

Saratoga - Warren - Washington Local Workforce Development Area (LWDA)

Local Plan

July 1, 2021 – June 30, 2025

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Strategic Planning Elements

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

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

June 1, 2021

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

Priority sectors/occupations are shared with the board at Executive Committee and Board meetings and regularly discussed at Committee meetings. A summary of occupations being funded was last shared at the June 9, 2021 Board meeting.

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

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

Priority sectors in the region include: Manufacturing, Healthcare & Social Assistance, Transportation & Warehousing, Professional-Scientific & Technical Services, Construction, Educational Services, Accommodation & Food Services, Finance and Agriculture. These significant industries have been, and will continue to, create occupational job growth regionally as we emerge from the pandemic.

The manufacturing sector had the highest gross regional product of any sector in the Capital Region adding 2,900 jobs (+10.8%) from 2013 to 2018, compared to job losses experienced across New York State and the nation. Two industries within the manufacturing sector made the significant industries list. Chemical manufacturing (NAICS Industry 325) and computer and electronic product manufacturing (NAICS Industry 334) both added jobs over the period and paid annual wages nearly twice the regional average in 2018. Current projections show continued growth of 53.9% is expected from 2016 to 2026, especially in computer and electronic product manufacturing. Computer, Software and Engineering Management positions are poised for growth (+14 to 20%), as are Industrial Production Managers (+15.2%). Chemical Operators and Technicians opportunities are projected to grow as well as Maintenance Mechanics. There continues to be growth within the medical device manufacturing cluster as market demands increase for non-invasive medical procedures.

The Healthcare & Social Assistance (HC&SA), are expected to experience employment growth and above-average wage rates. HC&SA have 2 industries with the sector that are on the significant industry list. 1. Ambulatory health care services (NAICS Industry 621) is projected to grow by nearly 40% between 2016 and 2026, and is already paying over the regional average wage of \$53,600. Job occupations in high demand that provide mostly

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outpatient services include EMT's/Paramedics (+46.2%), Home Health Aides (+46.6%), Medical Assistants (+39.3%), Receptionists and RN's (18%), LPN's (+19.7%) and Dental Hygienists (+23.3%) and Dental Assistants (+22.7%). 2. The nursing and residential care facilities (Social Assistance) have experienced 25.4% employment growth from 2013-2018, which can be attributed to the region's aging population. The sector is projected to continue growing through 2026. Occupations and projected change rates include: Home Health Aides (+46.6%) Personal Care Aides (+31.5%), LPN's (+19.7%), RN's (+18.8%), Rehab Counselors (+15.4%), and Food Servers (+19.5%)

The Finance & Insurance (F&I), employs nearly 15,000 people in the region. Modest growth in this area is expected through service initiatives with roles for customer service (4.2%), sales associates (4.5%), registered nurses (18.8%) and computer systems analysts (9.3%).

The Transportation and Warehousing sector added 1,900 jobs between 2013 and 2018, growing at a rate of 17.3%. The Capital Region is growing into a major transportation hub because of location, infrastructure and access to highway systems connecting much of the Northeast. Within this sector, the warehousing and storage industry (NAICS Industry 493) is highlighted in the significant industries list. Employment in this industry experienced double-digit growth from 2013 to 2018 and is expected to grow even faster from 2016 to 2026. Occupations within this sector in demand will be Truck/Tractor Operators (+8%), Freight Movers (+9%), Packers/Packagers (+13.3%), Maintenance and Repair (+13.2%) and General/Operations Managers (+13.3%).

The Professional, Scientific and Technical Services sector (NAICS Industry 541), contains a diverse list of industries, including consulting, legal, information technology, and veterinary services. This is where many of the Capital Region's "high tech" service-related jobs are found. Employment growth in professional, scientific and technical services (+16.2%) is projected to be higher than the growth rate for all industries (11.2%) in the region between 2016 and 2026. At \$86,100 annually, the industry also paid well above average wages in 2018. Industries usually have a particular expertise and many positions are needed to support operations. They include Lawyers, Accountants, IT Professionals, Business Analysts, and Engineers. Occupational growth changes in these areas are projected from 9-30%.

The Education, Construction and Accommodation & Food Services (A&FS) sectors are all expected to grow. These sectors are influenced by demographics and economic conditions, which will likely affect the rate at which these sectors will expand or contract. There are several large construction projects being proposed by NYS that may provide significant growth opportunities in the Construction sector. Specialty Trades within construction will be the focus of the expected growth. As we emerge from the pandemic the Education sector is reimagining itself. The A&FS sector is likely to continue rebounding as we emerge from the pandemic and tourism begins returns to normal levels. From 2013-2018 A&FS had the 2nd fastest rate of growth of all industries described in this narrative at 37.7%.

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The Agriculture sector is important in our region and often its' impacts are overlooked. Washington County has the highest entrepreneurial rates in our tri-county area, the capital region, New York State and the nation.

Agriculture and agribusiness in Washington County alone generate nearly \$140 million in direct sales annually, with a direct economic contribution from agriculture production estimated at over \$244 million annually. Dairy, beef, other livestock, field crops, hydroponics, maple syrup and apples are major economic contributors, with dairy production feeding the growing New York markets for milk-based cheese, yogurt and ice cream production and consumption. Companies like Chobani, Stewart's Shops, The Argyle Cheese Farmer/Ideal Dairy have manufacturing facilities in our region and continue to grow in size and scope. Craft-Brewing is an emerging industry regionally, with a degree programs and certifications available for Brewers and Distillers. The Equine industry is also a growing sector within both Saratoga and Washington Counties.

Farmers markets have grown in size, geographic reach and variety of offerings based on market demand. Regional farmers are not only supplying local markets, but transporting goods to the NY Metropolitan area and to farm-to-table restaurants far and wide. The focus on healthy living, knowing-your-farmer, and sustainability have increased utilization of local farm goods and will impact the growth of this sector.

Further, agribusiness and agritourism related business enterprises are growing regionally as entrepreneurs meet the needs of urban outreach for getting-back-to-basics/nature, education, recreation, country wedding venues, experiencing farm life, u-pick options, beekeeping, organic farming, retreats of all sorts, and glamping, which also support the growing Accommodation & Food Services sectors. There is also an emerging demand for utilization of open space areas for solar development, which will support the NYS goals of clean energy development and sustainability.

The need to ensure open space in our agricultural areas has resulted in land preservation initiatives to ensure long-term viability, especially in Washington and Saratoga counties. This is especially important as we are seeing migration out of the urban areas resulting from the pandemic.

What this means for workforce is that we will support initiatives for entrepreneurial education for both adult and youth populations and develop skills-based education programs that support regional agricultural enterprises. Farmers are business people who must utilize the latest tools, technology, and opportunities to ensure long-term success. They also rely heavily on their business partners in equipment, finance, ecological sciences, insurance, and supply-chain for success. These workforce initiatives will endeavor to support those who provide our communities with food, recreation, education and most recently solar energy.

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

The need for a larger pool of qualified job applicants was identified in the last plan and remains the most common issue identified by businesses. The need for skilled workers

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and for entry-level workers crosses all sectors. In addition, individuals who can pass a background check and drug test are also desired needs.

All sectors also identify enhanced interpersonal skills as a need for applicants and their current workforce. The recently released "Business Workforce Survey Results" identified common skills lacking among applicants and new hires, which included basic computer literacy, software proficiency in MS Excel and Word, typing skills, e-mail skills, virtual skills and mechanical/technical/electrical aptitude.

Of further interest is the Workforce Survey insights on common skills lacking among applicants and new hires, which included: communications skills, self-motivation, problem solving/critical thinking, attention to detail, timeliness/attendance, time management, ability to take criticism, personal awareness, conflict management, English grammar skills, teamwork, basic math skills, organization, decision-making, resourcefulness, leadership and a customer service orientation. These items were also identified as skills most difficult to recruit for. Standards of comportment are another area of concern as employees must work collaboratively toward common organizational purpose, and deviant behaviors can cause interpersonal conflict and potential liability for an employer.

The health care sector offers continued opportunities for employment across a variety of levels from entry level positions in nursing care to a variety of therapy positions and support positions. Nursing care in particular offers opportunities for career pathway development to move from personal care aides, to home health aides, to nurse assistants positions up through various credentialed nursing levels. All positions continued to be in demand.

The construction sector also offers opportunities for career pathway development. Individuals can start out in this field as laborers and can upskill. Employment projections for electricians, pipefitters, steamfitters, plumbers, building inspectors and general maintenance and repair are projecting growth. With several large projects on the horizon in the Capital District more growth opportunities will emerge and intersect with Clean, Green and Integrated Energy jobs fostered by NYSERDA.

A continuing theme in workforce development is the training and up-skilling of current workers. Businesses across all sectors are actively engaged in continuous improvement initiatives, which includes people as well as process. Computer literacy and basic literacy skills remain important skills for training and retraining. The pandemic and the move to a more virtual world require more than basic computer literacy as we move toward new organizational designs and hybrid work arrangements. However, we cannot lose sight of the need for growing the workforce's mechanical aptitude and skill to support a range of sectors including Manufacturing and Construction.

- b. Describe the knowledge, skills, and abilities needed to meet the employment needs of businesses, including those in in-demand sectors and employing individuals in demand occupations.

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Many occupations such as those in health care require a variety of credentials. They also have a common need for interpersonal skills and workplace readiness skills such as work ethic, communication, team work, problem solving, interpersonal skills and customer service as well as reliability, timeliness, accuracy and an understanding of the employee's role in the success for the business. Basic literacy skills such as math, reading, writing and measurement proficiencies are identified as needs improvement.

Manufacturing may require various skills based on the specific sector such as mechanical, electrical skills, and familiarity with and ability to use of tools, as well as mechanical systems, basic hydraulics, and precision measuring. There is a continued need for HVAC technicians and mechanics who can provide maintenance and repair on cars, trucks (gas, diesel, electric), engines, and mechanized equipment. Also, assembly process, forklifts, and lean manufacturing knowledge. Construction shares some of these requirements, as does Transportation & Warehousing.

Within the very specialized computer and electronic product manufacturing, the Semi-Conductor Processors occupational title are identified in high demand and based upon the Global Foundries expansion the need will grow exponentially. These positions are largely engineering and technician positions requiring degrees (AAS, BS, MS) or certifications. Our community college partners offer degree programs in Advanced Manufacturing Technology and Mechatronics. They also offer specialty certificate programs in Manufacturing and Automation, which support gaining stackable credentials for this rapidly growing sector.

The Professional, Scientific and Technical Services sector will continue to need those with high levels of skill who are degreed and in high demand, such as lawyers, accountants, IT professionals, business analysts and engineers. However, there are opportunities for support positions within these disciplines that require less than a 4-year degree, but credentials that are stackable and available locally. These opportunities also transcend all sectors.

Finally, required skills for positions in the hospitality and tourism sector need computer skills, communication, social skills training and customer service skills. These are also necessary skills for all sectors, because all sectors employ office support staff.

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

i. Current labor force employment and unemployment numbers;

At this juncture we are coming out of a pandemic...

As of April 2021:

The Capital Region (Albany/Schenectady/Troy) labor force numbered 445,700.

