. Describe how the Workforce Development Board coordinates and promotes entrepreneurial skills training and microenterprise services. [WIOA Section 108(b)(5)]

Piedmont Triad Regional WDB collaborates with the NC Rural Center, The Nussbaum Center for Entrepreneurship - Business Edge Partners, NC Idea, Community College Small Business Centers and Economic Development partners, and local area partners such as the Chambers of Commerce and Community Foundation of Greater Greensboro.

The Workforce Development Board brings awareness to new and small business owners, job seekers and dislocated workers by adding information to their Rapid Response outreach and connecting partners during job-fairs and business expos to ensure the presence of those partners to highlight available resources for training and development. For example, the ICEHouse project that helps participants understand and develop an entrepreneurial mindset.

New and small businesses are also referred to, and encouraged to take advantage of, free classes offered by the community college business centers for skills enhancements such as Microsoft Office suite: Excel, PowerPoint and Outlook.

8. Describe how the Workforce Development Board enhances the use of apprenticeships to support the regional economy and individuals’ career advancement. [WIOA Section 108(b)(5)]

Piedmont Triad Regional WDB includes Apprenticeship in work-based Learning marketing materials. As employers express their need for talent and a willingness to hire the best candidate for the business and teach them the necessary skills; Business Services Coordinators continue to bring awareness to the availability and benefits of the apprenticeship and pre-apprenticeship models. Business Services Coordinators present these models as a means to create a pipeline of talent, and develop the customized training programs needed to support and sustain businesses into the future.

While fundamentally understanding the short and long-term benefits of apprenticeship, businesses continue to cite expense as their primary deterrent. Locally, the Piedmont Triad Regional WDB Business Services Team has piloted a program called Triad Career Connect, which in similar fashion, introduces businesses to graduating seniors whose post-graduation plans are undecided; gives the youth an opportunity to work through the summer, obtain short-term certifications, learn new skills and gain exposure to local industries needing workers. This also gives the Workforce Development Business Services Coordinators an opportunity to follow-up on the desires of employer and employee to convert the work experience to a permanent hire status.

Business Services Coordinators continue to partner with and enlist the support of Apprenticeship NC, RockATOP – a local area apprenticeship consortia, Community Colleges and local K-12 School system CTE Directors and CDCs to find and promote opportunities to register programs.
9. Provide a description of how the Workforce Development Board coordinates workforce investment activities carried out in the Local Area with statewide rapid response activities as described in WIOA Section 134(a)(2)(A). [WIOA Section 108(b)(8)] In addition, specifically describe the coordination and delivery of services to businesses to include the following [WIOA Section 108(b)(8)]:

When a WARN is filed with Commerce, the state representative will contact the Local Area Director to coordinate a meeting with the company’s local leadership team to provide information on the services available with the NCWorks Career Centers. The Workforce Staff will share with the company a survey form to be completed by the workers being impacted. The survey provides demographic information of the individual as well as a checklist of services or classes they would like to participate in. The team would also gather data from the company regarding the workers that have been impacted. This information will assist in identifying other partners that would need to be a part of the employee orientation sessions. The local Team will then discuss scheduling employee orientations sessions to share the Workforce System’s resources.

Initially, the workers will be registered in NCWorks whether in the Career Centers or online at other locations. Instructions will be provided to access NCWorks from their home. The orientation session will cover: short term interventions such as job search assistance, career counseling, labor market and job vacancy information. All dislocated workers will participate in a common assessment to provide the foundation for the initial start of a job search, career development process, or the decision making process for further education. Career services will be available to all dislocated workers to include:

- Outreach and Intake
- Labor market information to include demand occupations, wages and required skills. Page 13
- Unemployment benefits information
- How to access eligible providers of training services in NCWorks
- Information on available supportive services and the referral process to such services if appropriate
- Financial aid information
- Job search and job placement assistance
- When appropriate, career counseling
- Testing and assessment of skill levels, aptitudes, abilities and supportive service needs
- Follow-up
- Comprehensive assessment to identify barriers to employment and to establish employment goals
- Development of an employment plan to identify goals, barriers and services necessary to achieve employment goals
- Discussion on Career Pathways
- Case management for those seeking training services
- Pre-vocational (CAREER Essential and Soft Skills Training) services such as
work behavior skills, learning skills, personal maintenance skills and communication skills

- The decision on the level of Career Services displaced workers are based on the evaluation of the comprehensive assessment data, the in-depth interview, and case management results. Individuals are administered a variety of test and they must have the skill prerequisites for the training selected, and the training program selected must be linked to job opportunities in the local area. Individualized Career Services may include:
  - Occupational skills training, including non-traditional training, Career Pathway discussion
  - Workplace training with related instruction, which may include Cooperative Education programs.
  - Skills up-grading and retraining
  - Entrepreneurial training
  - Adult education and literacy activities in combination with training activities listed above
  - Work-Based Learning activities

a. Systems that are used to determine economic trends and partners within your Early Warning Network to help identify those businesses that are expanding and/or struggling.


The Board also relies on established partnerships with local economic development entities and membership with professional and business organizations, such as Society for Human Resource Management (SHRM), High Performing Manufacturers Association (HPMA) and Chambers of Commerce to gain insight.

b. Local resources that are provided to help struggling businesses avert or prevent layoffs, and

The Piedmont Triad Regional WDB Business Services Coordinators work with NC Department of Commerce - Business Edge unit, and the NC SBTDC on ways to spot preliminary signs of possible business distress.

Additionally, the business team collaborate on employer site visits with SBTDC partners to identify workforce development solutions for business who have successfully completed the small business program.

c. Explain coordination with TAA to maximize resources and prevent duplicative services.

During Rapid Response outreach, the Piedmont Triad Regional WDB Business Services Coordinators schedule a workshop with Trade Affected
workers. The workers are introduced to NCWorks Career Center TAA case managers who later work with those affected to understand their benefits and help to coordinate supportive services. This prevents duplication of services, while improving service delivery.

10. Provide a description of plans, strategies and assurances concerning maximizing coordination of services provided under the Wagner-Peyser Act and services provided in the Local Area through the NCWorks Career Center system. Include how improved service delivery and avoidance of duplication of services are/will be achieved. [WIOA Section 108(b)(12)]

All NCWorks Career Center Staff are cross-trained to enroll in Adult Basic Career Services. The Local Board approved closing the NCWorks Career Centers on Friday afternoons at 12:00 to allow for staff professional development, staff meetings which include a discussion on the Career Center’s customer flow and ability to “hand off” customer for the next level of service.

This time also allows for follow-up with customers to make sure all needs are met, as well as an opportunity to frontline staff to verify accuracy and completeness of files and other documents in NCWorks online. The staff has been informed that dollars allocated for training regardless of the sources are to be leveraged for each customer. The NCWorks Career Center leadership team meets monthly to discuss center operations and the effectiveness of service deliver, best practices, customer service, and partner collaborations.

11. Provide a description of how the Workforce Development Board coordinates workforce investment activities carried out in the Local Area with the provision of Adult Education and Literacy activities. [WIOA Section 108(b)(13)]

Based on the educational demographics of the Workforce Area, Adult Literacy continues to be a primary focus of the Workforce Board. Below are statistics that support the Board’s focus.

<table>
<thead>
<tr>
<th>Rank in the State</th>
<th>County</th>
<th>% of the population over 25 years of age without a high school diploma or GED</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Caswell</td>
<td>30.83%</td>
</tr>
<tr>
<td>75</td>
<td>Davie</td>
<td>21.91%</td>
</tr>
<tr>
<td>85</td>
<td>Forsyth</td>
<td>18.01%</td>
</tr>
<tr>
<td>24</td>
<td>Rockingham</td>
<td>31.12%</td>
</tr>
<tr>
<td>52</td>
<td>Stokes</td>
<td>26.83%</td>
</tr>
<tr>
<td>13</td>
<td>Surry</td>
<td>32.97%</td>
</tr>
<tr>
<td>46</td>
<td>Yadkin</td>
<td>27.97%</td>
</tr>
</tbody>
</table>

Data from Census Scope for 2000, www.censusscope.org

The Board partners with the local community colleges to support adult Learners to increase their basic skills. Assessment tools are offered during the case
management process to determine reading and math levels of jobseekers. All staff are trained to administer the TABE (Test of Adult Basic Education). If the TABE assessment reveals a customer’s reading or math skill are below an 8th grade level, the customer is referred to developmental Basic Skills/GED classes. If the customer does not have a GED or High School diploma, they are encouraged to attend a Basic Skills Class. Referrals are made to the Community College within the respective county.

Those customers working to complete their High School Diploma are also encouraged to participate in occupational skills training at the same time. This way, the direct correlation between educational attainment, employment and self-sufficiency can be realized.

In partnership with the local area community colleges, the Piedmont Triad Regional Workforce Development Board is discussing on-line access for Adult High School. Based on formal and informal assessments Career Center Staff and customers will determine career pathways most appropriate to pursue.

12. Provide a description of cooperative agreements, as defined in WIOA Section 107(d)(11), between the Workforce Development Board and other local entities described in Section 101(a)(11)(B) of the Rehabilitation Act of 1973 (29 U.S.C. 721(a)(11)(B)) with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination. [WIOA Section 108(b)(14)]

Under the Workforce Innovation and Opportunity Act, rendering services to persons with disability is mandated and a priority. A Regional Vocational Rehabilitation agency representative continues to serve on the Piedmont Triad Regional Workforce Development Board providing valuable feedback on the needs of job seekers with a disability. Customers with a disability who reside in rural county that does not have a Vocational Rehabilitation office are referred to the nearest Vocational Rehabilitation office that serves that county.

Through a collaborative partnership between the Piedmont Triad Regional WDB, Vocational Rehabilitation, and PepsiCo (subsidiary of Pepsi). The Forsyth County NCWorks Career Center handles the recruitment and screening for customer service positions. These positions are promoted as specifically for persons with disabilities. This partnership has been in existence for a number of years and is a successful best practice leading to employment opportunities for customers with barriers.

All NCWorks Career Center Staff are cross-trained to enroll in Adult Basic Career Services. The Local Board approved closing the NCWorks Career Centers on Friday afternoons at 12:00 to allow for staff professional development, staff meetings which include a discussion on the Career Center’s customer flow and ability to “hand off” customer for the next level of service.
This time also allows for follow-up with customers to make sure all needs are met, as well as an opportunity to frontline staff to verify accuracy and completeness of files and other documents in NCWorks online. The staff has been informed that dollars allocated for training regardless of the sources are to be leveraged for each customer. The NCWorks Career Center leadership team meets monthly to discuss center operations and the effectiveness of service delivery, best practices, customer service, and partner collaborations.

The Board is spearheading efforts to create employer and jobseeker outreach materials that combine all resources regardless of agency. The goal is to have resources that are specific to a certain population labeled as NCWorks Career Center services.

13. Provide a detailed description of the competitive process used to award subgrants and contracts in the Local Area for activities carried out under WIOA Title I. [WIOA Section 108(b)(16)]

Procurement is a centralized function within the PTRC. The Finance Department has the overall responsibility for control of procurement process. The Finance Department is charged with the development of the administrative procedures for the procurement and purchase order process. The requesting department is responsible for the preparation of requisitions for items required by their department. Requisitions should show the quantity and type of commodities or services needed, the purpose for which they are to be used, the date payment is required, and the account/grant number to be charged. Requisitions for purchases may be prepared by any PTRC employee; however, they must be approved by the program director as well as the Finance Director (or designee) or the Executive Director prior to purchasing goods or services. The program director in consultation with the program’s Finance Department budget manager should indicate the account/grant number they wish the expense to be charged. Completion of total product delivery under a service contract should be performed by year-end in order to make full payment of the contract. Otherwise, only progress billings can be made to the contractor. The Finance Department or requesting department shall procure all contracts in accordance with the requirements of this section of the policy.

Contract Requirements. All contracts paid for in whole or in part with federal funds shall be in writing. The written contract must include or incorporate by reference the provisions required under 2 C.F.R § 200.326 and as provided for under 2 C.F.R. Part 200, Appendix II.

Contractors’ Conflict of Interest. Designers, suppliers, and contractors that assist in the development or drafting of specifications, requirements, statements of work, invitation for bids or requests for proposals shall be excluded from competing for such requirements.

Service Contracts (except for A/E professional services) costing $250,000 and above may be procured using the Uniform Guidance “competitive proposal”
procedure (2 C.F.R. § 200.320(d)) when the “sealed bid” procedure is not appropriate for the particular type of service being sought. The procedures are as follows:

1. A Request for Proposals (RFP) must be publicly advertised. Formal advertisement in a newspaper is not required so long as the method of advertisement will solicit proposals from an “adequate number” of qualified firms.

2. Take affirmative steps to solicit price quotes from M/WBE vendors and suppliers as provided under 2 C.F.R. § 200.321.

3. Identify evaluation criteria and relative importance of each criteria (criteria weight) in the RFP.

4. Consider all responses to the publicized RFP to the maximum extent practical.

5. Must have a written method for conducting technical evaluations of proposals and selecting the winning firm.

6. Award the contract to the responsible firm with most advantageous proposal taking into account price and other factors identified in the RFP. Governing board approval is not required.

7. Award the contract on a fixed-price or cost-reimbursement basis.

For additional details regarding contracts and the procurement process for the PTRWDB, please review the attached policy.

14. Provide a brief description of the actions the Workforce Development Board will take toward becoming or remaining a high-performing Board, consistent with the factors developed by the NCWorks Commission. [WIOA Section 108(b)(18)]

The Piedmont Triad Regional Workforce Development Board will continue to function as a high-performing Board by continuing to offer:

1) Training programs that respond to real-time labor market analysis.

The PTRWDB reviews data offering different perspectives of the region: Piedmont Triad Regional Council Planning Department, LEAD data, NCWorks, DOL, feedback from regional employers, commuting patterns, etc. The PTRWDB collects primary data by way of B2B Engage through the operations of the Business Services team. With this information and advisory from local employers, the PTRWDB is able to offer training programs as a response to local needs. The Triad Career Connect program is a great example of determining a need for talent with short-term credentials and preparing a program which provides exactly that.

2) Assessment tools that measure an individual’s prior knowledge, skills, competencies and experiences, and that evaluate such skills, and competencies for adaptability, to support efficient placement into employment or career pathways.

The PTRWDB continues to invest in assessment tools to guide the workforce center staff as they assist customers in making the right choices for their career pathway. The ACT NCRC and IBM Assess represent two of the offerings in the NCWorks Career Centers in the local area.
3) Assessing the effectiveness and continuous improvement of NCWorks Career Centers.

The PTRWDB has developed a self-audit report for the NCWorks Career Center staff to monitor their own documentation in NCWorks. This process yields very nicely to the PTRWDB Contracts/Accountability Specialist’s role of reviewing 20% of files in NCWorks. This process ensures proper documentation is maintained at each level.

4) Ensure technology is accessible to individuals with disabilities and individuals residing in remote areas.

The PTRWDB reviews yearly accommodations for persons with disabilities and their ability to access services and participate in training. As a cooperating partner, Vocational Rehabilitation, has been asked to review our 3 NCWorks Career Centers to recommend accommodations that would increase accessibility of services to this population.

Partnerships have been made with the 5 area community colleges to discuss distance learning and the options available for customers in rural areas to access training online. This includes rental or loan opportunities for technology through the community college. Community college partners have been receptive to the recommendation and will review options based on location, bandwidth and other technical support that would be required.

III. Regional Strategic Planning

North Carolina is defined by an expansive geography that covers over 53,000 square miles and spans from the mountains in the west, to the piedmont region in the state’s center to the coastal plain region in the east. This expansive geography contributes to the state’s diverse mix of rural communities, small towns, cities, metropolitan areas and regional economic centers, each with its own unique industrial composition. Part of North Carolina’s economic development strategy includes organization of the state’s 100 counties into eight multi-county regions called Prosperity Zones, which are intended to help ensure economic growth across all areas of the state, by leveraging regional economic, workforce and educational resources. Overlaying the eight prosperity zones are North Carolina’s 23 Local Workforce Development Board areas that facilitate the delivery of workforce services to the state’s citizens and employers.

