The Workforce Investment Act (WIA) of 1998

Local Workforce Investment Area

20

FIVE-YEAR LOCAL PLAN

WIA Administrative Entity Name and Address:	Summit County DJFS Workforce Development Division 47 North Main Street Akron OH 44308
	Medina County Office of Workforce Development 3721 Pearl Road Medina OH 44256
Fiscal Agent Name and Address:	Summit County DJFS 47 North Main Street Akron OH 44308
City/Counties in Workforce Investment Area:	Summit and Medina Counties
One-Stop Operator Name:	Respective Offices of Workforce Development
Level II Comprehensive One-Stop Center Name and Address:	Employment Resource Center 570 East Waterloo Road Akron OH 44319
Level I One-Stop Name(s) and Location(s):	Medina Works 3721 Pearl Road Medina OH 44256
Local Area Contact Person Name, Telephone # Fax # and E- mail address for Local Plan Content:	Summit County Jill Weingart 330-643-7061 phone 330-643-7365 fax weingj01@odjfs.state.oh.us Medina County Gary Searle 330-764-8625 phone 330-643-4657 fax gsearle@angelfire.com

Local Plan Submission Date:
March 29, 2004

TABLE OF CONTENTS

I. Signature Page..... 6

II. Assurance and Certifications..... 7

III. Adult and Dislocated Worker Local Plan……. 7

1. Identify the workforce investment needs for the following groups and explain how the information was obtained:……. 7

1a. Business……. 8

1b. Job Seekers……. 8

1c. Workers in the Local Area…….. 8

1d. Youth…….. 9

1e. Dislocated Workers……. 9

1f. Adults……. 10

1g. Displaced Homemakers…….10

1h. Incumbent Workers……. 10

1i. Other Groups of Workers Identified by Local Workforce Investment Board……. 11

2. Describe the current employment opportunities in the local area…….. 11

2a. Describe the Projected Employment Opportunities in the Local Area……. 12

3. Describe the job skills necessary to obtain such employment opportunities……..... 12

4. Provide a description of the One-Stop delivery system to be established or designated in the local area……. 13

4a. Provide a description of how the local area's One-Stop service

delivery system will meet the minimum requirements for at least one physical One-Stop location at which core services are available to a universal population and at which all the programs and services of the required One-Stop partners are accessible……. 14

4b. Provide a description of the role of the One-Stop Operator(s) and the process for selection of the One-Stop Operator(s)……. 15

4c. Provide a description of how the local board will ensure continuous improvement of eligible providers of services and ensure that providers meet the employment needs of local employers and participants……. 15

4d. Include a copy of the Memorandum of Understanding (MOU) between the local board and the One-Stop partners concerning the operation of the One-Stop delivery system in the local area…….. 16

4e. Describe how the local area One-Stop delivery system will cover multiple jurisdictions. Attach a copy of the inter-governmental agreement to this local plan……. 16

5. Provide a description of the local levels of performance to be negotiated with the Governor and chief elected officials to be used to measure the performance of the local area. These measures will also be used by the local board for measuring the performance of the local fiscal agent (where appropriate), eligible providers, and the One-Stop delivery system in the local area. WIA Section 118(b)(3)……. 16

6. Provide a description and assessment of the type and availability of adult and dislocated worker employment and training activities in the local area…….. 17

7. Include a description of the local Individual Training Account (ITA) system and the procedures for ensuring that exceptions to the use of ITAs, if any, are justified……18

8. Include a description of the process to procure contracts for training services, if exceptions to the ITA process are made……... 18

9. Provide a description of how the local board will coordinate workforce investment activities carried out in the local area with statewide rapid response activities……. 19

10. Provide a description of the process used by the local board to provide an opportunity for public comment and input into the development of the local plan. The process must include the opportunity for comment by representatives of business and labor organizations prior to submission of the plan…….. 19