Of that total, 423,500 were employed and 22,200 were unemployed.

The resultant unemployment rate was 5.0%.

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Specific data for the SWW local area were:

Saratoga - 4.4%, / Warren - 5.8% / Washington County - 5.4%,
with a total 176,100 in the labor force with 167,600 employed.

5% unemployment is often considered full employment, which is another reason we are seeing labor shortages.

Even before the pandemic in the Capital Region was lower than 5%, which indicates that we will continue to be challenged.

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

As we emerge from the pandemic and more people are vaccinated, we are transitioning to new workplace realities. Businesses across all industries and all sectors are and have been reporting applicant shortages, which in turn is resulting in worker shortages.

The pandemic has exacerbated the trend of baby-boomers retiring without younger replacements. The loss of institutional knowledge and a work-lifetime of skills is vaporizing, and along with-it organizations are suffering with knowledge gaps that will result in new-employee orientation and training shortfalls. On the positive side, this can facilitate critical evaluation of business and process re-engineering to improve efficiencies and potentially utilize automation and artificial intelligence remedies to focus-forward.

The pandemic and supplemental unemployment benefits subsidized by the Federal government have impacted the motivation to enter/re-enter the workforce. Whether the issue is the size of someone's unemployment compensation, the fear associated with being exposed to a contagion or exposing a loved one, or the compounding issues of parenting, childcare, homeschooling, mental health, transportation or going back to work for less money, people are not returning to work. There has been much written about the pandemic effects upon work ethic, as we have seen increased wage rates in a quest to recruit talent, without great success.

These are transitional times and we must remain informed and poised to act, react and reimage workforce development in the months and years ahead. The lasting fear of a pandemic repeat will remain a constant for both job seekers and businesses. Workforce development must be vigilant in preparing our clients for many possible futures. Immigration rules have changed and the free flow of people from one part of the country to another or one continent to another has been restricted in the short-term with unknown effects on the long-term.

We have already highlighted the demand occupations within this document, but more may emerge with new projects like the NYSERDA Offshore Winds Project, currently in the planning process. That project will require bringing more people into to the greater

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Capital Region, as this project will require people in order to realize the plan. Many of those people will require specific skills training within the time-window of this LWDA planning document, which will result in many opportunities for workforce development and the Construction industry (and especially skilled trades).

News that Saratoga County's GlobalFoundries is now the corporate headquarters, and plans to invest \$1.4 billion into fab expansion amid the current rise in chip demand because of a global shortage of semiconductors is noteworthy. Recently, IBM and Intel announced an expansion of their semiconductor R&D and next generation chip research and manufacturing into the Capital Region to strengthen their domestic production of semiconductor technology. These developments will dramatically impact the Manufacturing, Construction and skilled trades within the Construction industry.

Another developing sector is warehousing where up to 3.5 million square feet of manufacturing, warehouse and lab space on the Luther Forest Technology Campus in Saratoga County is proposed. The towns of Malta and Stillwater may allow a mix of uses on the 1,440-acre campus that could include manufacturing, packaging, research hubs and distribution.

Lastly, the 2020 Census estimates indicate that only three of New York's 50 upstate counties gained population during the previous 10 years, and SARATOGA County stands out as the fastest growing County in the State with a net increase of 4.9% of the population.

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

In 2020

Saratoga County has a HS graduation rate of 94% with a dropout rate of 6%. Those with Bachelor's degrees are 41% of the population.

Warren County has a HS graduation rate of 92% with a dropout rate of 8%. Those with Bachelor's degrees are 31% of the population.

Washington County has a graduation rate of 88% with a dropout rate of 12%. Those with Bachelor's degrees are 21% of the population.

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

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

Strengths...

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The SWW area has a vibrant array of educational facilities, workforce agencies, community organizations and economic development agencies all working to promote workforce development in varying ways.

There are three regional BOCES providing vocational training for primarily high school youth but also can include adults, ESL classes for English language learners, basic skills and high school proficiency preparation, and adult vocational training for middle skills jobs including the trades occupations.

There are a variety of first-class public and private colleges and universities as well as four community colleges offering a broad array of degrees, certificates and non-credit courses and apprenticeship opportunities and P-TECH programs to help prepare enrollees for jobs in all levels of the local workforce. There are also private trade schools that feed the local workforce needs in areas such as commercial driving, welding and more.

SWW One-Stop Centers and staff are committed to purpose and serving job seekers and business to meet current and emerging needs. During the pandemic, Centers switched quickly to virtual platforms to meet needs and engaged in significant business outreach. They have formulated plans to support businesses in finding staff, and for developing programs sector-specific to help with recruiting. For example: the recent PUSH Program (Pathways Up for Success in Hospitality) to help tourism-based business in Lake George find staff. The initiative provides PUSH training in professionalism, customer service, problem solving, teamwork, effective communication, time management and local tourism experience. The Centers are poised to meet customers' needs in-person or virtually.

The SWW WDB has 15 business representatives from many different business sectors and they bring their experience and perspectives to board discussions, committee work and program outcomes that are making a difference in our communities.

Weaknesses...

Our region is very diverse ranging from rural to urban to suburban. Therefore, availability of services such as transportation and other workforce support services can also be varied throughout the region. In the less populated areas, the ability to generate a critical mass for training purposes can sometimes be a barrier to assist job seekers and business.

Broadband access is questionable in our remote areas, which prevents access to online tools to support learning, job search endeavors, and access to tools and technologies that others take for granted. Our economic development partners are completing surveys and have obtained grant funding to address this issue.

Those in remote locations do not have abundant access to public transportation and so must explore options to compete for job opportunities and learning.

Childcare remains an important issue in our region and across the nation and the pandemic exacerbated the issue because of homeschooling and remote learning. This

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single issue has affected predominately women and many have withdrawn from the workforce. This is certainly a weakness and an opportunity to course-correct this issue.

There is a strong willingness to cooperate between workforce, post-secondary education, economic development and other community agencies to communicate and work on projects. Many of our partners have new players or new leadership, and this provides an opportunity to learn and grow together in our common quest to innovate, solve regional problems and leave things better than we found them.

Another weakness is the need to fully address the interpersonal skills needs of businesses. The recent Business Workforce Survey Results identified many of them as identified in section: aii on page 4. There is a disconnect in early youth training on appropriate behavioral norms and standards of comportment, which has ensured adult shortfalls in this area of interpersonal behavior.

Finally, scarce resources lead to a scarcity mentality. Workforce funding cuts from years past have resulted in thinking small. As we emerge from the pandemic and stimulus monies are flowing into workforce development, we have the opportunity to think big. What could we attempt to do if we knew resources were available to be more and do more? Businesses are innovating and so can we. A recent example was IBM's apprenticeship program for Cloud Storage Engineers, which started in 2017 and has transformed their culture. They brought in entry-level candidates, methodically upskilled them and turned their lives (both work life and quality-of-life) around as well as IBM's hiring practices.

Our weaknesses can become possibilities if we are self-aware enough to see shortfalls as opportunities to think differently and innovate. What gets attention, get results! We will continue to be self-aware!

- ii. Does the local area have the capacity to address the education and skill needs of the local workforce, including individuals with barriers to employment, and the employment needs of businesses? Please explain.

YES!!! As we emerge from the pandemic, we are looking at everything!

We are regionally looking at broadband and our economic development partners are trying to fix it with grant funding.

We have looked at transportation issues and implemented fixes like working with Tech Valley Shuttle and the CDPHP Bike Share Program.

We saw a childcare issue and regional partners put out a survey to ascertain needs. We are currently in the process of obtaining a grant to sponsor training for home-based childcare providers to expand area capacity.

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We are hoping to use some of the regional stimulus funding to help those who do not have access to technology get technology. Whether we can buy and give, or buy and loan, our clients will have better access to opportunities with technology access.

ACCES-VR is one of many partners who help those with barriers to employment. Our Centers work closely with our partners to help. As example is ACCES-VR support for training through AlbanyCanCode. This is an ideal partnership to assist those with barriers, who want to/or might be, better suited to work-from-home.

SWW has 3 One-Stop Career Centers that offer comprehensive services to job seekers. They provide assessment, career counseling, skills training, job placement, follow-up services, and more.

The SWW Workforce Development Board is committed to working with all job seekers, including those with having barriers to employment (Examples: ESL, disability, skills gaps, and justice-impacted individuals) to plan the services for their individual needs and provide access to partner resources.

These services are provided directly at the One-Stop Career Centers by appointment, or virtually by our employment counselors who are responsive to individual's needs. Additionally, program MOU partners will work together to design and manage services for individuals with barriers to employment, those on public assistance, those with low-income, veterans, eligible spouses of veterans, and individuals who lack basic skills and need support to obtain them.

Another area of concern that we are working on is affordable regional housing. There are a few big projects happening in Saratoga County for comprehensive housing. Some of the units in-process will be set aside for Wellspring clients (domestic violence/recovery organization) where they help women get housing and support systems. The developers of the project have been connected with the YMCA and they are now designing a space in workforce housing with a comprehensive daycare center. All partners are pulling together, like the CTDA and Tech Valley Shuttle for transportation options to get people access to employment. There are other projects like this in the pipeline too.

There are many opportunities and we will continue to explore them with our partners to get results for those we serve, both individuals and businesses who want to employ them.

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

To prepare an educated and skilled workforce by providing education, skills and training for Adults, Dislocated Workers and Youth, as well as individuals with barriers to employment. We will work with our partners to meet the needs of our clients and businesses. We will continue to coordinate efforts of our partner programs, especially those with expertise in serving special populations, to help businesses identify, hire and

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train qualified workers with disabilities, ESL, justice-impacted individuals or those that are under-represented in the workforce.

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

As we work with our partners, we provide services that result in careers. We provide Training Services, Support Services, and Youth Services. When someone comes into the Career Center the typical services that they receive are: an initial assessment so we know what it is that the customer is looking for, and we have an idea of if the customer is considered job-search-ready, or if they need training to re-enter the workforce. We provide job search assistance, resume development, interview preparation workshops. We refer individuals who need additional training to occupational skills training, on-the-job training, customized training when available, and then the supportive services they may need, which are usually handled through our partner’s staff. We do a warm handoff for them. Usually there are multiple agencies or partners that are involved with every customer. They come to us and we refer them out to other services, whether or not it's just somebody coming in and being referred to another staff member in the office who handles the individual grants or training that is paid for with WIOA funds. We also refer people to AlbanyCanCode. Those are some of the regular services people get when they come to our Centers, which support our strategic vision.

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

Utilizing the local area MOU and related procedures, will be the tool that guides our efforts and functionally aligns activities.

Centers monthly participation in the regional Workforce Partnership Coalition (which consists of workforce and economic development partner agencies), as well as active participation on WDB committees and subcommittees, will help ensure that we are on track for maximum collaboration.

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

We strive to meet our performance standards for the local area, and collaborate with partners to meet expectations. Our Center staff have been trained on OSOS to ensure performance indicators are fully understood.