Local Workforce Development Boards are to continue, or begin, formal interaction based on regional geography aligning with labor market areas. The following regional configurations will be used for submission of this Regional Plan:

- Western Region: Southwestern and Mountain Areas WDBs;
- Northwest Region: High Country, Western Piedmont, and Region C WDBs;
- Piedmont Triad Region: Piedmont Triad Regional, Guilford County, DavidsonWorks, and Regional Partnership WDBs;
- Southwest Region: Centralina, Charlotte Works, and Gaston County WDBs;
- North Central Region: Kerr-Tar, Durham, and Capital Area WDBs;
- Sandhills Region: Lumber River, Cumberland County, and Triangle South WDBs;
- Northeast Region: Rivers East, Northeastern, and Turning Point WDBs; and
The availability of talent is a top concern for Piedmont Triad. Providing companies with plentiful access to a sustained pipeline of workers with the skills necessary for operational success is vitally important. The workforce in the region is seen as a competitive advantage. The region has thousands of training and education programs aligned with our key sectors. The significant higher education assets are providing education and training to advance our economic development goals. A critical factor the Piedmont Triad region’s long-term economic success is ensuring and prioritizing the alignment of education and workforce efforts.

Data from EMSI, Bureau of Labor Statistics (BLS), the US Census Bureau and the NC Department of Public Instruction indicates that during the past decade, the Piedmont Triad region’s population has swelled by more than 125,000 individuals. The region’s population growth has been broad-based, with increases across every age and racial/ethnic group. Despite healthy levels of population growth, the effects of the Great Recession continue to linger in the Piedmont Triad.

a) The Piedmont Triad’s emerging industry clusters complement several traditional sources of economic activity within the region. Existing and emerging in-demand industry sectors include Back Office, Entertainment, Healthcare Aerospace, Biomedical and Automotive. Continued growth in the region will be seen in occupations such as Production, Logistics, Management, Business & Finance, Computer & Math, and Health Care.

EMSI data highlighted the global forces on the future of work in the region. This examined scenarios expected to have a major impact on job loss. From a demographic perspective, the decline in labor force participation and increase in the number of retiring workers may exacerbate workforce shortages. The urbanization trend is expected to continue driving more talent and innovation into metros and away from already struggling rural areas. Additionally, increase use of automation and the use of advanced technologies resulting in skills gaps are all conditions that contribute to potential layoffs and business closures.

b) In a survey of nearly 300 Piedmont Triad companies, more than 75% of surveyed firms reported experiencing difficulty filling open positions during the past 12 months. Employers reported the greatest difficulty in recruiting skilled labor and technical positions. The most widely cited barriers to finding new employees are the lack of workers with the right technical and soft skills. Employers repeatedly cited critical & analytical thinking skills, interpersonal/teamwork skills, and good attendance as especially difficult skills to find among local workers. With more than 80% of surveyed ...
companies in the Piedmont Triad anticipating hiring additional employees in the next 2 years and the most robust hiring expected to occur among new professional positions, the crunch for talent may become even more pronounced in the years ahead.

2. Describe how the regional strategic vision aligns with the NCWorks Commission’s 2019-2021 Strategic Plan.

TriadWorks, a collaborative of four workforce development boards within the Piedmont Triad region, fosters a vision of collaboration and cooperation with its workforce system partners that encourages employers and customers to seek services from the NCWorks system with confidence. To achieve this vision, the Directors of the four member Workforce Development Boards within TriadWorks meet at least quarterly to formulate policies or processes that support regionalism, as well as align with the strategic plan of the NCWorks Commission. Specifically:

- **Goal 1:** TriadWorks continues to develop and provide impactful programs and services that prepare our workers to succeed by increasing their skills and educational attainment.
  - TriadWorks collectively supports increased career awareness activities through the development and distribution of certified career pathway models. Our four workforce development boards have certified pathways within the Aviation, Healthcare, Advanced Manufacturing and Transportation/Logistic industries and distributes this information to customers, community partners and business throughout the Piedmont Triad region.
  - TriadWorks continues to support and advocate for increased educational attainment by engaging with secondary and postsecondary educational partners. Each of our Workforce Development Boards has submitted letter of support for the MyFutureNC initiative and continue to develop local response to ensure that 60% of our workforce possesses, or attains, a high-quality postsecondary degree or credential.
  - TriadWorks has developed consistent policies that promote and provide access to job training in in-demand occupations around the Triad area. Our policies support occupational skills training scholarships within four industry clusters and work-based learning opportunities with similar limits. Our purpose in doing this is to align policies to better serve our businesses and customers in a cohesive manner and remove potential barriers to access to services.

- **Goal 2:** TriadWorks continues to create a workforce system that is responsive to the needs of our economy by fostering employer leadership.
  - TriadWorks supports efforts to increase work-based learning opportunities by collaborating with industry partners and collaborating with community partners to expose students and customers to high-waged, in-demand occupations. Our four workforce development boards continue to provide job shadowing, work experience, internship, on the job training and pre-and-registered apprenticeship opportunities to members of our communities to increase exposure and access to career opportunities.
Each of our workforce development boards has approved the Job Training and Incumbent Worker Training Policies to facilitate employers providing structured skill enhancement training for new and existing employees.

TriadWorks continues to participate and engage with industry-led partnership and quickly responds to evolving business needs throughout our local areas. Significant regional industry-led partnerships continue to be Piedmont Alliance for Triad Healthcare (PATH), which is a collaborative serving the 12-county Piedmont Triad region. PATH identifies allied healthcare training needs and demands within the region and seeks to increase healthcare workers to meet workforce needs. TriadWorks maintains staff presence and supports the collaborative through the provision of labor market information, service and programmatic alignment and distribution of training resources to customers entering allied health careers.

**Goal 3:** TriadWorks promotes that replication of creative solutions to challenging workforce problems by supporting local innovation.

- TriadWorks continues to participate in regional, state and national workforce focused conferences. These conferences are attended by local education and workforce development partners and highlight best practices that can be replicated at the local level, as well as strengthens the knowledge base of practitioners and enables better services to communities we serve.

**Goal 4:** TriadWorks continues to promote system access, alignment, integration and modernization through strategic partnerships and implementation of technologies.

- One way that TriadWorks promotes access, alignment and integration is through our participation and co-leadership of Piedmont Regional Workforce Alliance (PRWA), which is a collaborative of our four workforce development boards and the regions eleven community colleges. PRWA works together to cultivate processes and regional programs that further develops a work/skill-ready workforce throughout our region. PRWA promotes a broader understanding of competencies, increased awareness of existing programs, fostering the development of new programs, as well as sharing of information to glean best practices across the region.

- Each of our workforce development boards regularly promotes the NCWorks Career Center brand throughout the region and have links to the NCWorks Online portal on our websites. We host regular meetings with regional and local partners to highlight the benefits of NCWorks services to increase awareness among stakeholders in the Piedmont Triad region.

- The Piedmont Triad region also commissioned a Talent Alignment Strategy report in which an online portal to attract and retain talent within the region was created to connect individuals to regional information, resources and employment opportunities.
Our workforce development boards independently and collectively measure, assess and report on the effectiveness of our systems. Through quarterly meetings, we discuss current and best practices to create alignment throughout the region from models that work.

3. Provide an analysis of the workforce in the region, including current labor force employment and unemployment data, and information on labor market trends, and the educational and skill levels of the workforce in the region, including individuals with barriers to employment. [WIOA Section 108 (b)(1)(C)].

From a labor perspective, the Piedmont Triad Region’s geographic location also provides it with significant flex capacity. The Piedmont Triad currently imports more than 150,000 workers from outside the region. At the same time, more than 165,000 Piedmont Triad residents work outside the region. Continued employment growth throughout the Piedmont Triad region will make it easier for employers to attract additional outside workers while increasing the opportunity to keep more residents employed locally.

Piedmont Triad Regional Commuting Patterns:

Labor force participation in the Piedmont Triad largely mirrors the national level. Male participation in the labor force is around 10% higher than female participation. Those age 55 to 64 comprise 15% less of the workforce than any other age bracket. Hispanics in the Piedmont Triad are participating in the labor force
10% more than any other race and at a higher rate than the US average.

Prior to the Coronavirus outbreak, unemployment rates in the Piedmont Triad had steadily declined since the end of the Great Recession. Before the pandemic, the unemployment rate in the region was identical to the national average. Unemployment characteristics in the Piedmont Triad very closely mirrored those at the national level. Males were more likely to be unemployed than females, veterans were more likely to be unemployed than non-veterans. Black/African-American workers were almost twice as likely than White workers to be unemployed.

Collectively, data findings and employer survey results suggest that the Piedmont Triad may encounter labor shortages across a variety of occupations, particularly in the aerospace, transportation, medical, and manufacturing sectors.

The total number of all graduates in the Piedmont Triad soared 28% during the past 5 years, more than twice the national average. The Piedmont Triad is a significant producer of graduates in Health Care, Business, and Liberal Arts/Multicultural Studies. Together these three degree groups make up 45% of all graduates in the region. However, since 2010, the largest growth in graduate output was in more technical/trade-related clusters like Construction, Personal Services, and Mechanics & Machine Repair.

The Triad region has a history of producing and attracting skilled labor. The skill levels of the workforce continue to increase, along with demand. Job growth in the region is expected to increase dramatically, which will require the Triad region to grow its ability to successfully produce and attract skilled labor. Fortunately, the region has a demonstrated track record of increasing local talent production.

Individuals with barriers to employment make up a large portion of the available labor pool in the Triad region. This group possesses needed skills, but data shows that they are their labor participation rates are very low. Reasons uncovered by the data were gender disparity, lack of available jobs and a skills mismatch, an increase in the population with disability claims and criminal records. Also, a decline in predominantly blue-collar occupations.

4. Describe strategies, used to facilitate engagement of businesses and other employers, including small employers and in-demand industry sector occupations. Describe methods and services to support the workforce system in meeting employer needs. [WIOA Section 108 (b)(4)(A)(i)(ii)].

A major strategy utilized in the Piedmont Triad Region was to engage business and education leaders in a regional Talent Alignment Strategy. The purpose of the Strategy was to ensure education and workforce development efforts were aligned with the needs of employers and to coordinate existing education and workforce development initiatives currently underway throughout the region. Ultimately, the project was aimed to create the next generation workforce that the Piedmont Triad will need to propel its economy forward. The strategic planning process was a joint initiative between the regional economic development agency, regional chambers of
commerce and key funding partners. Avalanche Consulting and the Council for Adult & Experiential Learning (CAEL) were engaged to facilitate and prepare the Strategy, to include the following: • Phase 1: Workforce Analysis will determine the makeup of the region’s labor force and identify the industries and occupations that are thriving. • Phase 2: Supply-Demand Gap Analysis will identify what skills the workforce currently has, what skills employers need, and how to fill in gaps in the workforce pipeline. • Phase 3: Talent Alignment Strategy will provide recommendations on how to align and improve the region’s talent pipeline. Stakeholder Input took place throughout this process and continues. Focus groups and interviews were facilitated with stakeholders in the region, supplemented by an employer survey. A Steering Committee consisting of industry, education, and workforce leaders from throughout the Piedmont Triad serve as advisors to the project.

A multi-faceted and collaborative approach to tackling the regional workforce shortages outlined in the reports was key. The consulting team provided recommendations on how Piedmont Triad leaders should collaborate to address specific shortages as well as broader global trends that will impact workforce availability in the region. Business, education and workforce leaders were given 6 broad goals, of which 3 were chosen to be the immediate focus for the region:

GOAL 1: The Piedmont Triad is recognized as an attractive destination to live, work, and learn. Develop a dedicated talent attraction and retention website. Utilize additional marketing tools for outreach activities.

GOAL 2: Employer engagement in the Piedmont Triad is coordinated, consistent, and results-oriented. Establish Sector Partnerships for each target industry. Develop regional data sharing agreements and a central repository for talent-related information. Create a Regional Leadership Forum. Optimize how employers connect with students and graduates.

GOAL 3: Discouraged populations are engaged in the workforce and supported in upskilling opportunities. Expand programs that enable discouraged populations to re-enter the workforce. Inform discouraged populations about career advancement resources in the region. Promote on-the-job funding and program development offered through the workforce development system. Highlight and promote the value of a post-secondary credential for the workforce.

The group has moved forward with the development of a regional talent attraction and retention portal, contracted with CAEL to conduct additional research and asset mapping on the disengaged population and investigated ways of increasing general employer engagement. All of these efforts are the meet the identified needs to employers within the region.

5. Describe strategies and services used to coordinate workforce development programs and economic development. [WIOA Section 108 (b)(4)(A)(iii)].

Economic Development representatives are integral members of all the local Workforce
Development Boards. Business Services Representatives from local WDBs have regular communication with Economic Development Directors in order to collaborate, listen and share information. Economic Development partners bring WDB Business Services staff to the table when a new business is looking to locate in the local area, or when an existing business is looking to expand its operations, and information is provided on services available to the business. It is extremely important for Boards to have close relationships with economic development in order to keep abreast of new and expanding businesses and the opportunities to provide services to them.

Regionally, Business Services Representatives work together and coordinate efforts because individual Boards have shared customers (employers) and shared interest in viable training solutions for a work-ready workforce; collaboration with EDs is a win-win for the workforce system and the employers. It is the plan for all Boards within TriadWorks to continue to build and strengthen the relationships we have with Economic Development partners. In turn, we will continue to share intelligence we gain from them with our training partners.

6. Outline regional transportation issues related to workforce development and ways the region is/will address needs identified. Include a description and map of the regional commuting patterns. [WIOA Section 108(b) (11)].

Our region currently has more than 900,000 residents participating in the workforce. The Piedmont Triad imports more than 150,000 workers from outside the region. At the same time, more than 165,000 Piedmont Triad residents work outside the region. Our region has established a solid transit infrastructure to accommodate talent moving within. Below are commuting patterns recognized within our region:
Whereas the region has robust transportation infrastructures in place, we remain challenged with the interconnectivity of multiple public transit systems that often make those reliant on them somewhat challenged in connecting to employment outside of their communities.

The Piedmont Triad region is home to seven public transportations systems: SKAT (Rockingham County), YVEDDI (Davie, Stokes, Surry and Yadkin Counties), WSTA (Winston Salem), GTA (Greensboro), Hi-Tran (High Point), DCTS (Davidson County) and PART (regional). PART, the regional transit system that connect the local systems throughout our region in moving our residents in and out of counties for services and employment opportunities. We continue to experience challenges with community members being able to rely on inter-community transit systems to get to and from employment; often having to expend 1-3 hours of commute times or having to decline specific work hours due to the disconnect.

Our regional workforce boards will continue to work with local transit leaders, public officials and community stakeholders to create resolution to this issue. We see this as an opportunity to strengthen our public transit systems and align them with current workforce and business needs.

7. Describe how the region coordinates with area secondary education, community colleges and universities to align strategies, enhance services and avoid duplication of services. [WIOA Section 108(b) (10)].
One major collaborative effort between WDBs and Community Colleges for the past few years has been the Finish Line Grant initiative which was introduced by Governor Cooper in 2018. Statewide, local Workforce Boards applied for grants in conjunction with their local community college partner in order to help community college students who were near “the finish line” in obtaining their credentials. Success was achieved by providing supportive services in the event of emergency circumstances, i.e. car repair, housing assistance, etc. Collaboration between the four Boards of TriadWorks ensured all Boards had a system in place to serve customers in the manner the grant required: application process within a three-day time line.

In addition to offering training conducted by the community colleges in the local areas’ offerings of service, the TriadWorks WDB directors also meet regularly with community colleges through the Piedmont Regional Workforce Alliance. The Piedmont Regional Workforce Alliance was formed in 2009 through the mutual interest and efforts of the TriadWorks regional workforce development board collaborative and the community colleges within the Piedmont Triad region.

Some of the goals of PRWA are:

- Collaboratively streamline program offerings and trainings across regional partners
- Expand strategic partnerships
- Increase opportunities for experiential learning
- Promote value of membership in PRWA and value of regionalism
- Maximize regional resources
- Provide opportunities for communication among stakeholders in region
- Meet workforce needs of business and industry
- Utilize Labor Market Information (LMI) to meet business and industry workforce needs

This group meets quarterly and a TriadWorks’ Director co-chairs alongside a community college representative. TriadWorks Boards take turns providing administrative support to this group by compiling documents, taking meeting minutes, and scheduling meetings.