11. Submit any comments that represent disagreement with the plan, as an attachment to this local plan…….. 20

12. Identify the entity responsible for the disbursal of grand funds (fiscal agent)……. 20

13. Describe the competitive process to be used to award the grants and contracts for activities carried out under this plan……. 20

14. Provide a description of the process to be used by the Local Workforce Investment Board to determine whether funds allocated to a local area for adult employment and training activities are limited. Describe the process by which any priority will be applied……... 20

IV. Youth Local Plan

15. Provide a description and assessment of the type and availability of youth activities in the local area. Include an identification of successful providers of such activities……. 21

16. Identify the criteria to be used in awarding grants for youth activities, including criteria Local Boards will use to identify effective and ineffective youth activities and providers……. 23

17. Identify how the local area has defined the sixth youth criterion for eligibility…….. 23

18a. Provide a description of the strategy for providing comprehensive services to eligible youth. Explain the coordination that will be made with foster care, education, welfare and other relevant sources…….. 24

18b. Provide a description of the activities to assist youth who have special needs or barriers to employment. Describe the activities that will assist youth who are pregnant, parenting or have disabilities…… 24

18c. Provide a description of how coordination will occur with Job Corps and youth opportunity grants, if there are any in the local area. Describe how coordination will occur with other youth programs……. 25

19. Describe how the Local Board will meet the provisions regarding youth program design, including the design framework activities. Describe how each of the ten youth elements will be available to Youth……25

19a. Tutoring…… 25

19b. Alternative secondary school services…… 25

19c. Summer employment opportunities……26

19d. Paid and unpaid work experience…….. 26

19e. Occupational skills training…….. 26

19f. Leadership development opportunities…… 26

19g. Supportive services…….. 26

19h. Adult mentoring…… 27

19i. Follow-Up…… 27

19j. Counseling…… 27

19k. Framework activities…… 27

I. Signature Page

This plan represents the Workforce Investment Area 20 local workforce investment board's

efforts to maximize resources available under Title I of the Workforce Investment Act of 1998 and to coordinate these resources with other State and local programs in the geographical workforce investment area consisting of the following city/counties: Summit and Medina.

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

Local Board Chairperson:

Original Signature	Name (printed or typed)	Date

Local Youth Council Chairperson:

Original Signature	Name (printed or typed)	Date

Chief Elected Official:

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

II. Assurance and Certifications

1. The local Workforce Investment Board must or will assure it will establish fiscal control and

fund account procedures to ensure the proper disbursement of and accounting for all funds received through the Workforce Investment Act.

2. Local Workforce Investment Board must or will assure that it shall keep records that are sufficient to permit the preparation of reports required by the Act and shall maintain such records, including standardized records for all individual participants and submit such reports as the State may require.

3. Local Workforce Investment Board must or will assure that it will collect and maintain data necessary to show compliance with the nondiscrimination provisions of the Act.

4. Local Workforce Investment Board must or will assure that funds will be spent in accordance with the Workforce Investment Act, regulations, written Department of Labor guidance, written Ohio Department of Job and Family Services guidance and all other applicable Federal and State laws.

5. Local Workforce Investment Board must or will assure that veterans will be afforded employment and training activities authorized in the Workforce Investment Act, to the extent practicable.

6. Local Workforce Investment Board must or will assure it will comply with any grant procedures prescribed by the Secretary which are necessary to enter into contracts for the use of funds under WIA, including, but not limited to the following:

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

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

III. Adult and Dislocated Worker Local Plan

1. Identify the workforce investment needs for the following groups and explain how the information was obtained:

1a. Business:

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

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

1b. Job seekers:

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

1c. Workers in the local area:

- Business to locate within the community;
- Available job opportunities;
- Labor market information that indicates trends that may impact existing jobs;
- Information on which industries are declining and those industries that are eliminating occupations and creating other occupations that may require skill upgrading;
- Career and/or occupation that promotes self-sufficiency;
- Basic reading and math skills;

- Advance occupational training;
- Training and educational facilities are geographically accessible to update existing skills of workers;
- Must have adequate and sufficient supportive services available in the community which include child care, elder care, and transportation. Specifically needed are child care facilities and transportation that will support workers on second and third shifts;
- Labor exchange services that are easily accessible and define the types of skills needed.