Primary indicators include:

1. Employment Rate 2nd Quarter After Exit

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2. Employment Rate 4th Quarter After Exit
3. Median Earnings 2nd Quarter After Exit
4. Credential Attainment
5. Measurable Skill Gains
6. Effectiveness in Serving Employers

By meeting and exceeding expectations/goals it is the WDB's expectation that the system will be better aligned to meet the needs of businesses while ensuring job seekers multiple career pathways to self-actualization.

Local Workforce Development System

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

Programs include the following:

WIOA Title I programs (Adult, Dislocated Worker, and Youth), Title II Adult Ed. and Literacy programs are provided through the WSWHE BOCES under a NYS Education Department contract, NYS Department of Labor provides services including Wagner-Peyser activities (Title III of WIOA), RESEA, trade act programs, veterans employment services. ACCES-VR operated through the NYS Education Department offers Vocational Rehabilitation services as does the Office of Children and Family Services/NYS Commission for the Blind.

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

SUNY Adirondack (with site locations in Warren and Saratoga County) provides Career & Technical Education (CTE) - postsecondary level under Perkins Career and Technical Education Act, as does Hudson Valley Community College, located in the Capital Region.

- iii. Other workforce development programs, if applicable.

The Senior Community Service Employment Program (SCSEP)— Title V of Older Americans Act is provided to Saratoga County residents by a county department and a national contractor, Associates for Training and Development, Inc. (A4TD) covers all three counties.

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Local DSS offices provide TANF employment and training services. Glenmont Job Corps offers Job Corps employment and training programs to our area.

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

The One Stop Operator is charged with addressing continuous improvement by working with partners under the MOU process. We hope to have a new OSO in the Fall of 2021.

Our Board Resource and Development Committee will address continuous improvement as part of their committee's purpose. We will be using prior Center certification audit criteria to assess process and outcomes annually. Additional steps include surveys, staff training as identified and partner feedback. The Executive Committee will continue to review performance reports and report them to the WDB, with positive feedback or course-correction as necessary.

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

Providers are proactive with business to identify opportunities. Local collaborative efforts with our partners have led to successful new training initiatives and we continually do environmental scans to ascertain workforce-related trends, patterns and needs. We provide presentations at Board meetings to increase the collective body-of-knowledge on workforce and to generate ideas to address area needs. We have monthly management meetings with Centers to review work-in-process, events, activities, and business services efforts to ensure an employment pipeline for jobseekers and hiring businesses.

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

The NYS DOL is the lease holder of the Warren County Center and has a significant staff presence at the Saratoga Career Center and a part-time staff assigned to the Washington County Center. Title I WIOA funded staff represent the other primary center partner operating both the Washington County and Saratoga Centers. Other partners may participate on a periodic basis for interviews or presentations. Center infrastructure costs are funded on a fair share basis by the two primary partners. Partner staff share the responsibility of providing services to Center customers while also addressing individual program responsibilities. Staff of both partners will provide services to business but the lead staff for business services is the NYS DOL Business Services Representative.

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Workforce Development and Career Pathways

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

Our Board currently partners with training providers in the area to develop career pathways by assisting with the convening of local companies to better understand what their needs are relative to technical skills.

Working together with industry leaders and training and service providers programs that are responsive to local employers are developed and can be funded with WIOA dollars.

Our Board's membership has a depth of representation of business, economic development, education, and labor experience to recommend, explore and support implementation of program development that meets area workforce needs.

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

Our Board will continue to work with our partners to ensure that job-seekers looking to upgrade their skills will have access to the most relative training available. We will do this by closely monitoring approved trainings and our In Demand Occupation List.

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

Yes - all credentials currently earned are through state education approved programs or represent industry recognized credentials that are accepted nationally. As mentioned earlier programs like Certified Nurse Assistant, Licensed Practical Nursing and Registered Nursing are examples of credentials that are recognized by other occupational groups. Mechatronics and Certified Production Technician also have credentials that are recognized by multiple occupational groups.

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

Yes, healthcare as mentioned above is a good example of a stackable credential. CNA certification at BOCES can lead to continuing education to obtain an LPN credential, which can lead to community college enrollment in a nursing degree program to obtain a RN license upon graduation.

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Access to Employment and Services

- a. Describe how the LWDB and its partners will expand access to employment, training, education, and supportive services for eligible individuals, particularly individuals with barriers to employment.

Our Board is committed to expanding access to its employment, training, education, and supportive services throughout our 3-SWW Centers and including the Capital Region Centers. We all rely on the expertise and guidance of the Title II representative on our Board (also on our Executive Committee) to ensure that the system is proactive in identifying needs, identifying existing programs, and developing solutions to unmet needs of Title II participants with barriers to employment.

- b. Describe how the local area will facilitate access to services through the One-Stop delivery system, including remote areas, through the use of technology.

We will continue to offer our on-line assessment and training tools and seek ways to expand their utilization including pursuing the potential of access to these services through rural libraries. Our website provides access to our services, our monthly workshop calendar and links to other partner services.

During the pandemic we collaborated with the Capital Region Center leaders for joint promotion of online workshops, when in-person were not allowable. This structure and collaboration will continue even as we emerge from the pandemic.

Finally, customers can access a variety of on-line services. Links to Career Zone and Job Zone are provided for career planning and job search. For our Youth Programs we use cell phones to text and social media platforms to communicate program and job opportunities. We will also explore seeking stimulus funding from our counties to provide technology to those with barriers to access. That could be Chromebooks or broadband access for those in remote locations.

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

OSOS continues to be the case management system (for intake, job referrals, recording services and participant outcomes) used by Center staff. It is enhanced by the use of technology in collecting information from customers either by telephone/cell and or e-mail. When possible, meeting using Zoom technology is encouraged.

We look forward to utilizing NYS DOL's Virtual Career Center system with AI capabilities to match job seekers with opportunities and record all transactions for case management.

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- d. Provide a description and assessment of the type and availability of programs and services provided to adults and dislocated workers in the local area.

Customers are provided a variety of career services (both basic and individualized), support, training and follow-up services through local career centers. The centers also provide resource rooms with access to computers, internet, workshops and job search resources.

Even during the pandemic many of these services were delivered, and we are now better prepared to transition to a more virtual delivery model.

Career services include eligibility for Title I services, outreach, intake, and system orientation, initial assessment, labor exchange services, providing job search and placement services, referrals to programs, labor market information, performance on the local workforce system, performance and program cost of eligible providers, referrals to supportive services, unemployment insurance information and assistance, financial aid assistance, comprehensive assessment, develop individual employment plan, career planning and counseling, short-term pre-vocational services including our on-line assessment and training tools , internships and work experience, out-of-area job search and relocation assistance, financial literacy services, workforce preparation activities and English language acquisition and integrated education and training programs.

WIOA training services are primarily offered through individual training accounts (ITAs) for occupations that are in-demand occupations and approved on the state eligible training providers list and on-the-job-training (OJT) with local employers but other authorized training will also be considered.

Follow-up services, such as career and job success counseling, are available to customers for 12 months after their first day of new employment.

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

All 3-SWW Career Centers are located on public transportation routes. Centers provide a variety of information and links to customers related to local area support services, in addition to partner information on our website.

Transportation is assessed during initial assessment and supportive services are provided through partner referral.

We recently connected with Tech Valley Shuttle to expand transportation opportunities for the SWW and regional workforce. Glens Falls (Warren County) recently partnered with the CDPHP bike-share program, which is another option not previously available.

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

Our local area MOU is the guiding agreement to address referral and access to services, partner coordination and cross-training of staff. Structures for sharing information are carefully followed to stay in compliance. For example: Information on specific customers with disabilities can only be shared by our partner ACCES-VR if the participant is registered with them, and has signed a release of information as part of their confidentiality agreement. WIOA participants also sign a release of information as part of their registration process. However, if they are a person with a disability, and working with ACCES-VR, they must individually sign a release of information with ACCES-VR.

- g. Describe the direction given to the One-Stop System Operator to ensure priority for adult career and training services is given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient.

WIOA and local priority of service for the above populations and veterans has been identified in our materials to be used for implementing the one stop operator function.

- h. Describe how One-Stop System Operators and One-Stop partners will comply with the nondiscrimination requirements of the Workforce Innovation and Opportunity Act (WIOA) (section 188), and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding:

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

Each of the three centers is fully handicapped compatible in accordance with Section 188. Our DOL co-located partners ensure we remain compliant with ADA requirements.

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

A former grant allowed us to purchase accessible desks, chairs, and adaptive equipment.

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

Disability Resource Coordinators (DRC's) have provided training to staff in the Career Centers on interviewing, resume writing, and negotiating reasonable accommodations. ACCES-VR has provided programs on their services and assistance. A recent training by SAIL (Southern Adirondack Center for Independent Living) was part of continuing

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professional education on this topic. Some of our staff have gone through training to be certified to operate Ticket-to-Work for individuals on Social Security Disability.

- iv. Describe the roles and resource contributions of the One-Stop partners related to the nondiscrimination requirements of WIOA (section 188), and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.).

One-stop partners are responsible for ensuring that their program operations are in compliance with WIOA section 188 and with the Americans with Disabilities Act. Further, partners recognize NYS human rights law prohibits discrimination or harassment against any employee, applicant for employment, or customer, due to age, race, creed, color, national origin, sexual orientation, military status, sex, disability, predisposing genetic characteristics, familial status, marital status, or domestic violence victim status.

Business Engagement

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

SWW has partnership with our counties, businesses and agencies to support workforce development. Our Board is comprised of business, labor, education, economic development, and community service organizations that provide networks of people and information from which we gain insights on trends, patterns and needs. Our Center Directors from Warren and Saratoga County report to Economic Development committees, which has them interacting with their county boards of supervisors, in addition to our own WDB.

We supplement that information with literature review to broaden our local/regional/national views on workforce matters of significance. We also engage in continuing professional education (CPE) within the workforce development arena to benchmark what we do with what others are doing within our realm of opportunity and possibility.

We are always looking for ways to improve outcomes and availability of resources to achieve those outcomes. Training attended by our Centers and WDB Director are offerings from NYATEP, Workforce GPS, the National Association of Workforce Boards and regular and ongoing conference calls among Regional Career Centers, Chambers of Commerce, Academic partners, NYS WDB Directors and NYSDOL bi-weekly calls.

As we emerge from the pandemic where virtual experiences only were available, we will be evaluating options for CPE to build knowledge and skills on new and emerging workforce trends that can build our body-of-knowledge. Topics will be related to our sector development, and will increase our ability to offer advice and counsel to those we serve. Our Center staff will need to become trained on the new NYSDOL Virtual Career

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Center AI system, as well as further training on integrating Metrix and Coursera learning programs into career pathway progressions/career planning for our demand occupations, as well as preparing entrants for admission or qualification to apprenticeship programs. We also see opportunities to learn about and explore Grant opportunities, OJT programs and business development strategies for talent management.

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

Our Board member-partners, Chambers of Commerce partners, Economic Development partners, SUNY Adirondack, BOCES, HVCC, are all partners and business intermediaries. They have historically provided referrals, assistance, access, and delivered programs and/or assistance to meet individual needs and business needs for skill development, whether individual, programmatic or developmental (as in design/build/facilitate apprenticeships programs).

- b. What strategies or services are used to support a local workforce development system that meets the needs of businesses in the local area?