In addition to working with the community colleges though the PRWA, TriadWorks also works closely with career and technical education counselors at the high schools. To further avoid duplication of efforts, the CTE coordinators collaborate with each local Board’s Youth Council/Youth Committee. Additionally, there is engagement with superintendents from local school systems regularly with WDB staff and representatives from local boards sit on school system Business Advisory Boards.

Additionally, the PATH (Piedmont Alliance for Triad Healthcare) group was started by the TriadWorks consortium of WDBs in 2007 to be an employer-led committee to address the needs of healthcare employers in the region. Other members of the committee include: area community colleges, Goodwill, area AHECs, regional universities and K-12 public schools. This group meets quarterly and are committed to helping TriadWorks identify and prepare for future in-demand healthcare occupations.
8. Provide details on how the region addresses workforce issues specifically related to its a) cities and/or towns; b) suburban areas; and c) rural areas.

TriadWorks has a strong history of identifying and supporting each other regarding local area issues that affect us regionally. The breadth of experience of the TriadWorks members allows the region to solve problems in our larger cities, in the suburbs, and in the rural areas that comprise a significant portion of our counties’ geography. We recognize that each unique area has its own challenges that demand customized solutions.

Our region strives to address workforce issues specifically related to its cities and/or towns, suburban areas or rural areas through the development of the NCWorks Career Centers which have been strategically located within the community based upon population, employment opportunities, commuting patterns and access to education and training opportunities.

One substantial strength in addressing regional workforce issues is the healthy workforce partnerships we've established within the TriadWorks region. A history of good working relationships, open communications about problems affecting multiple communities, and joint efforts to address previous issues, help set the stage for collaboration on issues of regional interest. Within each of our local workforce areas, economic development agencies, local chambers, community colleges, non-profit and community organizations, employers, local elected officials, and other partners work together to ensure that workforce challenges and issues are being addressed.

Our region will continue to spearhead initiatives that bring together employers and training providers, working closely with the community colleges to ensure that we support the short- and long-term training programs that employers in our region want and need while meeting the needs of all our communities no matter the size or need.

9. Briefly describe how the NCWorks Career Centers serve military veterans.

Military veterans are a priority of service population in all NCWorks Careers. Veterans who visit NCWorks Career Centers benefit from cross-trained staff who work with Veterans Services staff from DWS (DVOPs and LVERs) to provide military men and women and their families with assistance in finding employment and supportive services.

Additionally, we hold or participate in job fairs for veterans, and of course, hold job postings 24 hours for veteran priority. One of the most meaningful outcomes of achieving career pathway certification is the development of on- and off- ramps that target veterans. Our Career Center facilitators and Welcome Center/Resource Room staff help veterans identify transferrable skills using the O*NET and My Next Move websites. We also use the information obtained from Veteran Services representatives to
inform our approved demand occupations list.

10. Provide details on how the region is prepared to respond to serve victims of national emergencies or hurricane disasters.

TriadWorks will follow state and federal guidance on serving victims of national emergencies or hurricane disasters. In the past 4 years North Carolina has been hit by two Hurricanes, Hurricane Matthew in 2016 and Hurricane Florence in 2018 and most recently the Covid-19 pandemic.

The USDOL awards National Dislocated Worker Grants to provide resources to states to respond to large and unexpected numbers of dislocated workers due to events that have caused significant job losses. These funds will allow TriadWorks to expand the service capacity of dislocated worker training and employment programs in order for workers to quickly become reemployed.

In 2018-2019, we were able to use WIOA funds to serve victims of Hurricane Florence who had relocated to the TraidWorks region after being displaced from their homes in the coastal areas. NCWorks Career Centers provided a variety of employment and training services to individuals to assist them with retraining and immediate job placement.

Recently, with the Covid-19 pandemic, our NCWorks Career Centers have stopped in-person services; however, all centers have continued to offer services virtually and by phone. TriadWorks has used our websites and various forms of social media to provide jobseekers and employers with information related to Covid-19. WDB websites have dedicated resource information with the latest updates. Individuals have been informed of methods of filing unemployment insurance claims including a list of who is eligible and information on the time limits for receiving benefits. Job seekers have been notified of businesses still hiring during the pandemic while employers looking at layoffs or closing have been provided information on filing a WARN notice.

Our Business Services teams have been busy speaking with employers regarding their immediate needs and inquiring whether local companies are able to pivot their production to manufacture person protection equipment (PPE) or provide other Covid-related services. Some companies have increased their hiring to ramp up their normal services or production. For companies willing and able, the state Business Services team has partnered with organizations who have made up a team of experts to help companies pivot production.

COVID-19 is having a negative impact on workers and businesses throughout our region and its effects will surely be felt for some time. TriadWorks has closely monitored resources that are likely to be available to us due to our status as Workforce Development Boards and are pursuing those opportunities such as the National Dislocated Worker Grant as they are made available.
IV. **NCWorks Commission**

The NCWorks Commission recommends policies and strategies that enable the state’s workforce and businesses to compete in the global economy.

The Commission is designated as the state’s Workforce Development Board under the federal Workforce Innovation and Opportunity Act. Led by a private sector chair, the 33-member Commission includes representatives from the business community, heads of state workforce agencies, educators, and community leaders. All members are appointed by the Governor.

Mission of the NCWorks Commission: To ensure North Carolina has an innovative, relevant, effective, and efficient workforce development system that develops adaptable, work-ready, skilled talent to meet the current and future needs of workers and businesses to achieve and sustain economic prosperity; and to ensure North Carolinians are ready for the jobs of today and tomorrow by increasing access to education and skills training, fostering employer leadership to prepare workers, and supporting and scaling local innovation.

The NCWorks Commission developed its **2019-2021 Strategic Plan** based on four overall goals:

**GOAL 1: Prepare workers to succeed in the North Carolina economy by increasing skills and education attainment.**

Education is the foundation to a strong workforce. As the skill requirements of jobs increase and change rapidly, businesses need to find people with the right skills for the jobs they create, and North Carolinians need access to training so they can be ready for those jobs.

1. Briefly describe how the local Workforce Development Board plans to prepare workers to succeed in the North Carolina economy by increasing skills and education attainment. Think about the myFutureNC goal of increasing the total number of **additional** post-secondary credentials by 400,000 by the year 2030. What strategy does the local Workforce Development Board have to support this goal?

Several demand industry clusters have been identified in our region which includes Medical Careers, Transportation and Logistics, Aviation, and Advanced Manufacturing. Individuals seeking careers in these industries are given preference as a having a better return on investment in their career goals. Other training requests are reviewed on a case by case basis to assess demand in the area in which the customer resides or plans to relocate. Review of local and regional labor market information is the main tool used to achieve this, however direct employer feedback as to their current and predicted demands also strongly taken into consideration into making such decisions. Employers provide this feedback to our NCWorks Career Center Managers, our Business Services Representatives and directly to the Board. This information is shared amongst the mentioned entities.

In addition to assessing the chosen career pathway for appropriateness the individual making the request must go through a suitability process to determine appropriateness of the chosen career path. One of the main items assessed is the ability for the customer to gain self-sufficiency without training services. The goal is for the customer to obtain
a similar salary from a prior wage at a job (if it was a livable wage or better) or to obtain a better wage than from prior employment. In addition, key factors such as interests, academic ability and other barriers to success are assessed and a determination is made to say yes the customer is appropriate at this time, or the customer has work to do in certain areas before a decision can be made, or the chosen career path is inappropriate at this time to be pursued under our training program. At that time individual counseling is attempted in order to assist the customer to choose a more appropriate career path, or tap into other resources that might assist the person with their original path.

2. Briefly describe how the local Workforce Development Board plans to promote access to job training for high-demand fields.

Workforce services are offered in each of the seven counties served by the Piedmont Triad Regional Development Workforce Board. Satellite sites are located in six out of seven counties served. These sites provide access to NC Works Online and other technology and assistance outside of our three certified sites.

In addition, WIOA and Wagner Peyser staff are made available in strategically determined areas where demand is highest. Because of this, access to staff knowledge and program services offered at the certified sites are also available for 16 hours a week in three (Davie, Stokes and Yadkin) counties. Satellite sites must comply with ADA regulations within the infrastructure of the building as well as in the services offered. They must provide their own staff who are willing to be trained in use of NC Works Online and operate on a consistent schedule.

The local area workforce board is responsible for providing training for staff. Additional support needs for staffing and equipment are determined on an “on demand” basis in rural areas. In addition, a Career Center (Mobile Unit) is available to go to outlying areas to serve customers. The Mobile Career Center, with an interior that can be set up with 8 workstations equipped with laptops, printing capabilities, and two TVs (1 exterior and 1 interior) with the ability to project information from USB. The workstations can be broken down to have an open space. The open space can accommodate 25 chairs. The Mobile Career Center is handicapped accessible.

3. Briefly describe how the local Workforce Development Board plans to increase access to education for individuals with barriers.

The Piedmont Triad Regional WDB uses the following outline to increase access to education for individuals with barriers:
Persons with disabilities – refer to Vocational Rehabilitation to access services to help support education and employment success
Returning veterans and skilled military retirees – assess by career center staff with veterans’ questionnaire used in our career center, then qualified veterans are directed to in-house DVOP’s. Many veterans are served in our general population.
Temporary Assistance to Needy Families (TANF) recipients - refer to WIOA Adult Services to receive education or career services
Trade Adjustment Act (TAA) and Rapid Response Activities – refer to TAA (if TAA petition approved by DOL) and then enrolled into WIOA Dislocated Worker education and career services
Individuals with other barriers – offer basic assessment and refer to appropriate educational resources

In addition, the Piedmont Triad Regional WDB views the Career Pathways as an opportunity for those with barriers to receive an industry recognized stackable credential. The Career Pathways model provides specific on and off ramps for so customers are aware of different points of entry and exit related to education.

**GOAL 2: Create a workforce development system that is responsive to the needs of the economy by fostering employer leadership.**

Employer-led job training programs have the best career outcomes. Employers know best what skills their workers need, and employer involvement is key for workforce development and job readiness. Businesses that invest in developing North Carolina’s workforce will benefit from well-trained employees and a more innovative and diverse workplace that better reflects its community.

4. Briefly describe how the local Workforce Development Board makes local employers aware of the wide array of business services offered.
To realize effective and consistent visibility to employers in our region, the Piedmont Triad Regional WDB Business Services team connects with local employers in a variety of ways. The Business Services Coordinators consistently meet with individual employers one-on-one to discuss the wide array of services our Board can offer that best matches the employers’ unique needs.

Consultative interviewing methods are essential to the work of the Piedmont Triad Regional WDB Business Services Team. Using those consultative interviewing methods, the Business Services Coordinators assesses the talent development needs of employers to gain a greater understanding of how addressing those needs will impact the growth of the employees as well as the business long-term. This allows the staff to provide the best possible solutions to fit the business’s needs while simultaneously coordinating efforts with local area training partners, such as community colleges. This ensures the desired training helps the employees gain credentials or course credits to build upon throughout their career; this also reinforces the development of a Work-Ready region which is attractive to business and industry.

Outside of these one-on-one meetings, the Business Team works to establish partnerships with our local Economic Development offices, Chamber of Commerce, Community Colleges and regional partners.

Additionally, the Business Team frequently attends industry specific events, serves on relevant committees and other employer specific engagement to establish and
maintain a visible presence in the communities we serve.

5. Briefly describe how the local Workforce Development Board plans to enhance work-based learning projects to a broader range of local employers.

Convening partners and consultative interviewing methods are essential to the work of the Piedmont Triad Regional WDB Business Services Team. Using those consultative interviewing methods, the Business Services Coordinators assesses the talent development needs of employers to gain a greater understanding of how addressing those needs will impact the growth of the employees as well as the business long-term. This allows the staff to provide the best possible solutions to fit the business’s needs while simultaneously coordinating efforts with local area training partners, such as community colleges. This ensures the desired training helps the employees gain credentials or course credits to build upon throughout their career; this also reinforces the development of a Work-Ready region which is attractive to business and industry.

Connecting to a broader range of employers and expanding our industry reach is enhanced with our partnership approach to internships and work experience. A specific example is our initiative, Triad Career Connects, which connects high school students with a paid summer work experience with our local employers as well as utilizing our community colleges with having the students earn an industry specific credential. This initiative demonstrates the use of the NextGen program connecting participants to companies which lets to exposure to regional industry for students and opening employers to our work based learning opportunities.

The Piedmont Triad Regional WDB has successfully created training programs which utilize our work based learning opportunities that allow for potential creation of apprenticeships, internships, work experience that connect viable career pathways with individuals and industry. Expanding on this type of engagement to create opportunities to align with recognized career pathways is our regional focus moving forward.

Business Services Coordinators also continue to partner with and enlist the support of Apprenticeship NC, RockATOP – a local area apprenticeship consortia, Community Colleges and local K-12 School system CTE Directors and CDCs to find and promote opportunities.

6. Briefly describe how the local Workforce Development Board works with local elected officials to ensure viable local business representatives are appointed to the local Workforce Development Board?

As a department of The Piedmont Triad Regional Council, the Piedmont Triad Regional Workforce Development Board engages regularly with the elected officials who make up the Council of Government’s (COG) Board of Delegates. The Workforce Director frequently provides updates to the group on workforce initiatives during executive and full board meetings. The Delegates also serve as members of the Piedmont Triad Regional Job Training
Consortium. As such they are keenly aware of workforce needs within the local area. Knowledge of the workforce needs along with the make-up of their local business community, informs which business representatives are recommended for appointment to the Workforce Development Board.

7. Does the local Workforce Development Board currently have any sector partnerships established with local or regional businesses? If so, please cite an example.

The Piedmont Triad Regional Workforce Board has collaborated with industry leaders within the local area to function as sector partnerships. These relationships are built to connect employers, training/education providers, and partner organizations with the workforce development board. Through these partnerships, we are able to collaborate more effectively to connect jobseekers with appropriate training and employment opportunities in the connected industries. These are not “official” sector partnerships but serve the role as a connector and driver for industry development.

- The Piedmont Alliance for Triad Healthcare (PATH) is a collaborative serving the 12 county Piedmont Triad region: Alamance, Caswell, Davidson, Davie, Forsyth, Guilford, Montgomery, Randolph, Rockingham, Stokes, Surry and Yadkin. PATH serves as an advisory council to advocate for and further develop the Allied Health workforce to meet the current and emerging needs of healthcare within the Piedmont Triad Region of North Carolina.

- The High Performance Manufacturing Association (HPMA) is a collection of companies, educators, business groups and government groups with a common goal to see manufacturing businesses in and around the Piedmont Triad in North Carolina grow and prosper. The Entrepreneurial Ecosystem of Forsyth County is comprised of twenty organizations that collaborate to support small business and entrepreneurs in Forsyth County.

- The Winston-Salem Tech Council is sponsored by Cook Medical. Functions as a collaborative forum, bringing together representatives from tech companies, educational institutions, elected officials, and the business community to generate ideas that enhance our area’s growth as an innovation-centered economy.

**GOAL 3: Promote replication of creative solutions to challenging workforce problems by supporting local innovation.**

Communities across North Carolina are developing great local models of workforce development. North Carolina should build on those successes and replicate them in more places to continue building and expanding innovative solutions.

8. Briefly describe how the local Workforce Development Board provides new and innovative solutions to support growth of the local workforce system.

**Adult Apprenticeship**

The PTRWDB has partnered with a community college apprenticeship collaborative to connect adults and dislocated workers to apprenticeship
opportunities. The original model of the program is targeted to recent high school graduates. With the PTRWDB, a connection has been made between adult populations and the highly successful apprenticeship model in advanced manufacturing.

Short-term Training and Work Experience

Triad Career Connect is a work experience best practice that encourages in-class training and on-the-job skills building. This program operates as a 2-week, short-term training course in advanced manufacturing certifications and a 10-week work experience with the employer. Following a successful pilot program, this model has been replicated in two other areas with NextGen youth.

Regional Talent Focus

The PTRWDB has coordinated with local partners to develop the NC Triad Talent Portal as a way of life portal to showcase the benefits of life in the Triad. This portal operates as a talent attraction and retention platform to connect jobseekers with training, employment, and any other local information they may need in order to secure and maintain employment in the Piedmont Triad.