1d. Youth:

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

1e. Dislocated Workers:

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

1f. Adults:

- Enter the labor force as rapidly as possible;
- Develop plans for economic recovery and self-sufficiency;
- Available job opportunities;
- Labor market information that indicates trends that may impact existing jobs;

- Information on which industries are declining and those industries that are eliminating occupations and creating other occupations that may require skill upgrading;
- Careers and/or occupations that promote self-sufficiency;
- Basic reading and math skills;
- Advance occupational training;
- Training and educational facilities are geographically accessible to update existing skills;
- Advance occupational training.

1g. Displaced Homemakers:

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

1h. Incumbent Workers:

- A reliable and comprehensive source of job listings and referrals;
- Workshops and self-help tools on application skills, interview skills, resume writing and use of Internet for job search;
- Reliable labor market information;
- Reliable information on training facilities and opportunities for financial aid;
- Fully equipped resource rooms operated by qualified staff;
- Simplified procedures for seeking and obtaining workforce-related training and supportive services;
- Reliable and standard assessments of skills that match those being used by industry;
- Opportunities for skills upgrades.

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

None

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

The Summit/ Medina Workforce area sits squarely within the nation's manufacturing heartland. Within a 500-mile (800 kilometers) radius are 42 major cities with 55% of the country's manufacturing plants, 57% of the population, 60% of the buying income and 44% of the households. More than four million people live within a 50-mile (80-kilometer) radius, ranking this area among the top markets in the country. An excellent transportation network provides access to the interstate highways and the Ohio Turnpike. Two major airports provide passenger, express, and air-freight service. The area's served by more than 100 trucking firms, and complete railroad service is available. The Port of Cleveland, 40 minutes away, is a major international shipping facility. The Summit Medina area is the acknowledged center of the polymer industry and more than 80% of all polymer research is being conducted in the area. (Source, Greater Akron Chamber)

According to the Office of Strategic Research in the Ohio Department of Development, current employment opportunities are concentrated in the following industries, Services 30%, Wholesale and retail 30% and Manufacturing 24%.

The services industry currently leads in employment with a workforce of 98,893. The leading employment opportunities the services industry include health, business and financial. The services industry is followed closely by manufacturing with total employment of 78,107 and retail with 72,586. Other categories with over 10,000 employees include construction, finance, transportation, and wholesale.

Most Job Openings

Service Occupations
The most job openings will occur in the entry level service categories of Combined Food Preparation & Serving Workers, Including Fast Food, 1248 jobs with an average wage of $6.51 per hour and Retail Salespersons 1126 jobs with an average wage of $9.53 per hour. Cashiers, Laborers and Freight, Stock, and Material Movers. Average wage in the entry level positions is around $10.00 per hour.

In the professional and related occupations the most job openings will occur in Registered Nurses and General and Operations Managers.

Please see the attached chart for a complete listing of the top thirty Most Annual Job Openings for Northeast central Ohio economic development region 9.

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

According to the ODJFS Job Outlook for Northeast Ohio for the Northeast central region of Ohio, which includes Summit and Medina Counties, job growth expected to total 72,020 jobs with growth of 11.1%. from 647,840 in 2000 to 719,860 in 2010.

Employment Projections Report

According to Job Outlook to 2010 published by the Ohio Department of Job and Family Services, Bureau of Labor Market Information in February of 2003, employment for all occupations in the northeast central region of Ohio which includes Summit and Medina Counties is expected to grow by 11.1% with total of 72,020 jobs added.