We provide business assistance to find qualified workers, job posting/referral services, recruitment support, applicant pre-screening and interviewing assistance, training to upgrade the skills, provide OJT training subsidies to offset training cost, tax credit information, labor market information, arranging for certification testing, grant funding assistance for workforce training, and rapid response services in partnership with our DOL partners.

Please refer back to Strategic Planning Elements section c ii (transportation, childcare, technology assistance, ACCES-VR, assessment). We are also looking at select industries for support. For example: Warehousing and Logistics. We are starting work on a CDL program to assist regional business with a pipeline for heavy tractor-trailer truck drivers.

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

We have 3 EDC's represented on our Board, and as mentioned above 2 of our 3 Centers report into the Economic Development committees in their respective counties and the 3rd has a close working relationship with their EDC. EDC's often provide us with data and statistics needed for planning ahead. The Center for Economic Growth in Albany also provides regional resources for us to use in attracting talent to our area.

As we emerge from the pandemic our Centers are working closely with EDC's to meet the workforce development needs of the region, which includes ensuring broadband access for our rural areas within the counties.

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

EDC Warren County and the Washington County LDC co-sponsor a microenterprise training program at SUNY Adirondack. Career Center staff refer candidates to the program where appropriate. The regional chamber of commerce provides local access to the Small

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Business Development Corporation, Service Corps of Retired Executives and access to SBA funding. Career Center staff act as referrals for these programs.

As we emerge from the pandemic, we would like to develop an entrepreneur program for youth.

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

Rapid response services are coordinated by the Regional Rapid Response Coordinator at the NYS Department of Labor. The Coordinator takes the lead in reaching out to the impacted companies, and disseminating relevant information to the WDB and partner agencies. General announcements of anticipated plant closures and layoffs are shared with Career Center staff.

The Regional Coordinator involves Career Center staff in the actual delivery of program services. Career Center staff participate with NYSDOL in on-site rapid response sessions for affected workers.

The Business Services Team also coordinates recruitment activities and job fairs for affected workers as well as working with businesses in layoff aversion activities. Affected workers who are Trade Act eligible also receive additional services through the Career Centers in coordination with rapid response activities.

Program Coordination

- a. How do the local area's programs and strategies strengthen the linkages between the One-Stop delivery system and unemployment insurance programs?

Having Centers and NYSDOL staff on site together has and will continue to be value-added as we build relationships of trust with customers. The staff work seamlessly to provide an array of services for job seekers and businesses. Whether in-person or virtual, one-on-one intake/advising/counseling or training; all services are functionally aligned as designed, with the goal of creating opportunities that will help job seekers self-actualize by skilling-up to obtain stable work at the level of their capability and aspiration, while we support businesses in getting the staff they need.

- b. Describe how education and workforce investment activities will be coordinated in the local area. This must include:

- i. Coordination of relevant secondary and postsecondary education programs;

Secondary coordination has been heightened with our Youth Employment Counselors outreach to school districts in our region. We also continue to participate in a regional career-awareness event called Career Jam, which is planned in collaboration with secondary school staff.

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Post-pandemic our Youth Committee under the leadership of an area School Superintendent (and WDB member) will be focusing on new initiatives in a post-pandemic environment. We also provide referral assistance for individuals interested in high school equivalency instruction.

We have made use of a variety of post-secondary options at community colleges and other training venues for training in demand occupations. We have collaborated with community colleges and BOCES on the development of new employer driven training opportunities as well as assisting with grant opportunities. Career center staff regularly connect with our community colleges to identify needs and opportunities for collaboration.

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

Our workforce planning committees include representatives of post-secondary education to help initiate sector-based business outreach and program planning. Representatives of both local community colleges sit on the SWW Workforce Development Board and are assigned to the board committees responsible for center oversight and service coordination. Our energies are focused on continuous improvement and meeting job seeker and business needs.

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

Our board's Connections/Executive Committee will ensure that non-duplication is achieved through their oversight of other Board functions involving education. This includes the Business Needs committee, and the Resource & Development committee that oversees Center operations. We utilize our MOU process for program coordination as applicable. The Board works with post-secondary providers on a variety of projects and on-going communication between our organizations ensures we avoid duplication.

- c. Describe plans, strategies, and assurances concerning the coordination of services provided by the State employment service under the Wagner-Peyser Act (29 U.S.C. 49 et seq.), to improve service delivery and avoid duplication of services.

All three Career Centers house both the WIOA funded Title I programs and staff services funded through NYS DOL under the Wagner-Peyser Act and veterans services. Staff work side-by-side, sharing customer information, resources and program information. Monthly management meetings are conducted with management staff, and staff meetings are routinely conducted and ensure functional alignment. Our Board committee responsible for Center oversight uses previous Center certification criteria for discussion and continuous process improvement.

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

Our local area MOU serves as the primary agreement between system providers. This agreement calls for additional procedures to be developed as needed to maximize referral and access to program partner programs. We also have a SWW 3-County Multi-Jurisdictional Agreement, which was signed in the Fall of 2020.

Title II Program Coordination

- a. Provide a description of the LWDB’s strategic vision and goals for preparing an educated and skilled workforce, specifically addressing how to improve access to activities leading to a recognized post-secondary credential, as well as other strategies for serving out-of-school youth (OSY) and adults who have low literacy skills, are English Language Learners, or lack a high school diploma or the equivalent.

SWW WDB's Vision is for an integrated, universally accessible workforce development system that is customer and quality driven, that promotes economic growth and quality-of-life in innovative and efficient ways.

Our goals are to prepare an educated and skilled workforce, by working collaboratively with our partners to deliver education and skills development/training, for Adults, DW's, Youth, which includes those with barriers to education/employment.

- b. Provide a description of how the LWDB will expand access to employment, training, education, and supportive services provided through the NYS Career Center System for Title II participants with barriers to employment.

SWW works with our Title II partners to meet needs. Our Centers facilitate opportunities for job seekers through assessment, training, providing support in developing strategies for success, which can include resume writing, building job search skills, career planning, OJT, Apprenticeship opportunities, and funding for training/education. We work with partners like ACCES-VR, A4TD, and the NYS Commission for the Blind to help us help our clients.

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

SWW works with educational training partners to provide development opportunities for individuals in several sectors. An example: Healthcare provides opportunities for CNA certification programs through BOCES, which can then offer an LPN Program to upskill. Both are demand occupations. Our Community Colleges offer Nursing Programs to obtain an Associate's degree and the ability to sit for the RN Certification exam, another demand occupation.

- d. Provide a description of how the LWDB will support the strategy identified in the State Plan and work with the entities carrying out core programs and other workforce development programs, including those authorized under the Carl D. Perkins Career and Technical Education Act to support service alignment.

SWW WDB will continue its current outreach efforts to prospective participants to make them aware of the services offered through our One-Stop Centers. We will also continue to build and maintain our partnerships with regional business, which have become stronger through the pandemic and as we are emerging from it. Our WDB has representatives of business, labor and the full range of education to support functionally aligned services by our One-Stop Centers.

Youth Activities

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

Updated

Kassandra Purcell - WIOA Program Counselor - Youth - Saratoga County Workforce Development - 152 West High Street - Ballston Spa, NY 12020 - Office: 518-884-4904 - Work Cell: 518-941-4614 - Fax: 518-884-4262 - KMPurcell@saratogacountyny.gov

Andrea Kinderman, Youth Counselor - Warren County Department of Workforce Development - 333 Glen Street, Suite 300 - Glens Falls, NY 12801 - 518-681-2532 - kindermana@WarrenCountyNY.gov

Kimberly Manney, Youth Counselor - Employment and Training - Career and Family Services - 383 Broadway Suite B003A - Fort Edward, NY 12828 - Office: 518-746-2391 x3 - kimberly.manney@leapservices.org

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

- i. New OSY

21

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ii. Carry-over OSY

27

iii. New ISY

6

iv. Carry-over ISY

7

v. Work experiences

25

*Please note that PY 2021 enrollments will provide the baseline estimate for the remaining three years of the Plan.

c. In Attachment F, Youth Services, located on the New York State Department of Labor (NYSDOL) [website](#) under the Local Planning section, identify the organization providing the Design Framework which includes: Intake & Eligibility, Objective Assessments, and Individual Services Strategies (ISS), and 14 Youth Program Elements and whether the provision of each element is contractual, with a Memorandum of Agreement (MOA), or provided by the LWDB.

d. Explain how providers and LWDB staff ensure the WIOA elements:

i. Connect back to the WIOA Youth Program Design Framework, particularly the Objective Assessments and ISS; and

The overarching goals of WIOA are to increase access to education, training and employment, and connect jobseekers to in demand occupations in the labor market. For the Youth Program the following are built into the Program Design Framework:

A. Provide an objective assessment of the academic levels, skill levels, and service needs of each participant, which includes a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of such participants, for the purpose of identifying appropriate services and career pathways for participants.

B. Develop service strategies for each participant that are directly linked to 1 or more of the indicators of performance described in WIOA, and that identify career pathways that include education and employment goals, appropriate achievement objectives, and appropriate services for the participant taking into account the assessment.

C. Provide activities that lead to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential; (ii) preparation for

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postsecondary educational and training opportunities; (iii) strong linkages between academic instruction and occupational education that lead to the attainment of recognized postsecondary credentials; (iv) preparation for unsubsidized employment opportunities, in appropriate cases; and (v) effective connections to employers, including small employers, in in-demand industry sectors & occupations of the local & regional labor markets.

D. The pandemic necessitated moving to mostly virtual interactions versus in-person interactions. This uncovered that some participants did not have access to technology or broadband connections for remote learning, which required employing strategies for access.

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

The provision of services to youth with disabilities is a recognized priority of the SWW Workforce Area. All service providers are required to comply with Section 188 in the provision of services to persons with disabilities. In no event are services denied to anyone, including youth because of a disability. Further, ACCES-VR and NYS Commission of the Blind are MOU partners that help provide training and assistive technology to help youth and job seekers with career readiness.

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

Operation Food Chain – Warren County coordinates with the Warren Hamilton Counties Community Action Agency (CAA) to offer a free lunch program at summer playgrounds in Glens Falls. This project utilizes a work-based learning approach where students learn how to order, prepare and serve lunches. Work activities are led by an instructor/crew chief hired by the Washington-Saratoga-Warren-Hamilton-Essex BOCES to supervise a group of summer employment program youth. The crew chief directs the activities and supervises the youth in the performance of their assigned duties. An academic component that is both work-based and contextualized is incorporated to address Basic Skills and SCANS skills as well as occupational related skills. The goal is to provide a well supervised work environment that teaches proper employment attitudes, develop self-worth through work and develop additional job specific and basic skills that will enhance the future of the youth. The connection between school and work is also to be emphasized.

Work Crew – Warren County hires a Work Site Supervisor to act as a supervisor and mentor to youth. The Work Site Supervisor directly supervises and instructs youth at assigned work sites. Under the supervision of crew chief, youth travel throughout Warren County working on a variety of projects for towns, schools, agencies and not-for profits. While supervising the participants, the Supervisor also evaluates them in accordance with their employability plan, informs them of vocational strengths and weaknesses, and

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where necessary, refers them to an Employment and Training Counselor or other appropriate staff member. The Supervisor acts as an adult mentor while engaging them in work-based and contextualized education and training. Soft skills are emphasized including attendance, preparation and development of good work habits. Skills are taught and new skills learned including basic landscaping and general construction.