9. Has the local Workforce Development Board received any (Federal, State or Local) funding for local innovative projects? If so, please list these grants.

   • Eastern Triad Workforce Initiative – State Legislature funding
   • Appalachian Regional Commission (ARC) – Federal funding
   • State Enhancement Grant – State WIOA funding

GOAL 4: Promote system access, alignment, integration, and modernization.

North Carolina’s workforce system includes multiple agencies, programs, and funders. Collaboration, policy alignment, systemic communication, integration, and modernization of the workforce system will ensure a strong and healthy workforce system that can adapt to a changing economy.

10. Briefly describe how the local Workforce Development Board plans to increase NCWorks brand awareness.

The lack of awareness of NCWorks has been a challenge in the Piedmont Triad local area for some time. Many people think of NCWorks as the unemployment office or an entitlement agency and do not realize the broad number of services provided through NCWorks Career Centers. Piedmont Triad Regional Workforce Development Board (PTRWDB) is working to change this perception. Without a marketing/outreach budget for brand awareness, PTRWDB is relying on public relations strategies and currently available resources to achieve this goal. The areas of focus include:

   • Increase on-line presence (website and social media). PTRWDB has secured the URL, www.ncworkstriad.org which is built within the existing www.ptrc.org website. This is
a page to provide information specifically relevant to our local area NCWorks Career Centers. Also, each of the three centers in the region have a Facebook page.

- Position PTRWDB as the expert resource for local media outlets. PTRWBD has been working to build relationships with local journalist and reporters to help them more accurately report on activities and resources available through the NCWorks Career Centers.
- Utilizing the mobile unit as a mobile NCWorks Career Center. PTRWDB has been promoting the use of the mobile unit across our region and has dramatically increase the number of mobile events.

11. Briefly describe any local area best practices on modernization of local career centers.

Piedmont Triad Regional Workforce Development Board (PTRWDB) is always looking to create innovative ways for businesses and members of our community to access resources and services. The Board partnered with vendor 180 Skills to deliver soft skill training via online modules. This has been very successful and the Board is looking for ways to expand service through additional virtual platforms.

Additionally, the Board invested in high-quality signage for the resource rooms and in all local area Career Centers. The signs spotlight the 4 local area Career Pathways and the high demand sectors associated with each.

12. Briefly describe how the local Workforce Development Board plans work toward increased alignment with other local workforce system partners. How will you work together to ensure North Carolinians receive more comprehensive services across a broader range?

The Piedmont Triad Regional WDB led the efforts to conduct a Workforce Asset Mapping Inventory. The purpose of the project was to understand the landscape of services being provided, examine the alignment of efforts, how to leverage resources and highlight opportunities.

Based on the recommendations of the Inventory, efforts are being put toward alignment of service providers to reduce duplication, convening stakeholders and coordinate outreach activities, creating more robust referral programs among service providers, focusing on coordinated and targeted outreach.

Some specific initiatives include: piloting a local degree completion effort directed toward unemployed and underemployed adults, with the longer-term goal being to expand to include various stakeholder groups. Pop-Up Job Centers to reach disengaged populations in their neighborhoods and providing baseline services. Could work well in conjunction with the Mobile Center.

13. Briefly describe how the local Workforce Development Board is supporting Executive Order No. 92--Employment First for North Carolinians with Disabilities. Employment First is a national movement which recognizes that all citizens, including individuals with
significant disabilities, are capable of full participation in integrated employment and community life.

The Piedmont Triad Regional Workforce Development Board engages in a range of services which supports Executive order 92-Employment First for North Carolinians with Disabilities. The three NCWorks Career Centers and all satellite locations offer the needed supports to meet customers where they are. This includes creating print and online material that is accessible for those with visual or hearing impairments. The same is true for any assessments and employment options. Each customer reports a number of personal details which includes disability status. This information is documented by the case manager. The PTRWDB has a long-standing partnership with Vocational Rehabilitation Services. This partnership aids in providing additional resources, specific to the new employee’s needs, in order to overcome any barriers to succeeding in the workplace. This value-add is an accompaniment to the services available to customers of the NCWorks Career Centers through WIOA funds.

Most recently, the PTRWDB has established a relationship with A Bridge to Achievement in Winston-Salem to offer on-the-job training opportunities for those interested in providing therapy and educational opportunities to children with autism. This partnership supports the cost of onboarding and initial training of new employees who have an interest in Applied Behavior Analysis practices to teach learners to reach their full potential. This new partnership is the start of a pathway into therapy and counseling careers.

V. NCWorks Career Centers

1. Identify NCWorks Career Center location(s) including Tier 1, Tier 2, Affiliate, and Specialized sites; On-site partners; how NCWorks Career Center operator(s) are designated; provider(s) of WIOA career services and method of selection; whether youth services provider is on-site and, if so, youth services offered. Use the NCWorks Career Center Chart. [WIOA Section 121(b)(1)(A) and (b)(1)(B)] Name document: Local Area Name Career Centers.

2. Provide the date and process for when the competitive procurement of the One-Stop Operators(s) occurred. Include the expected length of the contract (one-four years).

Request for Proposals for Adult/DW Service Providers and One-Stop Operator was released January 26, 2018 for the entire service area: Caswell, Davie, Forsyth, Rockingham, Surry, Stokes, Yadkin Counties. A General Bidder’s Conference was held on February 9, 2018. Proposals were due February 23, 2018.

Piedmont Triad Regional WDB Staff and WDB Executive Committee reviewed the received proposals February 26 – March 21, 2018. Any WDB members who had a conflict of interest due to the proposals, was required to recuse themselves from the discussion, voting and negotiation process.

The WDB Executive Committee presented their recommendations for contract award for
electronic vote March 23, 2018. Notice of selection was made March 27, 2018. Contract negotiations began April 4, 2018. The project start date is July 1, 2018. The One-Stop Operator contract coincides with Adult/DW Service Provider contract in that it is for 3 years with a 1 year renewal.

3. What strategies have been used to better meet the needs of individuals with barriers to employment and increase access to services and programs of the one-stop delivery system, such as improving digital literacy skills, and leveraging resources and capacity within the local workforce development system?

   a) persons with disabilities;
      Referred to Vocational Rehabilitation to access those services to help support employment success
   b) returning veterans and skilled military retirees;
      Assessed by career center staff with veterans’ questionnaire used in our career center, then qualified veterans are directed to in-house DVOP’s. Many veterans are served in our general population.
   c) Temporary Assistance to Needy Families (TANF) recipients;
      Referred to WIOA Adult Services to receive Career Services
   d) Trade Adjustment Act (TAA) and Rapid Response Activities;
      Referred to TAA (if TAA petition approved by DOL) and then enrolled into WIOA Dislocated Worker Career Services
   e) individuals with other barriers to employment; and
      Basic assessment offered to all incoming customers determines referral to other resources
   f) additional specific populations, if applicable
      Youth assessed for appropriateness of service in our centers, referred to Youth Services if they meet criteria

4. How are training programs such as apprenticeship, incumbent worker training, on-the-job training, and other work-based learning opportunities leading to industry-recognized credentials aligned with employers’ needs, and marketed to support talent development?

The Piedmont Triad Regional WDB Business Services Coordinators work closely with employers, community college partners and training providers to ensure that work-based learning programs, and incumbent worker training lead to skills attainment and industry-recognized credentials that are aligned with employers’ needs.

The WDB’s Programmatic staff and Executive Committee are also involved in the review and compliance processes to help determine whether proposed work-based learning contracts support our training goals. Work-based learning opportunities are marketed to support talent development through discussing specific skills needs with employers, and also through NCWorks Career Center staff, ED partners, Chamber of Commerce partners, community colleges, K-12 and other agencies or organizations throughout our LA.

5. Provide a brief description of the NCWorks Career Center system in your local area and include how Career and Training Services are provided. [WIOA Section 121(e), 134(c)
In the Piedmont Triad Workforce Development Board Area, seven counties are served and they include Caswell, Davie, Forsyth, Rockingham, Stokes, Surry and Yadkin Counties. There are three workforce centers which have completed Level 1 NCWorks Certification requirements. Those centers are located in Winston-Salem (Forsyth County), Mount Airy (Surry County) and Madison (Rockingham County). The comprehensive center for the region is located in Winston-Salem (Forsyth County).

Oversight of the Piedmont Triad Regional workforce area is a collaborative effort between the Piedmont Triad Regional Workforce Board and the Division of Workforce Solutions which is a part of North Carolina Department of Commerce.

Staffing in the workforce centers are comprised of integrated staff from:

- Adult and Dislocated Worker Workforce Innovation Opportunity Act staff (Employer of Record- Goodwill Industries of NWNC)
- Division of Workforce Solutions staff (Employer of Record NC Department of Commerce)
- Staff members who work for a variety of partner agencies providing support services in each area they are designated to serve.

Youth (In School and Out of School) are served in each of the seven counties served in the workforce region. Service delivery for youth services is dependent upon the vendor providing the services within the county they serve, but are always able to use the local workforce centers as needed and on demand to meet the needs of youth customers.

People seeking access to the workforce system may do so by accessing NC Works Online from any computer with Internet capability. For comprehensive services including WIOA, Trade, Veteran’s services, Former Offender Services and to access staff assistance, they may visit one of the certified sites and be served through the Integrated Customer Flow to access these services.

Workforce services are offered in each of the seven counties served by the Piedmont Triad Regional Development Workforce Board. Satellite sites are located in six out of seven counties served. Satellite sites are located in six out of seven counties served. These sites provide access to NC Works Online and other technology and assistance outside of our three certified sites.

In addition, WIOA and Wagner Peyser staff are made available in strategically determined areas where demand is highest. Because of this, access to staff knowledge and program services offered at the certified sites are also available for 16 hours a week in three (Davie, Stokes and Yadkin) counties. Satellite sites must comply with ADA regulations within the infrastructure of the building as well as in the services offered. They must provide their own staff who are willing to be trained in use of NC Works Online and operate on a consistent schedule.

The local area workforce board is responsible for providing training for staff. Additional support needs for staffing and equipment are determined on an “on demand” basis in rural areas. In addition, a Career Center (Mobile Unit) is available to go to outlying areas.
to serve customers. The Mobile Career Center, with an interior that can be set up with 8 workstations equipped with laptops, printing capabilities, and two TVs (1 exterior and 1 interior) with the ability to project information from USB. The workstations can be broken down to have an open space. The open space can accommodate 25 chairs. The Mobile Career Center is handicapped accessible.

Services offered in the workforce centers include the full spectrum of job seeker services including: job search assistance, assistance with use of NCWorks Online, career guidance, basic assessment to determine needs, comprehensive assessment programs (including but limited to Career Ready 101, TABE, Prove It, COAB, Bennett Mechanical), resume development assistance, access to technology, interviewing skills development, access to classes to improve basic skills and employability (on or off site), skills training currently in demand in the local area (on or off site), credential attainment (CRC, Other Industry Specific Credentials), Trade Assistance, WIOA Adult and Dislocated Worker, Youth programs (on or off site), services for certain segments of the population (disabled, veterans, displaced homemakers, Adults with low literacy attainment, Speakers of Languages other than English, former offenders, professionals), and other classes (GED, HRD, Adult High School Equivalency), and offerings. Partner agencies may offer their services to career center customers as part of Product Box offerings within the center, as well as at other locations in the community or via technology.

In addition to basic services, assisting with accessing jobs is a critical part of the services provided at the career center. On-site employer visits to match potential candidates with employer’s needs as well as proper job matching in NCWorks through the job seeker’s profile is an essential function of the career center. This may be accomplished through hiring events, job fairs, or other services to employers. Access to the career center and NC Works Online assistance to local employers is crucial to meet the local demands of the business community. The career centers are a conduit to access Local Veteran’s Employment Representatives, Business Services Coordinators and Business Services staff at local centers.

6. Describe how local Workforce Development Boards determine the need for enrollment in Training Services.

The Piedmont Triad Regional Workforce Development Board strives to offer guidance to the NCWorks Career Center Managers as well as the WIOA contract holder as to effective methodology for enrolling customers into training services that will prove beneficial to the economic prosperity to the customer.

Several in-demand industry clusters have been identified in our region which includes Medical Careers, Transportation and Logistics, Aviation, Advanced Manufacturing, and IT. Individuals seeking careers in these industries are given preference as the investment in their training is expected to produce a higher return with achievement of career goals. Other training requests are reviewed on a case by case basis to assess demand in the area. Review of local and regional labor market information is the main tool used to assess demand. Direct employer feedback regarding current and predicted demand is also taken into consideration when assessing demand. Employers provide this type of information to NCWorks Career Center Managers, Business Services Coordinators and
the Board. This information is shared among all entities.

In addition to assessing the demand of the chosen career pathway for appropriateness the individual making the request must go through a suitability process. Key factors such as interests, academic ability and barriers to success are assessed and a determination is made to approve that the customer is appropriate for enrollment in the specific training. If the determination is that the training and career path are inappropriate, additional resources are provided to assist the customers.

7. Describe how follow-up services are provided through the NCWorks Career Centers. [WIOA Section 134(c)(2)(xiii)]

Staff members provide follow up services for up to one year to customers who have successfully completed WIOA programs. Upon enrolling in WIOA services, the customer is informed that follow up services will be provided and cooperation in participation in follow-up services are requested at that time. Staff members track quarterly follow up needs through setting up alerts in NCWorks to alert the staff that a follow up session is due with the customer.

Follow up is documented in NCWorks via a case note and if a service is delivered then through a service code as well. Follow-up can take different formats but usually is provided via phone conversations with the exited customer. Information is gathered including ongoing job placement success, trouble-shooting problems in the workplace, additional training needs and discussing about any other needs that the program may be able to offer assistance.

If additional action is needed, then enrollment back into the program can be initiated as long as 90 days from case closure have occurred. Follow ups can also be in the format of speaking with employers to obtain needed documentation of continued employment. Contact and communication with the customer can also take place via email, social media, texting and in person.

8. Describe how new NCWorks Career Center staff are trained in the integrated services delivery system model and at what point do they have full access to NCWorks.gov and the timeline for accomplishing the training for new staff. Describe the staff development activities that reinforce and improve the initial training efforts.

NC Works Career Center staff members were initially trained through hands on classroom training in small groups in the use of NCWorks Online prior to its launch in August 2013. Ongoing training occurred with matching WIOA and WP staff together to learn the dual enrollment process into WP and WIOA services in NCWorks Online. Partner Staff received training as well in the use of NC Works Online. A refresher in aspects of using NCWorks Online was launched in the summer 2015 for experienced partner staff and to train new partner staff in the use of NCWorks Online.

New Career Center Staff receive one-on-one or small group training in the use of NCWorks Online within the first two weeks of employment with the Workforce Board Contracts Accountability Specialist, who is one of the region’s Super Users of the
NCWorks Online system. The Contracts Accountability Specialist also communicates changes, issues, and new policies to staff as the need arises. Additional staff training may also be planned and implemented quickly based on the understanding needs of staff.

As changes occur in the system, our Contracts Accountability Specialist will announce changes via email to program managers to share with staff members. If staff need additional assistance in understanding, the Contracts Accountability Specialist is always available to answer questions or give one-on-one tutorial session with staff. If many changes occur, group training opportunities are planned and implemented to assure staff understands the changes in the system and how to correctly operate the website and input expected data.

Upon introduction of WIOA and the changes in the legislation, WIOA staff and WP Staff were trained in a group training session together. Program managers were encouraged to pair WP staff with WIOA staff for ongoing training in WIOA practices and case management. Ongoing training over the next program year will be made available to facilitate better understanding of the complexities of WIOA. WIOA staff participates in the EAI and RESEA sessions, and two of our Centers have DWS staff to enroll customers for Individualized Career Services.

9. Describe how the Workforce Development Board holds the NCWorks Career Center operator and contractors accountable for activities and customer outcomes in the Center.