With a projected increase of 67,880 jobs by 2010, service producing industries will far outpace other industries. Total goods producing industries are projected to add only 3,150 jobs during the period and manufacturing is projected to drop by 2.3%.

Therefore, services and professional and related occupations are projected to be the two largest occupational categories. Examples of high growth entry level services occupations include health care, food services, and protective services. Professional and related occupations include management occupations, business and financial operations as well as architecture and engineering. Construction and extraction occupations run a close second. Other groups expected to grow faster than average are sales and transportation and moving occupations.

See the attached chart entitled, Northeast Ohio-Economic Development Region 9 Industry Employment Projections Report, 2000-2010, Division Totals for detailed information (Attachment A).

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

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

Basic soft skills that are in demand by local employers:

- Customer service
- Time management
- Respect for supervision
- Workplace ethics, including promptness, attendance
- Work maturity skills
- Work well with others, including respect for supervisors and co-workers
- Good grooming and hygiene with appropriate attire.

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

Specific requirements demanded by employers:

- Minimum reading, comprehension, and/or match skills as indicated by the employer;
- A high school diploma or GED;
- A specialized certificate or license;
- An associate or bachelor degree for higher level occupations;

- Cognitive/problem solving ability; and
- Computer proficiency in standard word processing programs.

4. Provide a description of the One-Stop delivery system to be established or designated in the local areas for the following: WIA Section 118(b)(2)

The Summit/Medina One-Stop System is based on the premise that a public/private partnership done well is the best solution to our workforce issues. Toward this end, the system is built on the assumption of a regional system with multiple facilities, (at least two) where many service providers to the workforce constituencies can co-locate and serve the needs of employers and job seekers.

The Mission Statement is: To maximize employment and economic opportunity in Summit/Medina County by being the resource for every job seeker and employer in the region.

There is a full service comprehensive Level II facility in Summit County and a Level I One-Stop facility in Medina. Throughout the system multiple service providers assist the employment market in a seamless effective way. This is accomplished through co-location, information sharing cross training, integrated service provision and electronic access.

There are plans for future access points in northern and southeastern Summit County.

The operating plan and budget assume a comprehensive sharing/integration of services and information to best serve users. A strong marketing effort is anticipated to ensure maximum usage of the facility.

The Summit/Medina one stop system plan is designed to provide for indefinite sustainability and over time, to minimize government funding for the facility. Additionally, to support sustainability, the plan recommends establishing a Foundation to build an endowment to provide permanent funding of the system and other workforce solutions.

4a. Provide a description of how the local area=s One-Stop service delivery system will meet the minimum requirements for at least one physical One-Stop location at which core services are available to a universal population and at which all the programs and services of the required One-Stop partners are accessible. WIA Section 134(c)(2), Section 134(d)

The Summit/Medina One-Stop delivery system includes a Level II full service comprehensive One-Stop facility in Akron and a Level I facility in Medina. The long range plans also include access points in northern Summit and Barberton. A detailed

description of the system along with customer flow charts are included in the Summit/Medina area 20 Memorandum of Understanding.

Each partner is responsible for the provision of their respective services associated with the One-Stop system site. The levels of service begin with a Core set of services available to the universal population. Further assessments may necessitate the need for more Intensive and/or Training services. These services, customized and based upon Summit County needs are described in the detailed narrative below. In addition, this information is outlined in matrix format in Attachment A - Partner Service Responsibilities.

CORE SERVICES: for adults and dislocated workers are provided through the Employment Resource Center and, upon occasion, through off-site transition centers. Core services are available with no eligibility requirements. Core services include:

- Eligibility for funding sources
- Outreach, intake and orientation
- Initial assessment of skill levels
- Job search and placement assistance
- Labor market information and job vacancies
- Performance and cost information on eligible training providers
- Local performance measures information
- Availability of support services
- Information regarding unemployment compensation
- Information regarding one-stop Partner services
- Follow-up services to help customers keep jobs

INTENSIVE SERVICES: Intensive services are limited to adults who meet certain eligibility requirements established from partner funding streams.