TASC Class - Warren County and Washington Counties contract with WSWHE BOCES to provide instruction to prepare eligible youth with the academic skills needed to pass the TASC (GED®) exam and /or improve their basic skills. Youth are also instructed in soft skills desired by businesses and receive a small stipend to attend classes twice a week. They are able to work independently, and in groups, to achieve their goals under the instruction of the BOCES instructor. With limited alternative high school programs in the area, this is a chance for Warren County youth to strive for their high school equivalency diploma, which in turn, will open more doors to employment opportunities.

During the pandemic all of the above programs were blended hands-on and virtual. Adherence to social distancing, safety and mask-wearing were incorporated into the learning and experiential learning process. There were difficulties due to some participants not having access to technology or broadband, so individual service strategies were employed to help remedy barriers to participation. We anticipate that the virtual work experiences will remain an option for youth.

In past years, our local board recently collaborated with a local economic development agency and school representatives to create an event for youth called Career Jam replicating a similar event in another workforce area. This event offered youth the opportunity to interact with dozens of employers in a hands-on fun manner to expose them to companies and jobs in the region. This was a big success and was replicated. Career Jam could not take place in 2020 due to the pandemic. However, in May of 2021 the event was reimagined into a virtual experience over a 6-week period. The new format incorporated gamification to keep youth (7th and 8th graders) and their parents coming back to the platform to gather information on employers/career options. We are awaiting the final participation rates, but initial enrollment was exceptional. The event is being considered for an expanded youth audience of 11th and 12th graders, whom have not yet made career decisions and may want to consider opportunities in the region with local businesses.

f. Does your local area plan to serve ISY and/or OSY using the “Needs Additional Assistance” qualifying barrier for eligibility?

Yes (Attach a Needs Additional Assistance policy that defines reasonable, quantifiable, evidence-based, and specific characteristics of ISY and OSY as described in Technical Advisory (TA) #[19-2](#).)

No (Not required to attach a policy)

g. Attach a Basic Skills Deficiency policy of youth program as described in the in TA #[19-2](#).

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Administration

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

Saratoga County

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

The local workforce board is an unincorporated appointed entity and therefore the local grant recipient/sub-recipient identified in the local county multi-jurisdictional agreement will be responsible for contract procurement consistent with local government policies, state procedures and federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, whichever is most restrictive, on behalf of the SWW Workforce Development Board.

Services for Title I activities delivered through the career centers will be procured by the grant recipient unless otherwise allowed through agreement or through a county agency. Area-wide procurement services such as a website development contract or one stop operator services will be handled centrally by the grant recipient as well. Contract services will be approved by the SWW Workforce Development Board, or initially by the executive committee subject to future board ratification, as needed. SWW board staff may also participate in the development of such procurements.

Request for Proposals (RFPs) will be developed and shall contain a clear description of the goods and services to be procured, technical requirements, deliverables and time frames for service provision. Details regarding proposal development including available funds, cost, proposal timeframe and format will be included along with a description of the selection process. Request for Proposals (RFPs) will be sent to relevant service providers on any established bidders list and a notice of solicitation will be published in local newspapers and posted on our board website.

Proposals will be reviewed as described in the RFP package following the selection criteria by identified reviewers which, depending on the nature of the service, may include any one or a combination of grant recipient/sub-recipient staff, Board staff, board members or committees and others as identified. The review process may also require meetings with proposers to clarify proposals. Selections will be reviewed by the executive committee for Title I program services and forwarded to the board. Awards for other goods and services may be approved by the grant recipient/sub-recipient or program operators as applicable. Applicants for proposals not selected will be notified as soon as a final decision is completed.

- c. Provide the local levels of performance negotiated with the Governor and CEO(s) to be used to measure the performance of the local area and to be used by the LWDB for measuring the

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performance of the local fiscal agent (when applicable), eligible providers, and the One-Stop delivery system, in the local area.

	PY21 Measures		
	Adult	Dislocated Worker	Youth
Employment Rate 2nd Qtr After Exit	74.5%	72.2%	52.0%
Employment Rate 4th Qtr After Exit	73.3%	70.7%	54.9%
Median Earnings 2nd Qtr After Exit	\$5,670	\$6,930	\$ 3,100
Credential Attainment 4th Qtr After Exit	46.6%	51.5%	42.1%
Measurable Skill Gains	45.5%	45.5%	50.5%

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

Currently as we emerge from the pandemic, with both leadership and Board changes we are working to ensure that we continue to meet LWDA expectations.

Our SWW WDB is currently in compliance and we will be submitting our Biennial Board Recertification in the Fall of 2021. According to the guidance provided in TA#19-3, we meet expectations.

We have a current SWW multi-jurisdictional agreement, which was executed by all 3 counties in September of 2020.

Our local MOU has been negotiated and is currently in-process. We expected it to be ready for electronic signatures by September 2021.

We have posted RFP's for a One-Stop System Operator and did not receive any qualified responses to our operator procurement. Our plan is to increase the budget for this line item so we may send out another RFP to attract an Operator. If we are not successful

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with an increased budget for this service, then we will seek permission from the state to pursue a sole source contract approval. However, we remain hopeful with an increased budget.

The local area has all known policies in place and will be conducting a policy review during this PY to update and add any desired new policies. As a result of the pandemic there has been no monitoring activity since the new WDB ED was hired. Once the monitoring process restarts, the new ED is committed to working with program monitors to ensure all appropriate policies are in place and communicated appropriately. Our Fiscal Agent has been in role for some time and has communicated regularly with FOTA reps to ensure compliance.

We have reviewed the Center Certification criteria from TA#18-1 and feel confident that we are in compliance and will be recertified in the Fall of 2021.

Training Services

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

Training services will primarily involve either approval of Individual Training Accounts (ITAs) to authorize occupational skills training with an approved provider on the state Eligible Training Provider List (ETPL) in a demand occupation or through an On-the-Job Training contract with an employer. As additional training needs are identified through our workforce planning team, other options for adults such as training contracts or work-based options may be explored. Approval for a customer to receive training will be granted after an initial assessment identifies the need for additional career development services to obtain or retain employment with the goal of self-sufficiency. If training is warranted after further assessment and the completion of an individual employment plan, staff may proceed with an appropriate training option as funding permits. For youth, in addition to the options above, our area has always and will continue to utilize work-based training as a key component. Other short-term pre vocational training may be offered in our Centers or through our on-line education tools (Metrix/Coursera) as a career service.

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

On-the-job training contracts may be used in conjunction with ITA's if deemed appropriate by the local Title I provider and funds are available. As training needs are identified through our workforce planning team, contract for training vs. use of ITA's will be given consideration.

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

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The Board expects Centers to follow all WIOA requirements including those specifying customer choice. Career center staff responsible for authorizing training have access to labor market information including local demand occupations to share with customers. In addition, the state Eligible Training Provider's list (ETPL) is available to identify approved providers and training offerings. Center staff provide guidance to training customers as applicable regarding career decision making, cost, financial aid and other aspects related to training decisions. We also stay current on new opportunities to share with customers by working with providers represented on the Workforce Board. Customers approved for training services make the final choice of training subject to approved demand occupations authorized for training on the ETPL.

Public Comment

- a. Describe the process used by the LWDB to provide a period of no more than 30 days for public comment and input into development of the plan by representatives of business, labor organizations, and education prior to submission.

The plan will be posted on the SWW WDB website at thejoblink.org for public comment.

The plan has been reviewed by the Board, which is comprised of representatives of business, education (Higher Ed and Adult Ed), local economic development organizations from all 3 counties, labor organizations, and community service organizations prior to submission.

List of Attachments

Please complete all attachments listed below.

Attachment A – Units of Local Government

Attachment B – Fiscal Agent

Attachment C – Signature of Local Board Chair

Attachment D – Signature of Chief Elected Official(s)

Attachment E – Federal and State Certifications

Attachment F – Youth Services Chart

Original signature pages for Attachments C, D and E, must be delivered to NYSDOL in one of the following two ways:

- Electronic signature (if the LWDB has the capability for it) – Note that electronic signatures must follow the requirements and guidelines of the Electronic Signature and Records Act ([ESRA](#)). LWDBs choosing to submit signature pages via electronic signature may submit these pages via email with the Local Plan.

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- Mail original versions – Hard copies of traditional signature pages may be sent to:

**Attn: Local Plan
New York State Department of Labor
Division of Employment and Workforce Solutions
Building 12 – Room 440
W. Averell Harriman Office Building Campus
Albany, NY 12240**

All other attachments must be submitted via email with the LWDB Local Plan Template.

In addition to these attachments, LWDBs must provide copies of the agreements listed in the Program Coordination section of this template under [\(d\)](#). If possible, it is preferable to provide a list of hyperlinks to these agreements available on the LWDB website.

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Attachment A: Units of Local Government

Please list the unit or units (multiple counties or jurisdictional areas) of local government included in the local area. If the CEO Grant Recipient has designated a local grant subrecipient to administer WIOA pursuant to WIOA § 107, please indicate the unit of local government that is the grant subrecipient. However, if instead, the CEO Grant Recipient has designated a fiscal agent, please indicate this on Attachment B.

Unit of Local Government	Grant Subrecipient
	Yes
Saratoga County	<input checked="" type="checkbox"/>
Warren County	<input type="checkbox"/>
Washington County	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

§107(6)(B)(i) - When a local workforce area is composed of more than one unit of general local government, the chief elected officials of such units may execute an agreement that specifies the respective roles of the individual chief elected officials.

If your local workforce area is composed of more than one unit of general local government, is there a written agreement between local officials that details the liability of the individual jurisdictions?

Yes No

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Attachment B: Fiscal Agent

WIOA §117(d)(3)(B)(i)(II) indicates that the chief elected official Grant Recipient may designate a local fiscal agent as an alternative to a local grant subrecipient. Such designation to a grant subrecipient or fiscal agent shall not relieve the chief elected official or the Governor of the liability for any misuse of grant funds. If the CEO identified a fiscal agent to assist in the administration of grant funds, please provide the name of the agent.

Fiscal Agent
Jennifer McCloskey Saratoga County Employment & Training Administration

ATTACHMENT C: SIGNATURE OF LOCAL BOARD CHAIR**Workforce Innovation and Opportunity Act (WIOA) Local Plan for
Program Year 2021-2024, for WIOA Title 1-B
and Wagner-Peyser Programs**

In compliance with the provisions of the Workforce Innovation and Opportunity Act of 2014, the Final Rule, and Planning guidelines and instructions developed by the Governor, this Plan is being submitted jointly by the Local Board and the respective Chief Elected Official(s).

By virtue of my signature, I:

- Agree to comply with all statutory and regulatory requirements of the Act as well as other applicable State and federal laws, regulations, and policies;
- Affirm that the composition of the Local Board is either in compliance with the law, rules, and regulations and is approved by the State or, will be in compliance within 90 days of Local Plan submission;
- Affirm that this Plan was developed in collaboration with the Local Board and is jointly submitted with the Chief Elected Official(s) on behalf of the Local Board; and
- Affirm that the board, including any staff to the board, will not directly provide any career services unless approved to do so by the Chief Elected Official and the Governor.