Performance measures outcomes are expected as part of the contract for Adult and Dislocated Worker Services offered in our NCWorks Career Centers. The operator of the center is expected to fully support the goals of the Board and the contractor’s efforts to reach the performance outcomes. Expected outcomes include numbers of customers enrolled into Individualized Career Services under WIOA, customers entering and successfully completing training goals, acquisitions of a Career Readiness Certification at the Silver or above level as well as other credentials, and the ultimate outcome of sustainable employment that meets the self-sufficiency benchmark set by the local area (+200% of poverty level). Heavy emphasis on customer’s developing a career pathway is exceeded within the performance expectations.

Review of ongoing success in reaching expected performance is reviewed bi-monthly at the Board’s Executive Committee and subsequently reported to the full Board.

10. Describe how the Workforce Development Board facilitates access to services provided through the NCWorks Career Center delivery system, including remote areas, using technology and through other means. [WIOA Section 108(b)(6)(B)]

Workforce services are offered in each of the seven counties served by the Piedmont Triad Regional Development Workforce Board. Satellite sites are located in six out of seven counties served. These sites provide access to NC Works Online and other technology and assistance outside of our three certified sites.

In addition, WIOA and Wagner Peyser staff are made available in strategically determined areas where demand is highest. Because of this, access to staff knowledge
and program services offered at the certified sites are also available for 16 hours a week in three (Davie, Stokes and Yadkin) counties. Satellite sites must comply with ADA regulations within the infrastructure of the building as well as in the services offered. They must provide their own staff who are willing to be trained in use of NC Works Online and operate on a consistent schedule.

The local area workforce board is responsible for providing training for staff. Additional support needs for staffing and equipment are determined on an “on demand” basis in rural areas. In addition, a Career Center (Mobile Unit) is available to go to outlying areas to serve customers. The Mobile Career Center, with an interior that can be set up with 8 workstations equipped with laptops, printing capabilities, and two TVs (1 exterior and 1 interior) with the ability to project information from USB. The workstations can be broken down to have an open space. The open space can accommodate 25 chairs. The Mobile Career Center is handicapped accessible.

11. Describe Local Area strategies and services that will be used to strengthen linkages between Boards and the NCWorks Career Center system and unemployment insurance programs. [WIOA Section 108(b)(4)(A)(iv)]

The Piedmont Triad Regional WDB encourages NCWorks Career center staff strive to enroll as many people receiving unemployment benefits into WIOA Services, as appropriate. Career center staff must assist EAI and RESEA customers on a weekly basis. All EAI and RESEA customers are introduced to WIOA services during the orientation sessions. Customers being served under the upcoming RESEA program are a natural fit for WIOA Career Services and are strongly encouraged to enroll and be served by this program to maximize long term job placement potential.

Business Services staff of the PTRWDB hold ‘Career Pathways’ workshops for EAI and RESEA customers in order to connect these groups with additional WIOA opportunities.

12. Describe how the Local Workforce Development Board has implemented a business services team and how they are supported by NCWorks Career Center integrated services staff.

The Piedmont Triad Regional WDB’s business services team is comprised of three Business Services Coordinators (BSC) who are Certified Business Engagement Professionals. Each BSC is assigned specific counties, and is tasked with assisting employers in those counties with their workforce needs.

The NCWorks Career Center integrated services staff support BSCs by helping BSCs locate skilled job seekers to refer to employers, by connecting BSCs with employers, and by sharing WDB work-based learning programs with employers. This “job ready pipeline” is a crucial connection piece for connecting talent to employment.

Business Services staff of the PTRWDB hold ‘Career Pathways’ workshops for EAI and RESEA customers in order to connect these groups with additional WIOA opportunities.

13. Describe how entities within the NCWorks Career Center system, including Career Center...
operators and partners, will comply with Section 188, if applicable, and provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities. [WIOA Section 108(b)(6)(C)]

The NCWorks Career Center of Forsyth, Surry and Rockingham Counties are all in compliance with ADA regulations. An EO review was conducted for these centers in June, 2019. The report has been received and all needed modifications have been addressed.

Compliance is monitored annually by the Piedmont Triad Regional WDB and by NC Commerce. All computers have built in disability settings that are accessible those who have a need. In addition, each center has a designated ADA compliant computer station for customers who prefer not to use the internal disability settings on individual computers. A variety of software, such as JAWS and Zoom Text to are available on the designated computer. choose from if the customer prefers one of these programs instead of the internal disability settings in the computer.

Each career center has a TTY available. Staff members are able to use the 711 NC Relay system to assist customers as well. Deaf and Hard of Hearing individuals usually use texting on cell phones and this is an acceptable method of communication within the Career Centers.

If career center staff encounter customers with uncommon needs, assistance from Vocational Rehabilitation will be contacted. Vocational Rehabilitation may also provide technical expertise to career center staff to serve the needs of job seekers with disabilities.

14. Describe the integrated customer service process for participants. Attach a flow chart for services to include initial one-on-one interviews with customers, including NCWorks.gov dual registration, skills assessments, and determination of further services. Name document: Local Area Name Service Flow Chart 2020.

Universal Customer- (Individual): Customers are greeted by Talent Engagement staff who will determine the needs of the customer. The dual application status is checked and an assessment is completed. Customers are referred to appropriate service.

Talent Development: Complete customer profile, explore career options, develop individual employment plan, and refer to community resources.

Talent Employment Solutions: Staff members conduct employer recruitment, job referrals, job matching, job orders, and events.

Business Customer-Board staff in conjunction with center staff offers consultative engagement, job profiling and analysis, closure and expansion services, business/labor market information, Incumbent Worker training grant/work based learning options, employer incentive/work opportunity tax credit, website portal for screening and recruitment and pre and post hire testing.
15. If applicable, attach the Memorandum of Understanding (MOU) among the local Workforce Development Board and partners concerning operation of the NCWorks Career Center system. (A MOU guide is attached for your reference as Appendix X). [WIOA Section 121(b) (A (iii)]. Name document: Local Area Name NCWorks Career Center MOU.

16. Describe how the Workforce Development Board uses a portion of funds available to the Local Area to maintain the NCWorks Career Center system, including payment of the infrastructure costs of Career Centers. [WIOA Section 121(b)(1)(A)(ii) and (h)]

The Piedmont Triad Regional WDB uses workforce funds dedicated to infrastructure of the Career Centers for technology purchases such as staff computers, software, licenses for assessments, scanners, copiers, printers, WIFI access, internet access etc.

PTRWDB also uses the funds to cover Center staff training, certifications and professional development. Along with purchases of supplies and towards upgrades within the Centers, staff training and certifications.

Workforce funds are used to cover maintenance and operational costs for the Mobile Career Center. The Mobile Unit is fully ADA accessible and the board does have a fee schedule for the unit.

17. Describe the roles and any resource contributions of the NCWorks Career Center partners. [WIOA Section 108(b)(6)(D)]

Each NCWorks Career Center partner is offered the opportunity to have an actual presence in the Career Center. Per the NCWorks Career Center MOU, there are mutually agreed upon contributions of partner staff, resources, equipment and program offerings to serve the job seekers.

Local area community colleges (Forsyth Tech, Surry Community College and Rockingham Community College) offer staffing in the resource rooms in those respective counties. Employability Specialists from the College’s HRD programs work with job seekers.

These staff members may assist with creating a complete profile and enrollment into the NCWorks online system, preparing resumes, interviewing skills, job search tactics, soft skills, use of technology and social media. They also serve as a direct referral source to the community college they represent for additions classes and services for customers.

Vocational Rehabilitation and Social Services in the counties within the local area use the center to meet with customers. Both VR and DSS hold information sessions within the Centers and provide referrals to NCWorks services.

The K-12 systems within the local area are connected with the workforce system through our efforts with work-based learning. Discussion are taking place around co-location of CTE staff to help serve out of school youth and work to re-engage them on educational
Other community partners such as Goodwill Industries of NWNC, Project Re-entry, the Urban League and the Center for the Study of Economic Mobility offer staff and resources to assist customers within the Career Centers and strong referral processes.

18. Describe the Workforce Development Board’s method for planning oversight, review process and frequency of review for the NCWorks Career Center system in the Local Area, including processes for ensuring quality customer service. [WIOA Section 121(a)(3)]

The Piedmont Triad Regional WDB Program Manager meets bi-weekly with the NCWorks Program Director. The Program Coordinator and Contracts and Accountability Specialist meet with the NCWorks Program Manager and Compliance Staff monthly to discuss progress toward performance goals, or any issues that may need attention.

Management Compliance Team Meetings are held to discuss policy changes and staff training needs. Items needing immediate attention, good or bad, are shared for quality control. The Contracts Accountability Specialist reviews monthly expenditures.

19. Describe how NCWorks Career Centers are using the integrated, technology-enabled intake and case management information system for programs carried out under WIOA and programs carried out by NCWorks Career Center partners. [WIOA Section 108 (b)(21)]

Career Center staff use NCWorks Online to enroll customers into Wagner Peyser and WIOA services. Staff members also assist job seekers with the use of NCWorks Online as the primary tool for job search and for job match. Customers are given guidance and assistance in properly completing their profile and setting up their virtual recruiter. Having the profile completed properly helps to maximize job matching and connection to potential employers viewing the customer’s profile.

Staff members also use NC Works Online for management of programs including Trade Assistance, WIOA Adult/Dislocated Worker/ Youth programs. Staff use the system to create IEP’s, update case notes, and notate services provided, assessment results and track activities within the system.

VI. Employer Services

1. Please briefly describe the efforts of the Business Services Representatives and/or Employer Services staff in the following areas:
   - Promoting work-based learning opportunities to employers

   Business Services Coordinators and Employer Services staff conduct employer needs assessments, to discuss specific workforce needs with employers.
Information about various work-based learning opportunities is shared based on the information gathered from the employer.

Work-based learning opportunities are also promoted through economic development entities, chambers of commerce, education and community partners.

- Exploring/promoting sector strategies with employers

Business Services Coordinators and Employer Services staff share information about Career Pathways, and how the goal is to help develop a pipeline of skilled workers to move along those pathways.

They also promote Career Pathways as creating a pool of talent employers can hire and develop.

- Utilizing employer data to inform priorities

Business Services Coordinators and Employer Services staff utilize labor market information to assist employers in making data driven decisions.

Data such as in-demand occupations, growth clusters, training forecasts, wage rates, and industry trends are all elements shared with employers to help inform priorities.

- Making employer referrals to Agricultural Services and/or Foreign Labor staff

When deemed necessary, employers are referred to Agricultural Services and/or Foreign Labor staff to help meet their needs. These connections are made through partner staff within the NCWorks Career Centers.

2. Please describe the efforts the Workforce Development Board has made to deliver business services on a regional basis. (possibly duplicative of items above)

(See strategies listed above)

3. Describe how the Board partners with employers and other organizations to promote work-based learning activities.

Work-based learning opportunities are promoted through, and often times developed in collaboration with employers, economic development, local chambers of commerce, education and community partners. Through a needs assessment completed in the initial engagements with an employer, work-based learning options are weighed as a solution for the employer’s pain points. Should a work-based learning option provide a resolution to
the employer’s pain points, it will be proposed to the employer. This is true for all work-based learning options. This is the benefit to a highly-customizable, consultative business solutions approach. Solutions are matched according to need.

In addition to single employer engagements, Business Services Coordinators also partner with Apprenticeship NC, Forsyth Technical Community College’s LEAP Program, and Rock-A-TOP. These apprenticeship partners and consortia support Registered Apprenticeships in their counties of focus. Support from the PTRWDB for these apprenticeship opportunities includes funding for both Pre-apprenticeships and Registered Apprenticeships. The PTRWDB also serves as a connector to jobseekers and populations in need who may not otherwise have a connection to work-based learning options. This includes connecting adults with Registered Apprenticeship options in a new career path.

4. Please describe business services partnership efforts in the areas of education, economic development and with employers.

Business Services staff leverage education, economic development, and employer partnerships to identify opportunities to assist employers and job seekers throughout the local area. These partnerships are also leveraged to help develop programs that meet the needs of business/industry.

Examples of this would be our Triad Career Connect summer program for young adults, and our Workplace Restart initiative to assist employers with safety protocols in response to the COVID-19 pandemic.

VII. Performance

1. Examine the local Board’s current Adult, Dislocated Worker, and Youth performance on the Federal Primary Indicators of Performance for PY 2019 and previous Program Years (reports available via FutureWorks).

   a. What are some of the factors in the local area that impact performance levels (both positively and negatively)? Be sure to consider factors such as the unemployment rate, factory closures/openings, weather events & natural disasters that may have impacted the area, as well as internal operational factors that may impact the local area’s performance.

   Some factors that have affected our performance negatively include changes in staff, prior to COVID-19 the low unemployment rate diminished the number of dislocated workers being served, however, with the onset of COVID-19 and massive layoffs the expectation is that dislocated worker enrollments will increase substantially. Additionally, during the pandemic and timeframe of statewide quarantine orders enrollments in general have been down.
A positive aspect of COVID-19 is that it forced creative and innovative ways of service delivery. Although performance is much lower than in previous years, service has not halted completely.

b. What strategies are in place to maintain or improve performance?

Compliance staff continue to review each application before staff complete enrollment. Staff are expected to self-monitor each of their files as well, which has helped to cut down on errors.

COVID-19 has forced creative and innovative ways of service delivery. Although performance is much lower than in previous years, service has not halted completely. The Board continues to look for virtual platforms and avenues to deliver services.

c. In the event the local board is not on track to meet yearly performance indicator goals, please discuss what corrective actions/_steps would be undertaken to address this situation.

The Board reviews the monthly tracker reports and identifies areas where performance is falling below identified goals. Contract staff is then advised to assess the accuracy of data input into NCWorks. If an ongoing data entry problem is identified, training will then be developed and facilitated by WDB programmatic staff. The Compliance Specialists (contract staff) reinforce and check data entered before the case soft exits. Staff members are normally expected to comply with keying requests within five days.

If data entry is not determined to be an issue, then the Board analyzes and evaluates the actual goals and determines appropriate course of action. For example, if measurable skill gains or credential attainment is the problem area, then training programs to determine whether they are indeed programs of value leading to credentials. The same is true for employment goals. Decisions around which training programs will be supported going forward are made based on the results of this analysis and evaluation.

Additionally, the Board hosts monthly Management/Compliance meetings to discuss performance issues and foster open dialogue about the training needs of frontline staff. Depending on the specific performance indicator goals, strategies are developed to assist frontline staff in identifying their role and impact on performance and ways that they can assist in mitigating the chance that goals will not be met. Tutoring options and other support resources are determined, staff career coaching sessions are scheduled. The contract compliance staff and program managers take this information back to frontline staff for their use and continue to monitor the input into NCWorks.
d. How is performance information shared throughout the hierarchy of staff? Please detail how the Board addresses performance data in its relationship with its contractor(s) and how case managers are using performance data to drive local area performance.

Board staff pulls performance data and shares with the management and compliance team, who in turn share with front line staff. Staff are encouraged to actively engage with participants and training providers in an effort to make sure we are collecting all pertinent information and recording performance data correctly.

The Board recently invested in display boards for each Center. The boards are used to share performance trackers with frontline staff. Staff now have a real time snapshot of performance data.

2. In recent years, many Workforce Development Boards have seen decreasing population counts for the number of Dislocated Workers served. Please describe the strategies the Board has in place to ensure this population is sufficiently (proportionately) represented in the performance pool. Be sure to include whether the Board makes use of the nontraditional Dislocated Worker definitions (such as any individuals who are long-term unemployed and can, therefore, be considered Dislocated Workers) in the response.

Staff are promoting WIOA services to RESEA and EAI customers as a way to tap into additional Dislocated Workers. The Board does allow the long-term unemployed individuals to be considered Dislocated Workers.

3. The Measurable Skill Gains measure is a real-time indicator denoting participants who are making demonstrable progress on a track toward Credential Attainment. Please describe how the Board makes use of the information the Measurable Skill Gains measure provides as a means of ensuring the Board reaches its Credential Attainment indicator goal.

Knowing that Measurable Skill Gains (MSG) ultimately lead to credential attainment, the Board reviews the monthly tracker reports and identifies areas where MSG are falling below desired levels. Contract staff is then advised to assess the accuracy of data input into NCWorks. If an ongoing data entry problem is identified, training will then be developed and facilitated by WDB programmatic staff.

If data entry is not determined to be an issue, then the Board analyzes and evaluates the actual training programs to determine whether they are indeed programs of value leading to credentials. Decisions around which training programs will be supported going forward are made based on the results of this analysis and evaluation.