- Comprehensive and specialized assessment
- Development of the Individual Employment Plan
- Group counseling/life skills
- Individual counseling & career planning

TRAINING SERVICES: When customers receive intensive services and still lack employable skills, they may receive training services that are directly linked to job opportunities in the local area.

- Occupational Skills Training
- On-The-Job Training
- Work Experience

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

The Summit and Medina County One-Stop Operators are their respective offices of Workforce Development. The Workforce Investment Board designated the One-Stop Operators along with a consortium of three mandatory partners. The Operators are responsible for administration, management and coordination of activities at the physical One-Stop site. *(The specific operator duties are detailed here.)*

Operator Duties:

1. Align One-Stop system goals with goals of the local Workforce Board
2. Manage One-Stop facility (Identify problems, propose solutions)
3. Coordinate/recruit partners in One-Stop system
4. Develop One-Stop policies and procedures in coordination with partners
5. Assure that core, intensive and training services are provided on site at One-Stop facility.
6. Initiate and complete necessary MOUs
7. Initiate and complete certification process
8. Oversee performance/tracking of One-Stop locations
9. Market One-Stop services and programs
10. Fund raise for One-Stop
11. Report activities/progress to local Workforce Policy Board, Summit County Executive, Medina County Commissioners and community.

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

The Summit/Medina workforce board will ensure continuous improvement through the use of State established measures of customer satisfaction and establish an evaluation and rating system that will allow for continual comparison of customer satisfaction and performance measure attainment.

It will be the responsibility of the local WIB to review provider outcomes and determine provider continued eligibility. A special committee of the WIB will be dedicated to this responsibility. All providers will have performance expectations incorporated into their contracts. These measures will include, at a minimum:

1. Program completion rates
2. Percentage of all individuals who obtain unsubsidized employment in an occupation related to the program conducted
3. Wage rate at placement
4. Retention rates at 30, 60, 90 days, 6 months and a year
5. Customer satisfaction surveys showing high degree of satisfaction from both employers and job seekers.

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

A copy of the Memorandum of Understanding with required Partners is completed and pending signatures from all required Partners will be submitted under separate cover to ODJFS, Office of Workforce Development

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

- see Intergovernmental Agreement as Attachment B.

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

Program Measures	Negotiated Local Level of Performance	Program Measures	Negotiated Local Level of Performance
Older Youth (19-21 yrs.)		**Adult/Dislocated Worker**	
Entered Employment Rate	65%	Entered Employment Rate	71%
Employment Retention Rate	78%	Employment Retention Rate	82%
Earnings Change	$3,264	Earnings Change	$3,475
Credential Attainment Rate	50%	Earnings Replacement for Dislocated Worker	98%
Younger Youth (14-18 yrs.)		Employment and Credential Rate	66.3%
Skill Attainment Rate	72%	**Customer Satisfaction**	
Diploma/Equivalent Attainment Rate	52%	Participant	76.5%
Retention Rate	55%/56%	Employer	71.4%

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

Through the assessment of the availability of employment and training activities in this local workforce investment area, a wide array of employment and training resources that are available to adults and dislocated workers have been identified. This local area of the state is home to major universities, community colleges, vocational education districts, and there are a variety of private training vendors, schools and community-based organizations. There is a diversified business economy, several Fortune 500 Companies,

and many firms that are engaged in international trade. The quantity and quality of accessible employment and training options make the area largely self-sufficient in providing for the needs of its workforce, which eliminates job seekers needing to go elsewhere to obtain virtually any form of skill enhancement.

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

Core: The core services that are available at the One-Stop Center to the universal adult and dislocated worker population include:

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

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

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

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

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

of our workforce.

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

Please see Policy Letter 00-02 (Attachment C).

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

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

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

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

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

As outlined in the Intergovernmental Agreement, all current locally approved training providers from both counties will be approved training providers for the new Area 20. Additional training providers will be approved by the Workforce Investment Board of Area 20.