Date:	June 30, 2021	Signature of Local Board Chair:	DocuSigned by: <i>Joseph Serafini</i> 226844E0AED24F6...
Mr.	<input checked="" type="checkbox"/>	Typed Name of Local Board Chair:	Joseph Serafini
Ms.	<input type="checkbox"/>		
Other	<input type="checkbox"/>		
Name of Board:	Saratoga-Warren-Washington Workforce Development Board		
Address 1:	333 Glen Street		
Address 2:	Suite 200B		
City:	Glens Falls		
State:	New York	Zip:	12801
Phone:	518-824-8883	E-mail:	JoeSerafini@outlook.com

Submission directions: Complete this attachment as part of the Plan development process and submit it, with original signatures, as described in the Local Plan Template.

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ATTACHMENT D: SIGNATURE OF CHIEF ELECTED OFFICIAL(S)


**Workforce Innovation and Opportunity Act (WIOA) Local Plan for
Program Year 2021-2024, for WIOA Title 1-B
and Wagner-Peyser Programs**

In compliance with the provisions of the Workforce Innovation and Opportunity Act of 2014, the Final Rule, and Planning guidelines and instructions developed by the Governor, this Plan is being submitted jointly by the Local Board and the respective Chief Elected Official(s).

By virtue of my signature, I:

- Agree to comply with all statutory and regulatory requirements of the Act as well as other applicable State and Federal laws, regulations, and policies;
- Affirm that the Grant recipient possesses the capacity to fulfill all responsibilities and assume liability for funds received, as stipulated in §679.420 of the rules and regulations;
- Affirm that the composition of the Local Board is either in compliance with the law, rules, and regulations and is approved by the State or, will be in compliance within 90 days of Local Plan submission;
- Affirm that the Chair of the Local Board was duly elected by that board; and
- Affirm that the board, including any staff to the board, will not directly provide any career services unless approved to do so by the Chief Elected Official and the Governor.

Note: A separate signature sheet is required for each local Chief Elected Official (CEO). If additional pages are necessary, please replicate this document for each CEO.

Date:	July 1, 2021	Signature of Local Chief Elected Official (CEO):
9/22/ 2021		
Mr. <input checked="" type="checkbox"/>	Ms. <input type="checkbox"/>	Typed Name of Local CEO:
Other <input type="checkbox"/>		Theodore T. Kusnierz, Jr.
Title of Local CEO:	Chairman, Saratoga County Board of Supervisors	
Address 1:	40 McMaster Street	
Address 2:		
City:	Ballston Spa	
State:	New York	Zip: 12020
Phone:	518-885-2240	E-mail: tkusnierz@saratogacountyny.gov
Are you the Grant Recipient CEO? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		

Submission directions: Complete this attachment as part of the Plan development process and submit it, with original signatures, as described in the Local Plan Template.

WE ARE YOUR DOL



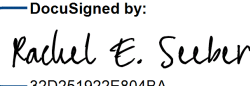
ATTACHMENT D: SIGNATURE OF CHIEF ELECTED OFFICIAL(S)**Workforce Innovation and Opportunity Act (WIOA) Local Plan for
Program Year 2021-2024, for WIOA Title 1-B
and Wagner-Peyser Programs**

In compliance with the provisions of the Workforce Innovation and Opportunity Act of 2014, the Final Rule, and Planning guidelines and instructions developed by the Governor, this Plan is being submitted jointly by the Local Board and the respective Chief Elected Official(s).

By virtue of my signature, I:

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- Affirm that the Grant recipient possesses the capacity to fulfill all responsibilities and assume liability for funds received, as stipulated in §679.420 of the rules and regulations;
- Affirm that the composition of the Local Board is either in compliance with the law, rules, and regulations and is approved by the State or, will be in compliance within 90 days of Local Plan submission;
- Affirm that the Chair of the Local Board was duly elected by that board; and
- Affirm that the board, including any staff to the board, will not directly provide any career services unless approved to do so by the Chief Elected Official and the Governor.

Note: A separate signature sheet is required for each local Chief Elected Official (CEO). If additional pages are necessary, please replicate this document for each CEO.

Date:	June 30, 2021	Signature of Local Chief Elected Official (CEO):	
		<small>DocuSigned by:</small>  <small>32D251922E804BA...</small>	
Mr.	<input type="checkbox"/>	Typed Name of Local CEO:	
Ms.	<input checked="" type="checkbox"/>	Rachel E. Seeber	
Other	<input type="checkbox"/>		
Title of Local CEO:	Chairwoman, Warren County Board of Supervisors		
Address 1:	Municipal Center		
Address 2:	1340 State Route 9		
City:	Lake George		
State:	New York	Zip:	12845
Phone:	518-361-4992	E-mail:	seeber@warrencountyny.gov
Are you the Grant Recipient CEO? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>			

Submission directions: Complete this attachment as part of the Plan development process and submit it, with original signatures, as described in the Local Plan Template.

WE ARE YOUR DOL



ATTACHMENT D: SIGNATURE OF CHIEF ELECTED OFFICIAL(S)


**Workforce Innovation and Opportunity Act (WIOA) Local Plan for
Program Year 2021-2024, for WIOA Title 1-B
and Wagner-Peyser Programs**

In compliance with the provisions of the Workforce Innovation and Opportunity Act of 2014, the Final Rule, and Planning guidelines and instructions developed by the Governor, this Plan is being submitted jointly by the Local Board and the respective Chief Elected Official(s).

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- Affirm that the Chair of the Local Board was duly elected by that board; and
- Affirm that the board, including any staff to the board, will not directly provide any career services unless approved to do so by the Chief Elected Official and the Governor.

Note: A separate signature sheet is required for each local Chief Elected Official (CEO). If additional pages are necessary, please replicate this document for each CEO.

Date:	July 1, 2021	Signature of Local Chief Elected Official (CEO): 	
Mr.	<input checked="" type="checkbox"/>	Typed Name of Local CEO: Samuel J. Hall	
Ms.	<input type="checkbox"/>		
Other	<input type="checkbox"/>		
Title of Local CEO:	Chairman, Washington County Board of Supervisors		
Address 1:	Municipal Center		
Address 2:	383 Broadway, Building B		
City:	Fort Edward		
State:	New York	Zip:	12828
Phone:	518-260-3867	E-mail:	shall@washingtoncountyny.gov
Are you the Grant Recipient CEO? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>			

Bidder Organization Name: **Saratoga-Warren-Washington Workforce Dev. Board**

ATTACHMENT E: FEDERAL AND STATE CERTIFICATIONS

The funding for the awards granted under this contract is provided by the United States Department of Labor which requires the following certifications:

A. CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION-LOWER TIER COVERED TRANSACTIONS

1. By signing this Contract, the prospective lower tier participant certifies, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statement in this certification, such prospective participant shall provide an explanation.
3. The prospective lower tier participant shall pass the requirements of A.1. and A.2., above, to each person or entity with whom the participant enters into a covered transaction at the next lower tier.

B. CERTIFICATION REGARDING LOBBYING - Certification for Contracts, Grants, Loans, and Cooperative Agreements

By signing this Contract, the Contractor hereby certifies, to the best of his or her knowledge and belief, that :

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the Contractor, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the Contractor shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
3. The Contractor shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of facts upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S.C. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

C. DRUG FREE WORKPLACE

By signing this Contract, the Contractor certifies that it will provide a Drug Free Workplace by implementing the provisions at 29 CFR 94, pertaining to the Drug Free Workplace. In accordance with these provisions, a list of places where performance of work is done in connection with this specific grant will take place must be maintained at the Contractor's office and available for Federal inspection.

D. NONDISCRIMINATION & EQUAL OPPORTUNITY ASSURANCE

As a condition to the award of financial assistance from the Department of Labor under Title I of the Workforce Innovation and Opportunity Act (WIOA), the Contractor assures that it will comply fully with the nondiscrimination and equal opportunity provisions of the following laws:

(1) Section 188 of the WIOA, which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age disability, political affiliation, or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in a program or activity that receives financial assistance under Title I of WIOA;

(2) Title VI of the Civil Rights Act of 1964, as amended which prohibits discrimination on the basis of race, color, and national origin;

(3) Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities;

(4) The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and

(5) Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs.

The Contractor also assures that it will comply with 29 CFR Part 38 and all other regulations implementing the laws listed above. This assurance applies to the Contractor's operation of the WIOA Title I – financially assisted program or activity, and to all agreements the Contractor makes to carry out the WIOA Title I – financially assisted program or activity. The Contractor understands that the United States has the right to seek judicial enforcement of this assurance.

E. BUY AMERICAN NOTICE REQUIREMENT

In accordance with Section 502 of the WIOA, none of the funds made available under the WIOA may be expended by an entity unless the entity agrees that in expending the funds it will comply with sections 8301 through 8303 of title 41, United States Code (commonly known as the "Buy American Act").

F. SALARY AND BONUS LIMITATIONS

No federal funds appropriated annually under the heading 'Employment and Training' shall be used by a subrecipient of such funds to pay the salary and bonuses of an individual, either as direct costs or indirect costs, at a rate in excess of Executive Level II. This limitation shall not apply to vendors providing goods and services as defined in 2 CFR 200.330. See Training and Employment Guidance Letter number 5-06 for further clarification. Where applicable, the Contractor agrees to comply with the Salary and Bonus Limitations.

G. VETERANS' PRIORITY PROVISIONS

Federal grants for qualified job training programs funded, in whole or in part, by the U.S. Department of Labor are subject to the provisions of the "Jobs for Veterans Act" (JVA), Public Law 107-288 (38 USC 4215). The JVA provides priority of service to veterans and spouses of certain veterans for the receipt of employment, training, and placement services. Please note that to obtain priority service, a person must meet the program's eligibility requirements. Training and Employment Guidance Letter (TEGL) No. 5-03 (September 16, 2003) and Section 20 of the Code of Federal Regulations (CFR) Part 1010 (effective January 19, 2009) provide general guidance on the scope of the veterans priority statute and its effect on current employment and training programs. Where applicable, the Contractor agrees to comply with the Veteran's Priority Provisions.

STATE CERTIFICATIONS**H. CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND OUTSTANDING DEBTS**

By signing this Contract, the Contractor, as a duly sworn representative of the contractor/vendor, hereby attests and certifies that:

- a) No principal or executive officer of the Contractor's company, its subcontractor(s) and/or successor(s) is presently suspended or debarred; and
- b) The Contractor, its subcontractor(s) and/or its successor(s) is not ineligible to submit a bid on, or be awarded, any public work contract or sub-contract with the State, any municipal corporation or public body for reason of debarment for failure to pay the prevailing rate of wages, or to provide supplements, in accordance with Article 8 of the New York State Labor Law.
- c) The Contractor, its subcontractor(s) and/or its successor do not have any outstanding debts owed to the Department, including but not limited to, contractual obligations, fines related to Safety and Health violations, payments owed to workers for public works projects or the general provisions of the labor Law, unemployment insurance contributions or other related assessments, penalties or charges.

