

Tompkins County

# 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 27, 2023

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

This was approved by the Tompkins Workforce Development Board on June 27, 2023 and was shared on that date.

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

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

The regional economy has changed as a result of the COVID-19 pandemic, and continues to do so. The 2020 Economic Recovery Strategy for the Southern Tier was organized according Work Groups representing these industries: Advanced Manufacturing, Food & Agriculture, Innovative Culture, Tourism Business Development. Clean energy and climate jobs are also a focus. Occupational groupings with the largest number of current online job ads include hospitality & retail, healthcare, and tech-based occupations.

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

Two of the region's top 5 pre-andemic industries, Retail Trade and Leisure & Hospitality, were affected disproportionately by the pandemic across the US, and this is also the case in the Southern Tier and in Tompkins County.

Businesses in all sectors report a need for people and skills -- a situation which was true prior to the COVID-19 pandemic and is heightened now. Hesitancy to return to work, combined with time out of the workplace over the past 16 months, and changes in business hiring trends.

There is a need for workers at all levels of the Tompkins County workforce. Employers are struggling to find qualified and skilled workers for demand occupations. Employers need a pipeline of workers who can be trained and begin work immediately. Businesses have reported when an individual is hired they end up lacking the basic soft and technical skills needed to remain a productive member of the team. For higher skilled jobs, employers struggle to find those with the educational requirements.

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Every industry reports the need for workers with professional and communication skills. These include: active listening and speaking skills, social perceptiveness, critical thinking, and good time management. Collectively these are viewed as attributes that enable employment retention and advancement. Because of the workers shortage, some businesses have expressed a willingness to take on more workers who are simultaneously enrolled in training, to maximize "earning and learning" at the same time. This is a positive development and is being encouraged in all industries, and particularly in manufacturing and healthcare occupations.

It has been a challenge coming out of the pandemic and learning the realities of the new workforce world. Entering the new world of workforce, employers also face the challenge of new worker demands which can include more flexible hours and hybrid models of work. There are different demands from workers of how a work experience should look. Some sectors are able to adopt well to this but others either have not been receptive or cannot offer the option of hybrid work or remote work. With early retirements, the loss of institutional knowledge and skills will be disappearing.

Employers have had to pivot to training and upskilling current workers and businesses have actively explored ways to attract new talent. It is a top priority for the local area to have a pipeline of talent to sustain key sectors such as manufacturing, hospitality, and trades/construction.

Businesses report workers need soft skills, technical skills, educational credentials, work history, basic literacy, and numeracy skills.

- 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.

Every industry reports the need for workers with professional and communication skills. These include: active listening and speaking skills, social perceptiveness, critical thinking, and good time management. Collectively these are viewed as attributes that enable employment retention and advancement. Because of the worker shortage, some businesses have expressed a willingness to take on more workers who are simultaneously enrolled in training, to maximize "earning and learning" at the same time. This is a positive development and is being encouraged in all industries, and particularly in manufacturing and healthcare occupations.

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

- i. Current labor force employment and unemployment numbers;

Regional Labor force employment: 60.0%

Regional unemployment: 4.6%

Tompkins County unemployment: 4.3% (all as of June 2021)

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

At the writing of this plan, there is a particular shortage of workers for the summer hospitality season, as hotel rooms and tourist attractions are securing bookings. This is a major concern for businesses in city and rural geographies.

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

The education and skills characteristics of residents and workers in the area covered by the Tompkins County Workforce Development Board are a mixture of very highly educated professionals, researchers, and education experts (given our proximity to Cornell University), and populations in both our city- and rural areas who for a variety of reasons have been excluded from training and employment opportunities.

Educational and skill levels, as well as employment in Tompkins County, exhibit all the signs of a region where higher education is the dominant industry. Unlike the relatively steady levels of employment participation statewide, Tompkins County's labor force fluctuates up and down throughout the year and peaks in fall and spring, when colleges and universities are in session. During semesters, faculty, staff and students are actively employed in the labor force, and during summer and winter breaks many leave the area.

Our recent skills analysis shows that employers view the scarcity of skills in these terms:

Entry-level production and service workers -- There is a demand for workers for positions that do not require a specific education level, except for entry-level employment skills requiring a 4th grade reading or math level.

Service industries -- Here the skills shortage is viewed as "finding someone committed to the job, with employability skills" and problem-solving skills. The observation is that ability to work around stressful situations is often negatively triggered when there is any kind of logistical barrier to work.

Basic computing skills -- Digital and information literacy skills are lacking, both for older and for younger workers, and lack of access to the internet is included here. This is having an impact on job search, the learning of new software packages and apps commonly used in the workplace, and the ability to take part in on-line training courses offered by local providers.

Tradespeople with "middle" skills -- Skills that require some formal education or training below a 4-year degree are needed. Jobs in the construction and manufacturing industries require workers with a 2-year associate's degree, a micro-credential, an industry-recognized credential and/or a number of years on the job. These education levels remain in short supply.