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

Upon learning that a WARN notice has been received by the state indicating that there has been a layoff or an impending plant closing of 50 or more people, designated staff in the local area will immediately begin communication with the affected company to coordinate meetings with labor and management representatives. The focus of these meetings will be to determine the quickest method to contact all affected employees to inform them of

the services available through the statewide rapid response process and the local County Department of Job and Family Services.

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

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

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

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

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

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

The local area has not received any disagreeing comments. If comments are received, the local area will include those comments with the local plan as a separate attachment. A

statement will be included indicating that there is an attachment.

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

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

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

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

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

The Summit/Medina system will follow the Workforce Investment Act provisions stating that, when funds are limited WIA funds will be made available to the economically disadvantaged.

Working within the one-stop system we will attempt to serve all applicants by engaging other funding streams. If forced to prioritize, the WIB will employ policy and procedures whereby low income individuals with the greatest need and ability to benefit are served first.

Considerations to determine if funds for the act are limited will include:

a. Projected carry forward obligations from prior program years
b. WIA allocation for adult employment and training activities
c. TANF allocation and PRC and Ohio Works first obligations.
d. Anticipated WIA expense to operate one-stop facility
e. The quarterly review of budget to actual expenditures of TANF and WIA

Please see Policy Letter 00-01 (Attachment D).

IV. Youth Local Plan

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

The Counties offer a wide variety of youth services to a diverse youth population. The Youth Council, a sub-committee of the Workforce investment Board develops the Summit/ Medina local youth plan. Services to youth are provided by a community organization in response to a request for proposals. The WIA grantee will determine eligibility for youth services. Universal services are provided to all youth from 14-21 through the Summit/ Medina One-Stop. All one-stop system partners receive cross training in the youth programs and provide informational materials through the one-stop.

The following providers in the Summit/Medina workforce area cover all ten required elements of WIA youth programs:

Summit/Medina WIA Youth Programs

Provider Name	**Program Description**
Akron Public Schools 330-761-3297	Provides 9th grade high school students with support to aid the transition from middle school to high school. All incoming 9th graders participate in a summer academic program to prepare them for high school language arts and math. Receive case management services that monitor attendance, school behavior and academic performance throughout the ninth grade year, as well as subsidized employment as part of their work readiness training.
Akron Public Schools, Disabled 330-794-4120 (ext. 243)	Community based internship and summer work training program for high school special education students. Program goals are to increase basic literacy, improve employability skills, and increase the graduation rate of the target population. The program prioritizes below grade level applicants with disabilities.
Akron Urban League School's In Program 330-434-3101	Provides GED preparation, basic skills improvement, job readiness/job placement assistance, life skills and leadership development to out-of-school youth ages 16-21.