I. CERTIFICATION REGARDING "NONDISCRIMINATION IN EMPLOYMENT IN NORTHERN IRELAND: MacBRIDE FAIR EMPLOYMENT PRINCIPLES"

By signing this Contract, the Contractor stipulates that in accordance with the MacBride Fair Employment Principles (Chapter 807 of the laws of 1992), the Contractor, or any individual or legal entity in which the contractor holds a 10% or greater ownership interest, or any individual or legal entity that holds a 10% or greater ownership interest in the contractor, either (a) has no business operations in Northern Ireland, or (b) shall take lawful steps in good faith to conduct any business operations in Northern Ireland in accordance with the MacBride Fair Employment Principles (as described in Section 165 of the New York State Finance Law), and shall permit independent monitoring of compliance with such principles.

J. NON-COLLUSIVE BIDDING CERTIFICATION

By submission of this bid, each bidder and each person signing on behalf of any bidder certifies, and in the case of a joint bid each party thereto certifies as to its own organization, under penalty of perjury, that to the best of his or her knowledge and belief:

(1) The prices in this bid have been arrived at independently without collusion, consultation, communication, or agreement, for the purpose of restricting competition, as to any matter relating to such prices with any other bidder or with any competitor;

(2) Unless otherwise required by law, the prices which have been quoted in this bid have not been knowingly disclosed by the bidder and will not knowingly be disclosed by the bidder prior to opening, directly or indirectly, to any other bidder or to any competitor; and

(3) No attempt has been made or will be made by the bidder to induce any other person, partnership or corporation to submit or not to submit to bid for the purpose of restricting competition.

K. IRAN DIVESTMENT ACT

By signing this Contract, the Contractor certifies in accordance with State Finance Law §165-a that it is not on the "Entities Determined to be Non-Responsive Bidder/Offerers pursuant to the New York State Iran Divestment Act of 2012" ("Prohibited Entities List") posted at:


<http://www.ogs.ny.gov/about/regs/docs/ListofEntities.pdf>.

The Contractor further certifies that it will not utilize on this contract any subcontractor that is identified on the Prohibited Entities List. The Contractor agrees that should it seek to renew or extend this Contract, it must provide the same certification at the time the Contract is renewed or extended.

During the term of the Contract, should the state agency receive information that a person (as defined in State Finance Law §165-a) is in violation of the above-referenced certification, the state agency will review such information and offer the person an opportunity to respond. If the person fails to demonstrate that it has ceased its engagement in the investment activity which is in violation of the Act within 90 days after the determination of such violation, then the state agency shall take such action as may be appropriate and provided for by law, rule, or contract, including, but not limited to, imposing sanctions, seeking compliance, recovering damages, or declaring the Contractor in default.

The state agency reserves the right to reject any request for renewal, extension, or assignment for an entity that appears on the Prohibited Entities List prior to the renewal, extension, or assignment of the Agreement, and to pursue a responsibility review with the Contractor should it appear on the Prohibited Entities List hereafter..

I, the undersigned, attest under penalty of perjury that I am an authorized representative of the Bidder/Contractor and that the foregoing statements are true and accurate.

Signature of Authorized Representative:	 <p>DocuSigned by: Gretchen Steffan F12E90CD5811489...</p>
Title: Executive Director	
Date:	8/11/2021

Saratoga, Warren and Washington Counties Workforce Development Board

Youth Basic Skills Deficiency Policy

Adopted: June 22, 2021

Purpose

This policy determines the definition of basic skills deficiency for WIOA youth program eligibility.

Background

WIOA identifies specific eligibility criteria for youth to participate in WIOA programs. The Saratoga-Warren-Washington Workforce Development Board (SWWWDB) policy identifies specific criteria for Adult, Dislocated Worker (DW), and Trade Adjustment Act (TAA) participants to qualify for WIOA Individual Training Accounts for classroom training. Individuals who are found to be basic skills deficient will be referred for informal or formal basic skills remediation.

Policy

The WIOA Final Rule states that youth are Basic Skills Deficient (BSD) if they “(1) have English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or (2) are unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual’s family, or in society.” WIOA further states that “in assessing basic skills, local programs must use assessment instruments that are valid and appropriate for the target population, and must provide reasonable accommodation in the assessment process, if necessary, for individuals with disabilities.” WIOA Youth customers are considered to be Basic Skills Deficient based upon the WIOA Final Rule and acceptable assessments listed in this policy.

Acceptable Assessments: WIOA requires that a valid, reliable assessment must be used to determine basic skills deficiency status. The career counselor will select the assessment which is most appropriate for a particular customer, based on the customer’s abilities and career goals.

Assessment options may include the following:

- Test of Adult Basic Education (TABE)
- Wide Range Achievement Test (WRAT)
- Armed Services Vocational Aptitude Battery (ASVAB)
- A recent school report card or Individualized Educational Plan (IEP) showing the youth is performing below the 8th grade level or is unable to compute/solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual’s family, or in society.
- Other valid, reliable assessments

Note: LWDBs may use previous basic skills assessment results if the assessments were conducted within the past six (6) months.

Documentation: WIOA career counselors and WIOA youth service providers will follow NYS Department of Labor (NYSDOL) guidance regarding source documents required to support the eligibility components. Documentation of basic skills deficiency (either a copy of assessment scores from test administrator, or copy of the assessment itself) must be placed in the youth's case file. Assessment results must be entered in the One-Stop Operator System (OSOS) in compliance with NYSDOL guidelines. Both an OSOS Comment and Service must be entered for assessment administration and results.

References

- [Workforce Innovation and Opportunity Act](#)
- [New York State Department of Labor Technical Advisory 19-2](#)

Inquiries

SWWWDB Executive Director
gsteffan.sww.wdb@gmail.com



SWW Workforce Development Board

NEEDS ADDITIONAL ASSISTANCE POLICY

Background

Eligibility criteria for WIOA Youth Services consist of two primary components:

1. Income eligibility, and
2. Employment barriers.

Barriers to employment are specifically listed as the following:

- School dropout
- Basic skills deficient
- Offender
- Homeless
- Pregnant or parenting
- Documented disability
- English language learner

In order to receive services under WIOA, a youth must be income eligible and possess one of the specific barriers listed above.

The Workforce Innovation and Opportunity Act allow the local area to provide services to youth who are low income, but do not meet one of the WIOA identified barriers.

These participants are considered “youth who need additional assistance” to complete an educational program or to secure and hold employment Sections 129 (l) (B) (iii) VIII) and (l) (C) (iv) (VII).

Providers of Title I Youth services should only use this barrier if none of the other WIOA recognized barriers apply or if the required documentation cannot be obtained for an identified WIOA recognized barrier.

Needs Additional Assistance

The SWW WDB local policy defines “youth who needs additional assistance” based on an assessment of ongoing needs of youth in our communities. The circumstances include:

For In-School Youth (ISY)

- Has poor attendance patterns in an educational program during the last 12 calendar months from absenteeism or suspension or who is at risk of expulsion; **or**
- Is failing core subjects; **or**
- Is more than one grade level behind; **or**
- Has previously been placed in foster care for more than 6 months between the ages of 14-21; or
- Has experienced the loss of a primary caregiver (parent or guardian) due to debilitating health issues, death, incarceration or military service; **or**
- Has experienced recent traumatic events, is the victim of abuse or suffers from serious emotional or medical problems; **or**

- Is currently or in the past 12 months has been involved with gang activities or is currently living with someone who engages in gang activity.

In accordance with Section 129(a) (3) (B), no more than 5% of the ISY who meet the “requires additional assistance” barrier may enroll in the youth program.

For Out-of-School Youth (OSY)

- Has dropped out of a post-secondary educational program during the last 12 calendar months; **or**
- Has a poor work history (unemployed more than employed/ has been fired from a job in the last 6 months; **or**
- Has previously been placed in foster care for more than 6 months between the ages of 16-21 or has aged out of foster care; **or**
- Has experienced the loss of a primary caregiver (parent or guardian) due to debilitating health issues death, incarceration or military service; **or**
- Has been mandated by court or referred by agency to complete training and/or secure employment; **or**
- Has experienced recent traumatic events, is the victim of abuse or suffers from serious emotional or medical problems; or
- Is currently or in the past 12 months has been involved with gang activities or is currently living with someone who engages in gang activity.

Documentation

Program staff must record in OSOS that the eligible youth is a youth who needs additional assistance, as defined by the local policy. An OSOS Comment must be entered confirming if the additional assistance is to complete an educational program or to secure and hold employment. The information must be recorded at the time of enrollment or first service under the youth program. A copy of the source documentation (including self-attestation where applicable) must be retained in the customer folder.

Self-attestation, except where it is prohibited by Federal or State Guidelines is an acceptable data element validation method. Self-attestation must include the following signed statement:

“I certify that the information provided on this document is true and accurate to the best of my knowledge. I understand that such information is subject to verification and further understand that the above information, if misrepresented or incomplete, may be grounds for immediate termination from any WIOA program and/or penalties as specified by law.”

Barrier	ISY	OSY	Date Element Verification
Attendance patterns	X	X	Records from educational institution (i.e. diploma, GED certificate, transcripts, attendance record, dropout letter, or documentation from school. Self-attestation is not allowable.
Failing core subjects	X		Records/transcripts from educational institution. Self-attestation is not allowable.
Grade level	X		Records/transcripts or documentation from educational institution. Self-attestation is not allowable.
Foster Care	X	X	Documentation/confirmation from Dutchess County Department of Community and Family Services.
Loss of primary parent/guardian	X	X	Record from authorizing agency, public record search, cross reference with public record search or Dutchess County Department of Community and Family Services.
Work history		X	Employment status at participation, pay stubs, Unemployment Insurance field population, Employment Verification Form (Attachment A).
Mandated participation or referral	X	X	Documentation/confirmation from Dutchess County Department of Community and Family Services, court or referral letter from program/agency (i.e. rehabilitation, recovery, etc.)
Traumatic events or medical issues	X	X	Record or documentation from school official or other qualified professional.
Gang activities	X	X	Court record, juvenile justice record.

Attachment B

EMPLOYMENT VERIFICATION FORM

Conducted by E-mail, Telephone, or Document Inspection (circle one)

Applicant's name and NY#

Company providing verification _____

Company area code & telephone number _____

Person verifying employment _____

Date of verification _____

Date of Hire _____

Wage rate _____

of Hours of Work per Week _____

Additional items verified _____

Additional items verified _____

Additional items verified _____

Verification

I attest that the information recorded by me on this document was obtained through e-mail, telephone, or document inspection on the above date.

WIOA staff name (print) _____

Signature of WIOA staff _____ Date _____

Saratoga, Warren and Washington Counties
Workforce Development Board

333 Glen Street - Suite 200 B, Glens Falls, New York 12801
Gretchen Steffan, Executive Director
Michael Munter, Chairperson
518-824-8883

POLICY

Priority of Service Requirements under WIOA Title I Adult Program

References:

WIOA Final Rule, §680.650, 680.600, 680.201(d), and 134(c)(3)(E); TA12-12.4; TA23-01

Background:

WIOA states that local programs must have a policy to ensure priority of service is given to Military Veterans and eligible spouses, and to customers most in need of services. Military Veterans and eligible spouses as defined under WIOA sec 3(63)A and 38 USC 101 and TA 23-01 must receive priority of service in all Department of Labor funded training programs under 38 USC 4215 and described in 20 CFR part 1010. A Military Veteran or eligible spouse must still meet each program's eligibility criteria to receive services under the respective employment and training program.