Specialized mid-level skills -- Managers in healthcare, technology, accounting and education often require 4 years or more of college education, and are also in short supply. There are not enough of this range of skills in the County, and this is bringing many

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employers to the decision to hire from beyond Tompkins County and in some cases, to hire remotely from different parts of the US.

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.

That Strengths are the number of high-quality education providers of entrepreneurial skill training with the addition of a downtown incubator that has services designed to assist early stage companies realize success. In addition, we have robust SBDC programs and a small business training program through one of our local credit unions. Additional strengths are a strong partnership of local workforce development providers and multiple grass roots training programs. One of the Tompkins Workforce Development Area challenges has been a lack of in-depth occupational training programs and a supply of individuals to enter the ones existing. Our most recent post-pandemic workforce strategy, The New Possible, has identified a current and future list of in-demand occupations and a focus on specific sectors, which our local community college is using to make revised decisions about training courses and curriculum. However, significant investment is needed to bring more learners and workers into "earn and learn" opportunities so that businesses can expand with confidence.

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, particularly as we emerge from the COVID-19 pandemic, the Tompkins Workforce Development Area has multiple quality programs designed to serve individuals who need a skills re-refresh as they return to work, or those who choose to follow a different career pathway, or those who are even more disadvantaged in the jobs market than they were prior to 2020. Our Board's strategy is to begin looking more closely at ALL local workforce development programs and put in place new measurements for race, equity and inclusion.

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

The Tompkins County Workforce Development Board's mission is to enhance the productivity and competitiveness of the Tompkins County economy by developing and coordinating resources that surpass employer workforce needs and facilitate employment and skills development for individuals. Our strategic framework for this is one of "collective impact," based on 1) a shared vision for change, 2) data collection and measuring results, 3) Participant activities coordinated through a mutually reinforcing plan of action, 4) continuous communication, and 5) making the Tompkins County Workforce Development Board the "backbone" for the entire initiative.

For youth: We plan to focus our efforts on maximize opportunities for youth to participate in the green economy and climate jobs. Much of our local research with youth

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people reflects this goal and our WIOA Youth and SYEP programs are being re-focused in this way.

For individuals with barriers to employment: As a result of "The New Possible" research and the social movement of the moment, we are placing an intensified effort on our dedication to the many definitions of inclusion. See details in the next section.

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

Our strategy document "The New Possible" was commissioned during the pandemic and spells out changes in our local workforce development area, making making several key recommendations that will help to better coordinate our local system and improve both measurements and outcomes linked to all local programs. First, we plan to review all WIOA programs and workforce development programs provided by local partner entities, for their effectiveness in skills improvement, employment, job retention and advancement for all disadvantaged groups. This is our priority for race, equity and inclusion. This approach as been approved by our Board and Committees.

- 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?

Our local workforce development system has been negatively impacted by the reduction of both the DEI and TET grants, and an allocation of WIOA funds which remains flat. We are advocating for investment in the workforce development system by Federal, State and Local governments. In addition to this, we are working to attract new funds and grants that will enable us to both meet the needs of our local economy and to realize our new vision for workforce development. The local area has utilized the MOU process to strengthen relationships and collaboration with partners. Through the efforts mentioned above, and our focus on securing American Rescue Plan funds, we hope to identify additional funds to meet our strategy goals.

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

It is the Tompkins County Workforce Development Board's belief that operating quality programs will result in meeting WIOA performance goals. The provision of quality programming designed to assist customers to enter "Earn and Learn" entry-ways for in-demand occupations will support regional economic growth.

## 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;

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All of the core programs are provided at the Tompkins Workforce NY Career Center by onsite partners with the exception of the NYS Commission for the Blind.

WIOA Title I Adult and Dislocated Worker Programs are operated by the Tompkins Workforce NY Career Center, with oversight and direction provided by the Tompkins County Workforce Development Board and our One Stop Operations and Oversight Committee.

WIOA Title I Youth Programs are competitively bid and operated by the Tompkins Workforce NY Career Center.

WIOA Title II Adult Ed is competitively bid by the NYS Education Department, and locally the Title II programs are operated by Tompkins Seneca Tioga BOCES (TST BOCES).

BIOA Title III Wagner Peyser is overseen locally by the NYS Department of Labor.

WIOA Title IV is overseen by ACCES-VR and by New York State Commission for the Blind.

Other locally delivered programs also comprise our workforce development system, including the Arrival To Destination (A2D) program, programs focus on opioid treatment and reintegration into work, re-entry programs for prison-leavers, and other programs and pathways overseen by a range of businesses and community partners.

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

Tompkins Cortland Community College is the grant recipient of the Perkins funds and currently has active programming. The Tompkins County Workforce Development Board Executive Director is a member of the Perkins Advisory Committee and provides feedback on their plan.

- iii. Other workforce development programs, if applicable.