ASIA, INC. Youth in Transition Program 330-535-3263	Serves both in-school and out-of-school emerging immigrant and refugee youth ages 14-21 in Summit County. These youth are from the Arabic, Burmese, Chinese, Latino, Haitian, Hmong, Lao, Serbo-Croatian, Thai and Vietnamese communities. Receive life and employability skills, career exploration, leadership training, manage and operate their participant-run company, Teen Creation, Inc. Attend the International Community Empowerment Project to receive ESL Enrichment, Boy Scouts and Girl Scouts, and Alcohol, Tobacco, and Other Drug (ATOD) prevention, and gym.
Akron Summit Community Action, Inc. YouthBuild Program 330-761-0562	Combines academic, vocational, social, emotional and life skills training, while increasing the affordable housing stock in Akron. Trainees develop social competencies needed to enable self-sufficient living. Strong emphasis on integrating on-the-job construction training work component with life skills, leadership, and education.
Boys & Girls Club 330-773-3375	Serves youth through Intensive Year Round Programs for In-School Youth (targeting 30 younger youth ages 14 and 15; also through providing youth participants with paid work experience opportunity.
East Akron Community House EDGE Program 330-773-6838	Provides youth opportunities to explore careers in the medical field, gain valuable work experience and access academic support to graduate from high school.
EduTek 330-535-1271	Students work on basic skills in reading, writing, and math, as well as on GED preparation, computer skills, job readiness, job placement assistance and case management.
Legacy 330-926-3640	An alternative school that can service up to 50 middle school and high school youth who have barriers to traditional education and employment. Provides a highly structured setting which provides intervention services, academic help, and work readiness services.
Summit County Dept. of Communications YES Program 330-643-7886	Serves in-school, younger youth from 17 schools throughout the county. Provides at-risk youth with valuable work experience while they earn a wage. Monitors youth's academic progress and prescribe and provide intervention as necessary. Services include tutoring, proficiency intervention, career assessment, arts enrichment, job shadowing with the Greater Akron Chamber's BEN program, workshops on work-readiness and income tax, and referrals to counseling, summer school and vocational rehabilitation.
Sylvan Learning Centers Career Starters Program 330-425-2644	Developmental program that empowers young people with the tools and confidence they need to be successful in school & employment. Begins with an individualized diagnostic assessment of education and employment needs. Participants work at their own pace, in small groups or in a one-on-one setting.
Tri-County JOG (Jobs for Ohio's Graduates) 330-374-9445	School-to-career / economic development system that helps at-risk youth aged 14-21. Helps participants reduce social, cultural, and economic barriers to success in obtaining a high school diploma/GED, improving basic skills and advancing into a career.

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

Program Design:

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

Criteria Used for Awarding Local Grants and Contracts:

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

Administrative entities will manage the procurement process and report program performances to the Youth Council for determination of effective and ineffective program performance.

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

The sixth youth barrier for the Summit/Medina workforce area is a youth who is habitually truant from school. According to the Ohio Revised Code this is defined as a youth who has 5 consecutive unexcused absences, 7 unexcused absences in a month or 12 unexcused absences during the school year.

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

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

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

Youth will be provided access to labor market information, work and learning experiences, internships, evening and day courses at the community college, job coaching, job

shadowing, pre-employment work readiness and work maturity, OJT and youth apprenticeship training.

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

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

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

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

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

- Summit and Medina County's Departments of Job and Family Services – provides child care services, transportation, medical insurance, pregnancy-related services and financial assistance.
- Ohio Rehabilitation Services – provides transportation and special instruments and equipment for eligible disabled youth.
- Planned Parenthood – provides reproductive health care for females, including diagnosis and referral, prenatal care, etc.
- Summit and Medina County Head Start – provides supportive services to youth parents of children who are enrolled in the educational preschool program.

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

Del-Jen, Inc. is the Job Corps provider in the Summit/Medina workforce area. Job Corps is an integral partner in the one-stop system and also occupies a cubicle in the Level II One-Stop facility. The Summit/Medina system coordinates with Job Corps on many levels.

1. Job Corps Materials are available in the resource room
2. Job Corps staff participate in partner meetings
3. As a one-stop Partner Job Corps provides cross referrals among Partners
4. One-stop partners are encouraged to provide Job Corps informational materials at their sites
5. Job Corps participated in the development of the Summit/medina MOU

*Youth Opportunity Grants do not exist in the Summit/Medina workforce area.

19. Describe how the Local Board will meet the provisions regarding youth program design, including the design framework activities. Describe how each of the ten youth elements will be available to youth. WIA Section 129(c)(2)

19a. Tutoring: The local area has linkages with organizations that will provide tutoring services to help youth increase their academic performance which will enable them to complete the courses necessary to obtain a GED or diploma. Individual instruction also benefits those who need to prepare academically and gain the knowledge necessary to pass the 9th grade proficiency test. Individual instruction may include: study skills training, computer assisted learning, and adult mentoring.