Priority for individualized career services and training services funded with WIOA Title I Adult funds must be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient in the local area. The law does not necessarily mean that these services may only be provided to individuals meeting the priority of service qualifications. Individuals must still meet each program's eligibility criteria to receive services under the respective employment and training program.

The related Adult Priority Population performance measure extends to Adults receiving Individualized Career Services or training services under WIOA.

I. Requirement to Serve Priority Populations under WIOA Title I Adult Program

To comply with WIOA and US Department of Labor Employment and Training Administration (USDOL ETA) **requirements**, NYSDOL requires at least 50.1% of WIOA Title I Adults receiving individualized career or training services (defined in Attachment A: Key Terms and Definitions) in each Local Workforce Development Area (LWDA) fall into at least one of the following three priority populations:

1. Recipients of public assistance;
2. Other low-income individuals (see definition in Attachment A); and
3. Individuals who are basic skills deficient (see definition in Attachment A), which includes English Language Learners.

II. Priority of Service Requirements under WIOA Title I Adult Program

In addition to the three required populations identified in Policy I. above, **veterans and their eligible spouses** must also continue to receive priority of service in all NYSDOL-funded training programs, including WIOA programs. See Section IV below for guidance on applying Priority of Service.

NYSDOL also considers the following individuals with barriers to employment (as defined in Attachment A) as priority populations for individualized career and training services, if they do not already fall under one of the WIOA-required populations:

1. Individuals with disabilities;
2. Justice-involved individuals; and
3. Single parents.

Although considered Priority Populations by NYSDOL, these additional demographic categories by themselves, do not count toward the Priority of Service performance measure noted in Section I.

III. Local Workforce Development Area (LWDA) Definitions

Eligible Military Veteran: A Military Veteran who served at least one day in the active United States military, naval, or air service, and who was discharged or released from service under any status but Dishonorable. This definition includes Federal activation of a Reserve Component, other than active duty for training. See TA12-12.4 for a full list of Eligible Military Veterans and eligible spouses.

Self-sufficiency wage rate: The wage rate established by the Saratoga, Warren and Washington (SWW) County Workforce Development Board (WDB) to reflect a self-sustaining hourly wage within the local area. The WDB established self-sufficiency wage rate is \$30 per hour, as of December 8, 2021. Current self-sufficiency wage rate will be available in the WDB Meeting minutes.

Unemployed: Not working at the time the customer is accessing services.

Part-time Employment: Working less than 30 hours per week.

Underemployed: Earning less than self-sufficiency wage rate, or working part time and earning less than self-sufficiency wage rate.

Full-time Employment: Working 30 hours per week or more.

Priority of Service: Customer will be served first by the next available staff member. Customer will be given priority over non-covered persons for the receipt of employment, training, and placement services for which the customer is eligible and qualified. If resources are limited, the customer will receive access to the service instead of or before the non-covered person.

Additional key terms and definitions are included in Attachment A to this policy.

IV. Policy

The SWW WDB will ensure that priority of service is given to individuals accessing the Career Center services in the following prioritized order:

1. **First**, to Veterans and Eligible Spouses who are included in the groups given statutory priority for WIOA Adult formula funds. This means that Veterans and Eligible Spouses who are also recipients of Public Assistance, Other Low-Income individuals, or individuals who are Basic Skills Deficient receive first priority for individualized and career services with WIOA Adult formula funds;
2. **Second**, to individuals who are not Veterans or Eligible Spouses who are included in the three populations given priority for WIOA Adult formula funds (recipients of Public Assistance, Other Low-Income individuals, or individuals who are Basic Skills Deficient);
3. **Third**, to Veterans and eligible spouses who are not included in WIOA's three priority Adult groups (recipients of Public Assistance, Other Low-Income individuals, or individuals who are Basic Skills Deficient);
4. **Fourth**, to additional priority populations established by NYSDOL (Individuals with Disabilities, Justice-involved Individuals, and Single Parents) and/or the LWDBs; and
5. **Last**, to non-covered persons outside the populations given priority under WIOA (including the three additional priority populations identified by NYSDOL listed in item 4 above and underemployed individuals).

The LWDB for SWW has opted to create no additional priority populations.

One-Stop Career Center staff must record accurate customer demographic data and all barrier-related information in OSOS to ensure customers are being identified as one or more of the Priority Adult populations. Accurate data reporting will ensure appropriate enrollments, positive performance outcomes, OSOS data integrity, and identification of potential fiscal and programmatic system vulnerabilities.

The statutory priority only applies to WIOA Adult Program funds and only applies to providing individualized career and training services. Funds allocated for WIOA Dislocated Workers and WIOA Youth are not subject to this requirement.

There are no restrictions to providing basic career services; they may be provided to any eligible WIOA Adult. Basic career services are generally entered into OSOS as activities and are located in the L1: Service Definitions OSOS Guide under “L1 – Staff Assisted Basic” category (see <https://dol.ny.gov/system/files/documents/2021/03/11-service-definitions.pdf>).

Approved by the Workforce Development Board on June 21, 2023

NYSDOL KEY TERMS AND DEFINITIONS**1. Low-Income Individual (Workforce Innovation and Opportunity Act (WIOA) Sec. 3(36)(A))**

(A) IN GENERAL. —The term “low-income individual” means an individual who—

(i) receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the supplemental nutrition assistance program established under the Food and Nutrition Act of 2008 (7 U.S.C. 2011 et seq.), the program of block grants to States for temporary assistance for needy families program under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.), or the supplemental security income program established under title XVI of the Social Security Act (42 U.S.C. 1381 et seq.), or State or local income-based public assistance;

**Note: Local income-based public assistance programs may be used to determine whether someone is low-income. Local Workforce Development Boards (LWDBs) must include these local income-based public assistance programs in their local Adult Priority of Service policy.*

(ii) is in a family with total family income that does not exceed the higher of—

(I) the poverty line; or

(II) 70 percent of the lower living standard income level;

(iii) is a homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), or a homeless child or youth (as defined under section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)));

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

(v) is a foster child on behalf of whom State or local government payments are made; or

(vi) is an individual with a disability whose own income meets the income requirement of clause (ii), but who is a member of a family whose income does not meet this requirement.

**Note: Under WIOA, there is no exclusion of payments for unemployment compensation, child support payments, and old-age survivors insurance benefits from the income calculations for determining if an individual is low-income. These exclusions that were previously provided under [Workforce Investment Act] WIA sec. 101(25) no longer apply.*

2. Basic Skills Deficient (WIOA Sec. 3(5))

(5) BASIC SKILLS DEFICIENT. —The term “basic skills deficient” means, with respect to an individual—

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

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

**Note: Individuals who are English language learners meet the criteria for basic skills deficient and must be included in the priority populations for the Title I Adult Program.*

3. Individuals with Barriers to Employment (WIOA Sec. 3(24) and TEGL No. 19-16)

The populations included in the “individuals with barriers to employment” in WIOA sec. 3(24) include:

(a) Displaced homemakers (as defined in WIOA sec. 3(16));

(b) Low-income individuals (as defined in WIOA sec. 3(36));

(c) Indians, Alaska Natives, and Native Hawaiians (as defined in WIOA sec. 166(b));

(d) Individuals with disabilities, including youth who are individuals with disabilities (as defined in WIOA sec. 3(25) (includes individuals who are in receipt of Social Security Disability Insurance);

(e) Older individuals (age 55 and older) (as defined in WIOA sec. 3(39));

(f) Ex-offenders (“offender” as defined in WIOA sec. 3(38));

(g) Homeless individuals or homeless children and youths;

(h) Youth who are in or have aged out of the foster care system;

(i) Individuals who are:

(1) English language learners (WIOA sec. 203(7)),

- (2) Individuals who have low levels of literacy (an individual is unable to compute or solve programs, or read, write, or speak English at a level necessary to function on the job, or in the individual's family, or in society); and
- (3) Individuals facing substantial cultural barriers;
- (j) Eligible migrant and seasonal farmworkers (as defined in WIOA sec. 167(i)(1-3));
- (k) Individuals within two years of exhausting lifetime TANF eligibility;
- (l) Single parents (including single pregnant women);
- (m) Long-term unemployed individuals (unemployed for 27 or more consecutive weeks); and
- (n) Such other groups as the Governor involved determines to have barriers to employment.

4. Individualized Career Service (§678.430)

Individualized career services must be made available if determined to be appropriate in order for an individual to obtain or retain employment. These services include the following services, as consistent with program requirements and Federal cost principles:

- (1) Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include—
 - (i) Diagnostic testing and use of other assessment tools; and
 - (ii) In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals;
- (2) Development of an individual employment plan, to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including the list of, and information about, the eligible training providers (as described in § 680.180 of this chapter);
- (3) Group counseling;
- (4) Individual counseling;
- (5) Career planning;
- (6) Short-term pre-vocational services including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services to prepare individuals for unsubsidized employment or training;
- (7) Internships and work experiences that are linked to careers (as described in § 680.170 of this chapter);
- (8) Workforce preparation activities;
- (9) Financial literacy services as described in sec. 129(b)(2)(D) of WIOA and § 681.500 of this chapter;
- (10) Out-of-area job search assistance and relocation assistance; and
- (11) English language acquisition and integrated education and training programs.

5. Training Services (§680.200)

Types of training services are listed in WIOA sec. 134(c)(3)(D) and in paragraphs (a) through (k) of this section. This list is not all-inclusive and additional training services may be provided.

- (a) Occupational skills training, including training for nontraditional employment;
- (b) On-the-job training (OJT) (see §§ 680.700, 680.710, 680.720, and 680.730);
- (c) Incumbent worker training, in accordance with WIOA sec. 134(d)(4) and §§ 680.780, 680.790, 680.800, 680.810, and 680.820;
- (d) Programs that combine workplace training with related instruction, which may include cooperative education programs;
- (e) Training programs operated by the private sector;
- (f) Skills upgrading and retraining;
- (g) Entrepreneurial training;
- (h) Transitional jobs in accordance with WIOA sec 134(d)(5) and §§ 680.190 and 680.195;
- (i) Job readiness training provided in combination with services listed in paragraphs (a) through (h) of this section;
- (j) Adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with training services listed in paragraphs (a) through (g) of this section; and

(k) Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training (see §§ 680.760 and 680.770).

6. Recipients of Public Assistance

Examples of public assistance include:

- Temporary Assistance for Needy Families (TANF);
- Food stamps/ Supplemental Nutrition Assistance Program (SNAP);
- General Assistance (GA) State/Local;
- Refugee Cash Assistance (RCA);
- Supplemental Security Income (SSI);
- Social Security Disability Insurance (SSDI); and
- Exhausting TANF within two years.

END of Policy Document