Additionally, the Board hosts monthly Management/Compliance meetings to discuss performance issues and foster open dialogue about the training needs of frontline staff. When discussing MSG and credential attainment in particular
strategies have been developed to assist frontline in identifying participants with low measurable skill gains, thus in jeopardy of not attaining a credential. Tutoring options and other support resources are determined. The contract compliance staff and program managers take this information back to frontline staff for their use and continue to monitor the input into NCWorks.

4. Please describe the process for monitoring service providers in the local area. Include details such as how it is conducted, who is involved, how often, et cetera.

   The Piedmont Triad Regional WDB Contracts/Accountability Specialist monitors files on a weekly basis to ensure that the file is ready to exit and that final details are in the file such as credentials, measurable skill gains and employment information. The Soon to Exit report is pulled for files exiting in 15 days or less by contract compliance staff. Pulling this report allows issues to be caught quickly and ensures that performance is on track.

   The Program Coordinator monitors files quarterly. Two files are randomly selected from each caseload and is monitored for activities, communications and policy compliance. This ensures that we can offer technical assistance and make corrections on an ongoing basis and not just once a year.

   Lastly, the Contracts/Accountability Specialist monitors files annually. This is an in-depth monitoring of a larger pool of files. The annual monitoring is the formal monitoring for which the contractor receives notice and a written report of issues and/or where technical assistance is needed.

VIII. Equal Opportunity

1. Describe processes to ensure individuals are not discriminated against based on age, disability, sex, race, color or national origin. [WIOA Section 188].

   The contracted Program Manager, the Piedmont Triad Regional WDB’s EO Officer, the Piedmont Triad Regional WDB Accountability Specialist, DWS Programmatic and Fiscal Monitors and DWS Equal Opportunity Officer monitors compliance with file reviews to ensure the Rights and Complaint document has been signed and read by all those enrolled.

   The Piedmont Triad Regional WDB’s EO officer follows up with any customer that has filed a grievance to determine whether the allegations are the result of programmatic dissatisfaction or whether the grievance is based on age, disability, sex, race, color or national origin.

3. Describe methods to ensure local Equal Opportunity procedures are updated.

WDB and Career Center staff attend Equal Opportunity training, facilitated by Mose Dorsey, WIOA EO Officer for the NC Department of Commerce. Mose also conducts EO reviews of our NCWorks Career Centers, and provides feedback and suggestions for updates to EO procedures.

The Piedmont Triad Regional WDB’s EO officer ensures that updates are made to manuals and signage as it relates to Equal Opportunity policies and processes.

IX. Adult and Dislocated Worker Services

1. Describe the local Workforce Development Board’s vision for serving the WIOA eligible Adults and Dislocated Workers to include high level goals, outreach strategies, service delivery and expected outcomes. Describe how this vision will improve the employment outcomes for this population.

The Piedmont Triad Regional Workforce Development Board’s reason for being is to bring together innovative employers and skilled, motivated employees ready to help these enterprises flourish. The Board strives to collaborate with service partners and to serve employers, workers, and job-seekers with the aim of everyone embracing and enacting an ethic of continuous improvement and leaving complacency and inflexibility at the door.

The Piedmont Triad Regional Workforce Development Board plans to step up integration of the WIOA Adult and Dislocated Worker staff and Wagner-Peyser staff at all three of its NCWorks Career Centers by encouraging more shared functionality among Center staff. The Board aims to render services more seamlessly via continuous engagement with partners to foster and sustain a shared concept of career pathways relevant to our regional economy. Our services will remain customer-centered through continued dedication to the case-management model of facilitating customers’ economic progress. The Board continues to strengthen ties and forge new partnerships with area employers to ensure our responsiveness to businesses’ needs and to economic shifts. We will facilitate preparing workers for success by addressing their need for specific occupational skills, additional proficiency in reading and math, and for bolstered social intelligence necessary for teamwork and continuous employment and advancement and offer them opportunity to build on successes through additional training and career coaching. Lastly, we will use regional data, NCWorks, and feedback from employers, customers, and service partners to check the effectiveness of our service delivery strategies and implement reforms and redirect efforts as necessary.

The Board will seek and reach out to members of the labor force needing improved or additional occupational skills, soft skills, or skills pertinent to academic preparedness through a variety of means and will expect the same of the service
provider it contracts to enact services for Adult and Dislocated Workers. The Board and its contracted service provider will promote services at job fairs and rapid responses. The contracted service provider will continue introducing WIOA services to orientation sessions offered by community colleges for prospective students considering occupational courses of study approved by the Board. This has worked well with truck driver training offered by Caldwell Community College in partnership with Surry Community College, and the plan is to expand it into such arenas as nursing assisting and surgical technology and central sterile processing. Contracted staff members have also succeeded in getting machining students at Surry Community College interested in WIOA services when these students discovered their Pell funds were insufficient to cover summer semester and the instructors allowed contracted staff members to address the group about Adult and Dislocated Worker services. More such opportunities will be sought to complement services already being received by those utilizing occupational skills training as part of their plan to advance themselves economically. Contracted staff members have worked in partnership with the local area’s Wagner-Peyser former offender specialist to reach out to individuals economically hampered by criminal offenses and ties with other service agencies dedicated to this subset of our labor force are being forged. Contracted staff also plan to step up outreach to Spanish speakers at agencies designed for them and to increase presence at the local area’s largest Goodwill community resource center to make services known to its customers. The plan is also to be in communication with area employers, including staffing services, about credentials and skills attainments they would like for their present staff members to obtain and present opportunities for WIOA assistance to these workers. Outreach will also include inculcating relationships with community and 4-year college counselors to identify students who may benefit from our services and continuing working with area Head Start agencies to bring on board parents and guardians of the children being instructed by this provider of early childhood educational services.

The Piedmont Triad Regional Workforce Development Board and the agency it has contracted for delivery of Adult and Dislocated Worker services employ a fairly broad range of approaches to delivery of services and plans to broaden it and enrich it in the following arenas.
A. Further codification of regional career paths in partnership with other boards and area educators and training providers.

B. Collaboration with area educators and training providers to provide a more diverse range of instructional formats (online, preceptorial, tutorial, internships) with more scheduling options to encourage our shared customers who are working to continue their learning and to enhance their potential for advancement.

C. Engaging the faith community and behavioral health service providers to assist in establishing and maintaining peer support groups of unemployed and underemployed individuals participating in WIOA and/or Wagner-Peyser services.
to preserve or improve their emotional well-being and prevent social death while working through economic dislocation or longer-running disadvantages.

D. Continuing the tradition, with improvements, of our contracted career facilitators serving as mavens connecting customers to people and resources that will lead to improving their economic footing while serving as partners in accountability for what customers do with these resources and the plans made for progress in individual careers. Over the 4-year period in question, career facilitators will receive instruction in topics helpful in case management and supporting individuals career development, including exposure to ideas in cognitive behavioral therapy.

E. Career facilitators will seek opportunities to complement, rather than duplicate, services provided by partner agencies to enable shared customers to be served more comprehensively.

F. Supporting training which instills or increases foundational and specific job skills aligned with occupations identified as in-demand within the local area and region and giving additional weight to interpersonal, self-management, and problem-solving skills linked to vocational success. Offering on-the-job training for instruction in occupational skills not readily available in classrooms and work experience assignments for gaining real-life guided practice in soft skills and skills acquired through classroom instruction.

G. Determining service needs through interviewing and formal assessments.

H. Training of WIOA contracted staff at NCWorks Career Centers to enter and monitor job orders and training of their Wagner-Peyser colleagues to become involved in follow-up services to participants in Adult and DW services who have otherwise met their Employment Plan goals and to provide case management to Adult and DW participants who are in phases of their Employment Plans where training funds are not yet being expended.

I. Using one or more NCWorks Career Centers, Goodwill Community Resource Centers, or community college sites (or some combination thereof) to serve as a training center where students are WIOA Adult and Dislocated Worker participants who are receiving case management by contracted staff and are receiving holistic instruction in soft skills, foundational skills, occupational skills training for entry level work in health services, logistics, customer service, machining, or logistics, and real-life application of the training being received.

J. Utilizing contracted program support (clerical and administrative) staff to perform ISD functions at centers to give contracted career facilitators more opportunity to perform outreach where potential customers are most likely to be
found and to form and strengthen networking links with allied service providers.

Employment outcomes will be improved by increased attention customer needs and focus on relevant training. The customer accountability fostered through case managed career coaching will assist in improving employment outcomes.

2. Provide an analysis of the strengths and weaknesses of existing Adult and Dislocated Worker education and training services. Include how services are provided and the capacity to address the identified education and skill needs of the workforce and the employment needs of employers. Describe plans to address any weaknesses identified. [WIOA Section 108(b)(1)(D)]

Strengths of Existing Adult and DW Education/Training Services

1. Local Area boasts experienced staff reinforced by enthusiastic, idealistic team members of more recent vintage. Staff members hail from diverse vocational backgrounds (private sector and human services).

2. Local Area has developed tools for capturing information on performance outcomes to compensate for what is not easily aggregated by the state’s MIS system.

3. Local Area has fostered partnerships with community colleges, employers, and agencies geared toward the needs of former offenders, along with social services and VR to identify individuals who can become shared customers and benefit from the assistance of multiple agencies in workforce preparedness, skills training, job search assistance, job retention, and career advancement through recognized or unconventional pathways.

4. Local Area staff members possess an informed idea of demand occupations in the service area.

5. Business Services representatives provide Local Area staff with valuable intelligence about job opportunities and job creators’ needs through their continuous engagement with the employment community.

6. Local Area staff members work in partnership with Business Services representatives to expedite connecting jobseekers to employers through work-based learning opportunities.

7. Staff members harbor willingness to try new approaches, forge new partnerships, and seek under-engaged populations in delivery of workforce opportunity and innovation services.

8. Staff members consider and promote best interests of customers and partners in implementation of workforce opportunity and innovation services.

9. Local area has provided work-based learning opportunities for connecting job
seekers and job creators when instruction in technical skills employers seek of employees is not available from Local Area’s educators. Work-based learning opportunities have been particularly effective in meeting the workforce needs of smaller firms the community colleges may not consider as much when designing instructional programs.

10. Local Area has made available the Career Ready 101 assessment and 180 Skills soft skills training.

11. Local Area has made available work experience opportunities for enhancing workforce preparedness via real-life exercise of soft skills and enculturation into the norms and expectations of work.

12. Employer input into events such as job fairs and screenings has enhanced staff members’ understanding of employers’ needs.

13. Staff members often demonstrate willingness to research, build networks of allies and information sources, and become go-to resource people.

14. Staff members often develop rapport with jobseekers, representatives of service partners, and representatives of employers.

15. Local Area presently has 5 staff members who are proficient-to-fluent in Spanish who are stationed in both our largest county and the outlying rural counties.

Weaknesses of Existing Adult and DW Education/Training Services

1. Staff reductions have led to Adult/DW team members having to spend a disproportionate share of their time in ISD center functions with correspondingly less time for reaching out to target populations, especially Spanish speakers, where they are likely to be found.

2. Staff members need to communicate with partners more continuously to identify more individuals being served by or in contact with these agencies who can benefit from Adult/DW services.

3. Aims expressed by job seeking customers and some of the schools that refer them to us in hopes of our supporting them in classes do not always coincide with having a pipeline of workers ready to meet the needs of incoming or expanding employers.

4. Job seekers are not held accountable to taxpayers for failures to follow through when training services dollars are spent on them.

5. Staff members vary in their willingness to engage partners, develop rapport with customers, and serve as go-to resource people.

6. Some job seekers hold to outdated notions of work and study being seen as separate pursuits at separate times in life rather than concurrent activities needed for long term economic advancement.
7. Staff members still need to become more regular assigners of the Career Ready 101 family of assessments to their customers.

Present Manner of Educational/Training Service Delivery and Capacity to Address Identified Service Needs of Employers

A. Present Means of Educational/Training Service Delivery

1. Assessments of aptitudes, basic skills, soft skills, vocational interests, values, occupational skills, and transferable skills are available through staff along with interpretations. Customer interviews and selected assessments help inform career pathways and manner of preparation without allowing the instruments to predetermine options.

2. Career Readiness Certification preparation is available to all participants via online access and community college labs.

3. Basic PC skills are available through classes offered at NCWorks Career Centers and at community colleges.

4. Trainings which prepare students for credentialed entry level work and advancement in what have been identified by the Board as demand occupations are available through class work offered by community colleges or private vendors.

5. Trainings to meet employers’ needs that are less tied to credentials or that are too arcane for training providers to address at reasonable cost can be handled through on-the-job training.

6. Instruction in soft skills can be addressed to varying extents through community colleges’ Human Resources Development classes.

7. The Local Area supports jobseekers in obtaining state and industry-recognized credentials and licensing in a variety of occupational roles, especially in the fields tied to demand occupations which have been identified and recognized by the Board.

8. The Local Area supports job seekers who strive to advance beyond entry level to subsequent stretches of a career path through additional appropriate training and attainment of additional credentials.

B. Identified Needs of Employers

1. Workers who possess occupational skills particular to an employer’s prevailing workplace.

2. Workers who consistently exhibit the self-regulation, attentiveness, and sense of shared enterprise collectively known as soft-skills.

C. Capacity to Address Employers’ Needs

1. Specific job skills – On-the-job training is a proven means for assisting the employer in reducing identified skills gaps of new employees.
2. Soft skills – We have the capacity to address jobseekers’ shortfalls in this area through assessment in Career Ready 101 and assignment of specific modules from this teaching tool. Staff will reinforce this instruction by coaching customers to develop a repertoire of strategies for addressing soft-skill deficiencies. Combined with real-life practice in work experience assignments for those with troubled or absent work histories, customers should be much readier to be referred to job openings and to employer who need an infusion of workers for expanded operations.

Plans to Address Identified Weaknesses

1. Adult and DW contract holder will work to increase the time available to career facilitators to venture to where they can enroll target populations not yet habituated to frequent the NCWorks Career Centers by first of all having our clerical/administrative staff assume more of the functions of ISD and assist in following up with closed customers to determine improvements in economic fortunes or possibility of needing additional services. Then, under the imprimatur of center managers, Adult and DW staff will teach Wagner-Peyser staff to assist in follow-up and over time draw them into and instruct them to perform case management for customers not yet requiring expenditures of training funds. Eventually, we plan to have Trade staff assist in the full battery of case-managed services.

2. Adult and DW staff and management will seek and develop linkages with a greater number of partner staff who have moved beyond an autarkical mindset to educate them on how our services can complement theirs to get referrals from customers they serve and to give us opportunity to promote services when they have groups of prospective students/customers assembled for orientations or other information sessions.

3. Customer with evidence of or potential for appropriate aptitudes and skills will be made aware of what qualifications are being sought by employers with known expansion plans and alerted to how CRC and other Career Ready 101 proficiencies as well as trainings for specific occupational skills can help get these customers ready for these roles as well as ones for employers that economic developers are trying to attract.

4. We have allowed staff the discretion to have customers (especially those with a history of not finishing what they begin) invest of themselves per financial ability along with support received in training to give them more of a stake in training outcomes.

5. To bolster staff members’ willingness to develop additional relevant areas of expertise, we will use Strengthfinder results and assessment tools on which staff will be practicing to identify areas of interest to develop further knowledge that will result in staff and customers going to them for advice concerning these topics. All staff with the title of career facilitator who have more than a year of experience in that role will complete the Global Career Development Facilitator or Certified
Workforce Development Professional course of study if they have not done so already.

6. Staff members’ increasing knowledge of the career pathways identified and emphasized by our regional alliance of Boards (Piedmont Triad Works) will lead to explaining to more customers that a dead end job is not a life sentence if one is willing to study while one works. Success stories of customers who have advanced the hard but rewarding way of work study should offer models of how to plan and stick with it.

7. Staff members will gain facility for the expanded battery of career ready 101 batteries due to work experience assignments being preceded by assessments of listening and team work skills and followed by post-tests in these competencies in an effort to measure improvement as a possible benefit of these assignments.

3. Provide the date and process for the competitive procurement of the Adult and Dislocated Worker Programs that ensures an arm’s-length relationship between the Workforce Development Board and service delivery. Identify any service provider contract extensions.