19b. Alternative secondary school services: The local area has linkages with Adult Basic Literacy Education programs in our local counties which provide GED programs and basic literacy education. In addition, a strong connection to alternative schools operated in the local area has been created for those youth who need more flexible and innovative programs to address their special needs.

19c. Summer employment opportunities: We will ensure that the summer employment element will be provided to youth as work experience directly linked to academic and occupational learning. Based on how services are organized for in-school and out-of-school youth, the summer element has shifted from a stand-alone activity to one of the ten required elements. Youth who are basic skills deficient require continued services beyond the summer until they achieve the skills defined in their service strategy. An approach to placing older youth in summer employment activities includes providing placement in private sector employment connected to career interests. WIA funds may be used to perform the connecting activity function. We will also engage out-of-school youth in summer employment. Greater emphasis will be placed upon work experience with work readiness as a goal.

19d. Paid and unpaid work experience: The local area has linkages with the opportunities for paid and unpaid work experience which are available in public school districts in our local area, and through other state and local organizations. Work experiences such as co-oping, job shadowing, internships, school-to-work, work study, and occupational work experience are some but not all of the opportunities available. A closer connection to private employers and the important learning experiences available to youth through this

link is a priority when evaluating innovative programs sought through the release of an RFP.

19e. Occupational skill training: The local area will provide youth with the opportunity for training that will prepare them for entry into the workforce. We will consider all vendors which can provide individual training in occupational areas for which there is a demand within the local and contiguous labor market areas. Training will be provided by apprenticeship programs, proprietary schools, community college programs that provide skilled trades for nontraditional occupations, on-the-job training, rehabilitation programs and other appropriate programs.

19f. Leadership development opportunities: The local area will link with schools or other community organizations that teach and develop strategies for leadership development. These activities include SCANS skills such as training in decision making, organizational and team work training, and leadership training; other activities include peer centered activities and citizenship training, including soft skills or life skills training such as parenting, work behavior training, and budgeting of resources available through the Ohio Grads Program.

19g. Supportive services: We link with organizations which can provide youth with appropriate support services that allow them to continue with their program activities. These services include: linkages to community services; assistance with transportation costs; assistance with child care costs and dependent care costs; assistance with housing costs; referrals to medical services; and assistance with uniforms or other appropriate work attire and work-related tool costs including such items as eyeglasses and protective eye gear.

19h. Adult mentoring: We have linkages with groups and organizations which may be community based or faith-based, and contract with those private sector service providers that have the ability to provide mature and responsible adults that will engage youth in a variety of activities and provide services which contribute to their physical, mental, and social well-being.

19i. Follow-up: Follow-up services are provided for a minimum duration of 12 months to all youth participants after exiting from one or more of the ten program elements. The types of follow-up services provided will be determined based on the needs of the individual youth and the objectives set by the youth council and local board. Follow-up services may include supportive services and work related activities which could help youth remain in school or in employment. At a minimum, follow-up will be employed as a tracking effort to determine if youth participants are successful in meeting their individual goals. As the youth system develops in our local area, follow-up services will evolve over time.

19j: Counseling: We have linkages with schools and agencies that provide vocational counseling, guidance counseling, alcohol and drug counseling, parenting classes and counseling for the prevention of child abuse and neglect, and other programs.

19k. Framework activities:

The framework activities will be contracted to a service provider. The framework design includes these elements:

- Eligibility determination is conducted for youth participants before they are enrolled into services with providers;
- Objective assessment of the academic levels, skill levels, and service needs of each youth participant;
- Individual service strategy is developed for each youth participant that identifies educational and employment goals and designates services based on the results of the objective assessment;
- Referral to appropriate services, service providers, case management and tracking of services, and support services if unavailable through other resources providing each youth with information on the full array of applicable or appropriate services that are available through the workforce development agencies, One-Stop partners, or other partners that are a party to the Memorandum of Understanding to create linkages that provide a network of comprehensive services.