**Note:** While Final Regulations Section 679.410 (b) and (c) provide exceptions to the competitive procurement process, WDBs *must* have an arm’s-length relationship to the delivery of services.

Request for Proposals for Adult/DW Service Providers and One-Stop Operator was released January 26, 2018 for the entire service area: Caswell, Davie, Forsyth, Rockingham, Surry, Stokes, Yadkin Counties. A General Bidder’s Conference was held on February 9, 2018. Proposals were due February 23, 2018.

Piedmont Triad Regional WDB Staff and WDB Executive Committee reviewed the received proposals February 26 – March 21, 2018. Any WDB members who had a conflict of interest due to the proposals, was required to recuse themselves from the discussion, voting and negotiation process.

The WDB Executive Committee presented their recommendations for contract award for electronic vote March 23, 2018. Notice of selection was made March 27, 2018. Contract negotiations began April 4, 2018. The project start date was July 1, 2018.

The Piedmont Triad Regional WDB voted to extend the contract during it’s May 22, 2019 Board meeting.

4. Attach the Local Workforce Development Board’s Adult and Dislocated Worker (DW) service providers chart effective July 1, 2020 using the Adult/Dislocated Worker Service Provider List provided. Name document: Local Area Name Adult
5. Describe how and when eligible training providers are reviewed at the local level and how customers are informed they have choices in choosing their providers. Define what “significant number of competent providers” means in the local area. Include whether the local Workforce Development Board uses more strict performance measures to evaluate eligible training providers. Attach if a separate policy. Name document: Local Area Name Eligible Training Providers Policy. [PS 06-2019]

Review of Eligible Training Providers

Contracted staff and their supervisors review newly introduced training providers or newly introduced programs of instruction offered by existing training providers for alignment with occupations defined as in-demand by the Board and for available evidence of instructional efficacy and successful placement of graduates and make recommendations to the Board on whether or not customers should be supported in these offerings. The Board reviews via NCWorks and makes decisions on whether or not to approve the training provider or course of instruction on a continuing basis or just for the particular case of a particular customer. Presently, contracted staff and their supervisors will sometimes support training outside the bounds of occupations identified by the Board as in-demand if a particular customer’s experience, aptitudes, existing skills set, and temperament indicate strong potential for success. Candidates seeking support to enter fields in which relatively few aspirants, even with strong skills, really succeed, such as real estate, have their requests referred to the Board for evaluation.

Contracted career facilitators inform customers of training provider choice by introducing them to the approved training provider listings in NCWorks and urge customers to examine more than one training provider if more than a single option is available in the range of locations where the customers are willing to go study. The individualized employment plan identifies customer choice of training provider and rationale.

A significant number of training providers means that the contracted staff seek to have at least two training providers to suggest customers interested in a particular occupational line, once occupational skills or skills upgrade training become relevant, be able to compare and contrast. Our local area is fortunate that many courses of study that prepare customers for entry level work in demand occupations are on offer with three or more training providers.

While the Board has not spelled out strict performance measures for training programs as a policy at this time, the groundwork is being laid through the collective career pathway definitions underway by the Piedmont Triad Works regional consortium to which the Board belongs. The supervisor of contracted
staff is seeking available information about graduation and placement rates (including those into training-related employment) for the three most recent graduating classes for curriculum programs which customers request we support them in completing. The supervisor will share with the Board what is discovered.

6. Describe follow-up services provided to Adults and Dislocated Workers.

Per Training and Employment Guidance Letter (TEGL) 19-16 and Section 134(C)(2)(A), funds described shall be used to provide career services, which shall be available to individuals who are adults or dislocated workers through the one-stop delivery system and shall, at a minimum, include - ...(xiii) follow up services, including counseling regarding the workplace, for participants in workforce investment activities authorized under this subtitle who are placed in unsubsidized employment, for not less than 12 months after the first day of the employment, as appropriate.

Staff members provide follow up services to customers who have successfully completed WIOA programs. Upon enrolling in WIOA services, the customer is informed that follow up services will be provided and cooperation in participation in follow-up services are requested at that time.

Staff members track quarterly follow up needs through setting up alerts in NCWorks to alert the staff that a follow up session is due with the customer. Follow up is documented in NCWorks via a case note and if a service is delivered then through a service code as well.

Follow up can take different formats but usually is provided via phone conversations with the exited customer. Information is gathered including ongoing job placement success, trouble-shooting problems in the workplace, additional training needs and discussing about any other needs that the program can assist. If additional action is needed, then enrollment back into the program can be initiated as long as 90 days from case closure have occurred. Follow ups can also be in the format of speaking with employers to obtain needed documentation of continued employment. Contact and communication with the customer can also take place vial email, social media, texting and in person.

X. Youth Services

USDOL provides funds to states who in turn provide local workforce areas resources to deliver a comprehensive array of youth services that focus on assisting out-of-school youth and in-school youth with one or more barriers to employment prepare for post-secondary education and employment opportunities, attain educational and/or skills training credentials, and secure employment with career/promotional opportunities. USDOL and North Carolina’s priorities are:

- Out-of-School Youth – A minimum of 75 percent of the Youth funds allocated local areas, except for the local area expenditures for administration, must be used to provide services to OSY;
• **Work Experience** – Not less than 20 percent of Youth funds allocated to the local area, except for the local area expenditures for administration, must be used to provide paid and unpaid work experiences; and a

• **Focus on Partnering** – Co-enrollment encouraged where appropriate with Title II and IV.

**USDOL also focuses on the following WIOA Performance Indicators:**

- Employment, education, or training during the 2\textsuperscript{nd} quarter after exit
- Employment, education, or training during the 4\textsuperscript{th} quarter after exit
- Median earnings during the 2\textsuperscript{nd} quarter after exit
- Credential Attainment Rate
- Measurable Skill Gains
- Effectiveness in serving employers (system-wide measure, not program specific)

NOTE: Performance is Section VII.

1. Provide a general overview of the local current total population (within five years) of the Title I WIOA eligible youth by Local Workforce Development Board area. Include the following general information for the local Workforce Development Board area:

**In-School Youth Analysis**

a. Approximately, what number of the Youth are ages 14-21?

The April 2020 NCAccess Regional Profile for Piedmont Triad Regional Workforce Development Board indicates that there are approximately 211,821 individuals residing in the Workforce Board Local Area who are age zero to twenty-four. These individuals make up approximately 31.1% of 683,249 residents. Approximately 99,560 individuals were enrolled in grades kindergarten through 12th; and, approximately 35,672 were enrolled in higher education.

b. Approximately, what percentage of these youth are low-income (eligible for WIOA In-school program)?

NCAccess data indicates that in 2018, the estimated that 15.8% of the population group residing within the Piedmont Triad Regional Workforce local area lived below poverty. The average family income was $79,846 (33.1%). The estimated average household Income was $67,247 (32.7%). Personal income was estimated to be at $44,264 in 2018.

c. Approximately, what number of these Youth are in the current school dropout statistics?

The North Carolina Department of Public Instruction, The 2018-2019 High School Dropout Counts and Rates Report for 2018-19 indicated: Caswell County Schools had 38 individuals to dropouts with a rate of 2.05%; Davie County Schools had 69 individuals to dropout with a rate of 3.63%; Forsyth County had 483 dropouts with a rate of 3.08%; Rockingham County had 157 dropouts with a rate of 2.04%; Stokes County had 69 individuals to dropout with a rate of 2.74%; Surry County had 62 individuals to dropout with a rate of 3.79% and Yadkin...
County had 21 individuals to dropout with a rate of .25%.

Out-of-School Analysis
a. Approximately what number of Youth ages 16-24 of the current total population (within five years) make up the population?

The April 2020 NCAccess Regional Profile for Piedmont Triad Regional Workforce Development Board indicates approximately 169,797 were between the ages of zero and nineteen about 42,024 individuals ages twenty to twenty-four who made up 6.2 percent of the population.

b. Youth ages 16-24 represent what % of the population?

The April 2020 NCAccess Regional Profile for Piedmont Triad Regional Workforce Development Board indicates the estimated 42,024 individuals ages twenty to twenty-four who made up six percent of the population in 2018.

c. What are the general educational levels of this age group?

NC Access 2018 County Profile data indicates twenty-eight percent of Caswell County residents, forty-nine percent of Davie County residents, thirty-two percent of Forsyth County residents, thirty-four percent of Rockingham County residents, forty-two percent of Stokes County residents, thirty-four percent of Surry County residents and thirty-six percent of Yadkin residents hold a high school diploma.

d. What is the general employment status of this age group?

The Annie Casey Foundation Kids Count 2017 Kids Count reported the number or disconnected youth (those not enrolled in education or who have employment) in the Piedmont Triad Regional Workforce Development Board Local area as follows: Caswell County 0.9%, Davie County 6.0%, Forsyth County 4.1%, Rockingham County 7.2%, Stokes County 7.7%, Surry County 7.1% and Yadkin County 7.4%.

2. Based on the assessment above, does the local Workforce Development Board plan to serve In-School Youth?

Yes, the Piedmont Triad Regional WDB does plan to serve In-School Youth.

3. Provide a description and assessment of the type and availability of youth workforce activities in the Local Area, including activities for youth who are individuals with disabilities. Include identification of successful models of such youth workforce investment activities being used and/or planned. [WIOA Section 108 (b)(9)].

Training activities are centered and customized on youth’s individual career path, interests and job responsibilities. Work Experience activities gives youth experience in the labor force and helps them choose the right sector to work in. Work experience also equips youth with certain soft skills/job readiness skills sought after.
by employers.

The following providers and business offer a myriad of training and work experience opportunities for youth: Davidson Community College, Surry Community College, Guilford Technical Community College, Forsyth Technical Community College, Fairfield Inn & Suites, Yadkin Valley Chamber, Food Lion, Goodwill Industries, Nursing Homes, Automotive Shops, and Medical Facilities. Leadership Development Activities helps cultivate leadership qualities in youth and empowers youth to become strong leaders in the schools, communities and throughout the world. Activities include youth summits, visits to Washington DC, State Capitol, leadership workshops. Leadership Models: North Carolina Youth Summit, Piedmont Triad Regional Workforce Board Washington, DC activity, Caterpillar Manufacturing Simulation at Forsyth Technical Community College.

4. Describe the local area’s broad Young Adult (NextGen) Program design to include:
   a. Providing objective assessments;
   b. Supportive service’s needs;
   c. and developmental needs of each participant, for the purpose of identifying appropriate services and career pathways for participants. [WIOA Section 129(c)(1)(A)]

Each Youth completes the objective assessment found in NCWorks Online. This assessment is very thorough, and includes skill levels, including literacy, numeracy, and English Language proficiency, as well as aptitudes, abilities (including skill gaps), work history, education levels, barriers, and supportive service needs.

The information uncovered in the objective assessment is then used to shape the Individual Service Strategy. Upon completion of the objective assessment, a 412 activity and a case note are entered in NCWorks.

5. How does the local area ensure the Individual Service Strategy (ISS) identifies appropriate services based on the objective assessment and is linked to youth performance indicators, career pathways and program elements? [WIOA Section 129(c)(1)(B)]

The ISS is completed in NCWorks Online, and is shaped by the Objective Assessment Summary. It identifies the participant’s employment and education/training goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve the employment goals, including a list of, and information about, the eligible training providers.

The ISS is developed in partnership with the participant, and is updated quarterly or as major changes occur. For participants who will participate in training, the ISS includes information about the participant’s choice of training program and provider. Training services align with in-demand occupations for our local area. Training programs should lead to industry recognized credentials.

6. Describe the local area’s broad Young Adult (NextGen) Program design to include:
   a. Employment Goals, and
   b. Education Goals.
Youth programs will serve as a catalyst to connect and engage youth with secondary and postsecondary educational opportunities to obtain diploma and recognized credential to compete in today’s labor market; develop workforce and leadership opportunities through holistic actions and cross agency collaborations that provide hands on exposure to the workplace, build appropriate work behaviors/ethics, soft skills, leadership skills, and allow for career exploration; build and strengthen relationship with local employers with the aid of the business services staff; and engage youth in an ongoing assessment and service-planning process.

The Piedmont Triad Regional WDB uses outreach strategies customized for out-of-school youth such as: reach out-of-school youth where they are, involve partners and community partners in identifying out-of-school youth, attract out-of-school youth who are busy with work and adult responsibilities, meet out-of-school youths’ immediate, short-term needs first (e.g., employment) while keeping them enrolled to meet long-term needs (e.g., basic skills, occupational skills). Engagement Strategies: Work with youth to identify short-term and long-term employment goals suitable for the local labor market and for their own interests, aptitudes, and abilities, involve out-of-school youth in developing their own customized individual service strategy and provide supportive services as appropriate to enable out-of-school youth to continue in program activities.

The board works collaboratively with youth providers to assess how they can best provide support to ensure positive outcomes for youth.

As youth are engaged in their learning process, developing the needed skills and competencies, and participating in work-based learning activities the likelihood of gaining and maintaining employment and successfully transitioning to adulthood is solid.

7. Where does the local area plan to serve the young adults (NextGen): NCWorks Career Centers Tier 1, Tier 2, Specialized Centers, Service Provider Offices, or Hybrid situations. Explain if it is both NCWorks Career Centers and Provider Offices or some other option.

Our plan is to serve youth in all 7 counties in our local area in the following locations: Piedmont Community College in Caswell County, Davidson County Community College-Davie Campus in Davie County, Goodwill Industries of NWNC Workforce Development Center in Forsyth County (located in the same building as the NCWorks Career Center), Goodwill Industries of Central NC Career Centers in Rockingham County, Jones Family Resource Center in Surry County, NextGen Youth Center in Stokes County, and Surry Community College Yadkin Campus in Yadkin County.

8. What new local higher-level goals (not traditional performance measures) are in place to serve the young adult (NextGen) population to include new outreach strategies and interactions with this population outside of the office/NCWorks Career Center setting? Do these improve employment outcomes and retention (or other identified local needs) for this population?
The Piedmont Triad Regional WDB’s contractor has an internal goal of 70% of participants will successfully complete the program. Youth participants will be recruited from a network of community partners who already serve the neediest youth. Referrals to and from these partnering agencies will ensure needs are met so the youth can be successful. Outreach will be targeted in high poverty zones so that we can serve those most in need of assistance.

9. Provide a description and assessment of the type and availability of youth (NextGen) workforce activities in the Local Area, including activities for youth who are individuals with disabilities. Include identification of successful models of such youth workforce investment activities being used and/or planned. [WIOA Section 108(b)(9)]

Training activities are centered and customized on youth’s individual career path, interests and job responsibilities. Work Experience activities give youth experience in the labor force and helps them choose the right sector to work in. Work experience also equips youth with certain soft skills/job readiness skills sought after by employers.

The following providers and business offer a myriad of training and work experience opportunities for youth: Davidson Community College, Surry Community College, Guilford Technical Community College, Forsyth Technical Community College, Fairfield Inn & Suites, Yadkin Valley Chamber, Food Lion, Goodwill Industries, Nursing Homes, Automotive Shops, and Medical Facilities. Leadership Development Activities helps cultivate leadership qualities in youth and empowers youth to become strong leaders in the schools, communities and throughout the world. Activities include youth summits, visits to Washington DC, State Capitol, leadership workshops. Leadership Models: North Carolina Youth Summit, Washington, DC activity, Caterpillar Manufacturing Simulation at Forsyth Technical Community College.

10. Provide the Workforce Development Board’s approach to meeting the required 75% minimum (NextGen) youth expenditures on out-of-school youth and include special outreach efforts and highlight planned program design. [WIOA Section 129(a)(4)(A)]

Build partnership with the public school system and the High School Equivalency Programs at the local community colleges to engage dropouts. Staff Outreach to partner orientations such as Health and Human Services, WIC and faith-based organization. Strengthen partnership with Parenting Teen Program and Department of Juvenile Justice and foster care providers. Continue to encourage and stress the importance of skills training and stackable credential. Assist with the college enrollment process, financial aid, establishment of class schedule and ongoing support.

11. Describe how the local Workforce Development Board partners, aligns, and leverages, as appropriate with:

a. Title II Adult Education and Family Literacy Act program resources and policies;
b. Title IV Vocational Rehabilitation program resources and policies;
c. Integrates adult education with occupational education and training and workforce preparation, as Boards as the creation of career pathways for youth. [USDOL TEGL 8-15]
Youth Providers collaborate and partner with Adult Education & Family Literacy Act program and Vocational Rehabilitation staff to assist youth in obtaining the knowledge and skills necessary for employment and economic self-sufficiency.

Youth participants can be dual-enrolled in all programs to receive a myriad of services specific to each program in order to better leverage resources. Referrals are made from all entities to ensure the needs of the individual clients are met. Youth Providers are actively engaged in local workgroups to align services across partner agencies.

Also, Adult Education and Vocational Rehabilitation are both represented on the Workforce Development Board to promote effective and efficient practices within the local area.

12. Describe how follow-up services will be provided for (NextGen) youth.

Note: All youth participants must receive some form of follow-up for a minimum duration of twelve months.

Follow-up services will be provided for not less than 12 months. Youth staff will utilize the “Follow-Up” alert in the NCWorks Online system. This alert will notify staff when an Individual on case load has a follow-up date that is nearing.

Follow-up services will include leadership development and supportive service activities, regular contact with a youth participant’s employer, including assistance in addressing work-related problems that arise, assistance in securing better paying jobs, career development, and further education, work-related peer support groups, adult mentoring, tracking the progress of youth in employment after training and any other expense allowable during participation.

Follow up can take different formats but usually is provided via phone conversations with customer in follow up. Follow ups can also be in the format of speaking with employers, training provider, etc. to obtain needed documentation of continued employment. Contact and communication with the customer can also take place via email, social media, texting and in person.

13. Specify if the Local Workforce Development Board plans to offer incentives for (NextGen) youth. If yes, attach the Youth Incentive Policy to include: a) criteria to be used to award incentives; b) type(s) of incentive awards to be made available; c) whether WIOA funds will be used and d) the Local Workforce Development Board has internal controls to safeguard cash/gift cards. Name document: Local Area Name Youth Incentive Policy.

Note: Federal funds may not be spent on entertainment costs.

Provided funding is available, the Piedmont Triad WDB will offer incentives for Youth participants.

14. If the Local Workforce Development Board does not offer incentives for (NextGen)
15. Describe the local area strategy to ensure youth (NextGen) program activities lead to a High School Diploma or its equivalent or a recognized post-secondary credential and post-secondary education and training opportunities. [WIOA Section 129(c)(1)(C)]

The ISS for each youth includes education/training goals and objectives, such as high school diploma/equivalent and/or post-secondary education and training opportunities.

Staff work to keep the youth engaged in meeting their needs and interests, and provide supportive services to enable the youth to continue working towards their goals and be successful, which leads to positive outcomes for both the program and participant.

16. Describe the local strategy to prepare the youth (NextGen) for unsubsidized employment, including with small employers, specifically those that include in-demand industry sectors and occupations of the local and/or regional labor markets. [WIOA Section 129(c)(1)(C)(v)]

The Piedmont Triad Regional WDB works collaboratively with youth providers to assess how they can best provide support to ensure positive outcomes for youth.

Work Based Learning opportunities are encouraged based on the local labor market as well as the youth’s interests, aptitudes and abilities. As youth are developing skills, particularly in WBL activities, the likelihood of gaining and maintaining employment and successfully transitioning into adulthood is solid.

17. Please complete the Youth Program Elements chart provided to demonstrate how the local Workforce Development Board ensures each of the 14 youth program elements is made available to youth participants.[WIOA Section 129(c)(2)(A)] Name document: Local Area Name Youth Program Elements

18. How does the local area ensure that the minimum of 20% of funds is spent on work experience and is the local area expending the 20% minimum on work experience to include an estimate of expenditures that will be paid wages to youth.? [WIOA Section 129(c)(4)]

The Piedmont Triad Regional WDB’s approach to meeting the required 20% minimum expenditure for work experience is to utilize best and promising practices from demonstration models on subsidized and transitional jobs regarding the approaches in serving disconnected youth, high risk young adults, and out-of-school population groups.

Traditionally, the transitional jobs model has been used in Piedmont Triad Regional Development Workforce Development Board’s program design. However, recent research has shown some traditional approaches, such as the transitional jobs model, proved to be effective in the gains of softskills; however,
did not yield a significant increase in the number of individuals who gained long-term unsubsidized employment.

The Piedmont Triad Regional WDB’s Program Coordinator will work with WIOA Youth Services contractors in determining the best service strategy to use in each individual youth case based upon the age, work experience, skills, and knowledge within a given career path. In the use of varying models, youth will gain soft skills (personal effectiveness, academic, and workplace); hard skills (industry-wide, industry-sector, occupational, and managerial); and the experience needed to acquire long-term career placement. The 180 Skills program will be used to enhance these skills.

Contract staff along with Business Services Staff will continuously research evidenced based program models related to pre-apprenticeships, summer employment opportunities, internships, job shadowing, and on-the-job training, to improve upon its delivery of paid and unpaid work experience as a youth workforce investment activity program element. • Fiscal Accountability Approach to meeting the 20% work experience minimum: Financial reports are reviewed by the Finance Director and the Contracts/Accountability Specialist to ensure providers of work experience are working to meet the 20% required work experience minimum. The Local Area uses the estimated program year allocation for each county to determine the 20% work experience expenditure.

The Board’s Contracts/Accountability Specialist reviews each participant’s case whereby work experience is rendered to ensure provider work experience activity is within NCWORKS and case notes support the work experience activity. The Program Coordinator reviews each case load to ensure case notes are entered to support the participant’s progression in gaining skills; the work experience is linked to a goal and objective within the ISS and leads to an outcome.

19. Does the Workforce Development Board have a standing committee to provide information to assist with planning, operational and other issues relating to the provision of services to youth? [WIOA Section 107(b)(4)(A)(ii)]

Yes, the PTRWDB has a youth standing committee

a. If no, describe how oversight to planning, operational and other issues relating to the provision of services to youth will be provided.

b. If yes, please provide a response to the following:

c. Provide the committee’s purpose/vision.

d. Provide the committee’s top three goals or objectives for PY 2020.

1. Career Readiness
2. Increasing enrollments in rural areas
3. Promoting short-term training and trade occupations

e. Attach the list of members to include members’ agency/organization, one of which must be a community-based organization with a demonstrated record of success in serving eligible youth. Provide the Committee’s Chair information in the first block (who must be a Workforce Development Board member.) Name document: Local Area Name Youth Committee Members. [WIOA Section 107(b)(4)(A)(ii)] and,

f. Complete the following chart for the PY 2020 Youth Committee’s planned meeting schedule to include dates, time and location. [Expand form as needed.]

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location (include address and room #)</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 13, 2020</td>
<td>11:00-12:30</td>
<td>PTRC Headquarters 1398 Carrollton Crossing Dr. Kernersville, NC 27284</td>
</tr>
<tr>
<td>November 12, 2020</td>
<td>11:00-12:30</td>
<td>PTRC Headquarters 1398 Carrollton Crossing Dr. Kernersville, NC 27284</td>
</tr>
<tr>
<td>February 11, 2021</td>
<td>11:00-12:30</td>
<td>PTRC Headquarters 1398 Carrollton Crossing Dr. Kernersville, NC 27284</td>
</tr>
<tr>
<td>May 13, 2021</td>
<td>11:00-12:30</td>
<td>PTRC Headquarters 1398 Carrollton Crossing Dr. Kernersville, NC 27284</td>
</tr>
</tbody>
</table>

20. Provide the date and process for when the competitive procurement of the Youth Programs was completed, to include any contract extensions.

Request for Proposals for contracted Youth Service Providers was released March 9, 2020 or the entire service area: Caswell, Davie, Forsyth, Rockingham, Surry, Stokes, Yadkin Counties. A General Bidder’s Conference was held March 16, 2020. Proposals were due April 13, 2020.

Piedmont Triad Regional WDB Staff, Executive Committee and Youth Committee reviewed the received proposal April 30, 2020 – May 8, 2020. Any WDB members who had a conflict of interest due to the proposals, was required to recuse themselves from the discussion, voting and negotiation process.

The WDB Executive Committee will present their recommendations for contract award to the full Board for electronic vote May 20, 2020. Notice of selection will be made no later than June 1, 2020. Contract negotiations to begin June 8, 2020. The project start date is July 1, 2020.

21. Attach the Local Workforce Development Board Youth service provider’s chart, effective July 1, 2020, using the Youth Service Provider List provided. Complete each column to
include specifying where Youth Services are provided. Name the document: *Local Area Name Youth Providers 2020.*
XI. Local Innovations

1. List additional funding received by the local Workforce Development Board to include special grants (Enhancement, Finish Line, Innovation), National Dislocated Worker Grants (disaster), YouthBuild, Foundation, outside funding and others to include a brief description the source and the amount.

<table>
<thead>
<tr>
<th>Grant Name/Kind</th>
<th>Description</th>
<th>Beginning and End date</th>
<th>Source and Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Enhancement Grant</td>
<td>Triad Talent Portal</td>
<td>August 2019- August 2020</td>
<td>NC Commerce $199,000</td>
</tr>
<tr>
<td>Finish Line Grant</td>
<td>For use across the 5 area community colleges Surry CC, Davidson CCC, Forsyth Tech, Piedmont CC, and Rockingham CC</td>
<td>September 1, 2019 – present</td>
<td>Finish Line Grant $137,763.27</td>
</tr>
<tr>
<td>Eastern Triad Workforce Initiative</td>
<td>The Eastern Triad Workforce Initiative (ETWI) is a collective effort among 17 workforce development agencies, industries, small business organizations, educational institutions and apprenticeship consortia within the four counties of Alamance, Guilford, Randolph and Rockingham.</td>
<td>July 1, 2018 – June 30, 2019</td>
<td>State Legislature $218,000</td>
</tr>
<tr>
<td>Appalachian Regional Commission</td>
<td>The grant provided funding to study the impact of the coal industry on Forsyth and Surry counties and to help develop plans to address these challenges.</td>
<td>October 1, 2018 – December 31, 2019</td>
<td>Federal ARC $99,000</td>
</tr>
</tbody>
</table>

2. Describe one local Workforce Development Board best adult/dislocated worker program practice.

The PTRWDB has partnered with a community college apprenticeship collaborative to connect adults and dislocated workers to apprenticeship opportunities. The original model of the program is targeted to recent high school graduates. With the PTRWDB, a connection has been made between adult populations and the highly successful apprenticeship model in advanced manufacturing.

3. Describe one local Workforce Development Board best youth program practice.

Triad Career Connect is a work experience best practice that encourages in-class training and on-the-job skills building. This program operates as a 2-week training course in advanced manufacturing certifications and a 10-week work experience with the employer. Following a successful pilot program, this model has been replicated in
two other areas with NextGen youth.

4. Describe one local Workforce Development Board regional strategy that has yielded positive results.

The PTRWDB led coordinated efforts with regional partners to develop the NC Triad Talent Portal as a way of life portal to showcase the benefits of life in the Triad.

This portal operates as a talent attraction and retention platform to connect jobseekers with training, employment, and any other local information they may need in order to secure and maintain employment in the Piedmont Triad.

5. Describe one local Workforce Development Board Incumbent Worker or other business services best strategy.

The Workplace Restart Incumbent Worker program was in direct response to the COVID-19 pandemic and incorporates virtual workplace readiness training with PPE for incumbent workers.

In this model, leadership and frontline staff undergo training in order to better prepare their workplace for operation following the pandemic. PPE is provided as training materials for all employees who complete training.
XII. Program Year 2020 Local Workforce Development Board Plan Required Policy Attachments

1. The following policies are required to be attached as separate documents in WISE as part of the PY2020 Comprehensive Regional Plan. Name documents: Local Area Name, Policy Name.

In the first column, state if it is attached or why it is missing and when it can be expected.

In the second column mark only if the policy has been changed/revised since PY2019 and requires a special review for PY 2020 and has not been previously submitted to the Division.

Do not add an empty document in WISE as a “placeholder”.

<table>
<thead>
<tr>
<th>Required Local Policies and DWS Reference</th>
<th>Attached (Yes/No)</th>
<th>Revised for PY2020 (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adult/Dislocated Worker Work Experience Policy (PS 10-2017)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2. Competitive Procurement Policy (PS 19-2017, Change 1)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3. Conflict of Interest Policy (PS 18-2017)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>4. Nondiscrimination/Equal Opportunity Standards and Complaint Procedures (PS 07-2018)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>5. Financial Management Policy for Workforce Innovation and Opportunity Act Title I (PS 20-2017, Change 1)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>6. Individualized Training Account Policy</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>7. On-the-Job Training Policy (PS 04-2015, Change 1)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>8a. Oversight Monitoring Policy, Tool and Schedule</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>8b. Oversight Monitoring Policy, Tool and Schedule</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>8c. Oversight Monitoring Policy, Tool and Schedule</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>9. Priority of Service Policy (PS 03-2017)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>10a. Youth Work Experience Policy (PS 10-2017)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>10b. Covid-19 Youth Work Experience Policy</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>11. Local Supportive Services Policy</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>12. Local Sampling Policy/Self-Attestation Procedures &amp; Monitoring Schedule</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
2. Designate whether the following local Optional Policy is included and used at the local Workforce Development Board and is included in the Plan or write “N/A” implying “Not Applicable”, the Workforce Development Board does not have this policy and therefore does not use these services.

In the second column mark **only** if the policy has been changed/revised since PY2019 and requires a special review for PY 2020 and has not been previously submitted to the Division.

Do not add an empty document in WISE as a “placeholder”.

If “Yes”, load the policy as a separate document. Name documents: **Local Area Name, Policy Name**. [Example: IWT Policy – Yes. Attached as Board Name IWT Policy.]

<table>
<thead>
<tr>
<th>Optional Local Policies</th>
<th>Yes- the Board has a policy or N/A (Not Applicable)</th>
<th>Revised for PY2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Local Area Incumbent Worker Training Policy (PS 17-2017, Change 1)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Local Area Needs-Related Policy</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>3. Local Area Transitional Jobs Policy</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>4. Local Area Youth Incentive Policy</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

3. Individual Training Accounts (ITAs) are required [Regulations Section 680.300] to pay the cost of training provided with Adult and Dislocated Worker funds and limitations on duration and amount may be included [Regulations Section 680.320]. Please provide the following ITA elements in summary:

<table>
<thead>
<tr>
<th>Individual Training Accounts (ITA) Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dollar Amounts</strong></td>
</tr>
<tr>
<td>Short term training – up to 2 years, $4,500.00, depending upon credential or outcome of IEP. Associate $4,500.00 per year, total $9,000.00, at Community College or other approved institution; Senior Year at 4 year institution 3 semesters (1 year) not to exceed $10,000.00.</td>
</tr>
</tbody>
</table>

| **Time Limits**                            |
| Short term training – up to 2 years, $4,500.00, depending upon credential or outcome of IEP. Associate $4,500.00 per year, total $9,000.00, at Community College or other approved institution; Senior Year at 4 year institution 3 semesters (1 year) not to exceed $10,000.00. |
| **Degree or Certificates allowed**  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Associate’s, Bachelor’s, other)</strong></td>
<td>Certifications, Certificate diplomas, short-term licenses, other licenses, Associate and Bachelor’s Degree.</td>
</tr>
</tbody>
</table>

| **Procedures for determining case-by-case exceptions for training that may be allowed** | Review the case file, including enrollment documents, case notes, and customer background including work history and education, income, and other needs. Review for comparable training providers and programs. |
4. Please specify the supportive services provided by the local Board Supportive Services Policy. List specific items under Supplies, Emergency and Other, as identified in the local policy. [Expand form as needed.]

<table>
<thead>
<tr>
<th>Transportation</th>
<th>Childcare</th>
<th>Supplies (include examples)</th>
<th>Emergency (include examples)</th>
<th>Other (include examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gas cards, bus passes</td>
<td>Registration Fee</td>
<td>Stethoscope, sphygmomanometer, safety glasses, uniforms, steel-toed boots</td>
<td>One time housing assistance, utilities, car repairs</td>
<td>Immunizations, background checks, drug screening, exam fees</td>
</tr>
</tbody>
</table>