Migrant and Seasonal Farmworker Programs - Pathstone Corporation

Job Corps

Trade Adjustment Assistance (TAA) and Unemployment Insurance (UI) Programs - New York State Dept of Labor

Senior Community Service Employment Programs (SCSEP) National Grantee: Associates for Training and Development

Temporary Assistance for Needy Families Employment and Training - Tompkins County Department of Social Services

Housing and Urban Development Employment and Training - Tompkins Community Action

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

We will ensure continuous improvement of services and service providers by measuring improvements in the way One-Stop partner programs work together to serve job seekers, workers and businesses. This requires new thinking following the COVID-19 pandemic as people return to work, consider new training opportunities, and re-skill for different positions. Key elements of this continue to be the blending of resources where appropriate and co-enrollments/referrals between partner programs to achieve success with harder-to-reach participants with multiple barriers to work. Additional measures of success will include an increase in 1) the skilling of workers for revised in-demand occupations, 2) the expansion of climate-based / green economy jobs and their coordination with workforce development programs, and 3) new measurements and targets for achieving race, equity and inclusion. The new NYSDOL Remote Program Monitoring process is an opportunity for us to enhance these measures.

The Tompkins County Workforce Development Board Department will be restructured with the Tompkins County Office of Employment and Training. NYSDOL has approved the restructure along with Tompkins County. Appropriate firewalls are in place to ensure Board to the Staff, Fiscal Staff, and Service Provider Staff fulfill their duties according to the law and can also operate as one department.

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

The Board will provide information and guidance on "earn and learn" approaches to career pathways, sector strategies, local in-demand occupations, growing industries and skill sets to eligible providers of WIOA services. Local providers will be encouraged to utilize this information when designing services as well as training programs.

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

WIOA Title I Adult, DW and Youth provided by the Tompkins Workforce NY Career Center.

WIOA Title II Adult Education provided by Tompkins Seneca Tioga BOCES.

WIOA Title III Wagner-Peyser, TAA, Veterans and UI Staff provided by New York State.

## 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.

As a result of the COVID-19 pandemic, all local workforce development partners are recognizing the significant structural changes to our local economy, including the increased shortages of both skills and workers. The Tompkins County Workforce Development Board will re-consider career pathways within the framework of "Earn and

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Learn," meaning that opportunities will be shaped for training and participating in employment at the same time. This is to acknowledge that with an increased shortage of workers and the urgent need of businesses for skilled workers, we as a local economy can no longer think of "training first, then employment afterward." The Board will continue to host an Industry Briefings seroes, identify gaps in training, map those "Earn and Learn" pathways for individuals and businesses, and encourage the co-enrollment of participants in core programs that are designed to both train, and to help workers envision their future.

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

The TCWDB will focus on activities that meet the needs of local businesses, include post-secondary credentials with an emphasis on advance manufacturing, health care and hospitality/tourism. Our most recent labor market research emphasizes the development of a compendium of short-term courses for employers and jobseekers which, as a result of changes in jobs, focus on: a Work-From-Home Excellence Program, digital and informaiton literacy, hardware and software basics, and health and safety in the workplace. These, combined with a professional employability course are the immediate focus.

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

The underlying goal for the design of these courses and the credentialing structure is to raise the employability standards embraced by Tompkins County. In addition, we are promoting the concept and practice of a "guaranteed interview" for everyone who applies for a job. These micro-credentials, combined with a revised willingness of local businesses to meet with all job applicants in a "turn no one away" approach will result in transferability and improve the likelihood of labor market attachment.

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

Stackability is lacking in some of our available local offerings. A large portion of this is due to the state certification and licensing requirements. In New York State these challenges are due to the credentialing being controlled by different state agencies. However, we do see advanced manufacturing an area of opportunity for stackable credentials as well as increased articulation agreements between community collges and local BOCES programs.

## 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.

The Tompkins County Workforce Development Board and Tompkins County Office of Employment & Training Director will combine efforts of partner programs identified in the

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WIOA legislation and local community based organizations. It is essential that programs with expertise in serving special communities assist and guide employers to identify, hire and train qualified workers with disabilities, limited English proficiency, justice involvement backgrounds, and other underrepresented communities in the workforce.

- 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.

Increase use of website to provide information on services provided remotely, the use of online training and resources, and encouraging partner agencies to utilize existing internet based resources (JobZone and Career Zone).

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

The use of technology enabled case management information system in New York State is determined on a state agency level. We will encourage local partners to utilize the One Stop Operating System that allows multiple partners access.

- 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.

All of the required WIOA Title I employment and training activities are provided. These activities include the following career services: Eligibility for Title I services; outreach, intake and system orientation; initial assessment; labor exchange services; referrals to programs; labor market information; information on local workforce system performance; information on performance and program cost of eligible providers; referrals to supportive services; UI information and assistance; financial aid information; comprehensive assessment; individual employment plan development; career planning and counseling; short-term pre-vocational services; internships and work experiences; out of area job search and relocation assistance; financial literacy services; English language acquisition and integrated education; workforce preparation; and follow-up services. All staff-assisted customers are offered an initial assessment. Other career services are provided based on the assessment of barriers to employment, occupation and employment goals, and education and skill levels.

- 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 of the required WIOA Title I employment and training activities are provided. Activities in career services include: Eligibility for Title I services; outreach, intake and system orientation; initial assessment; labor exchange services; referrals to programs; labor market information; information on local workforce system performance; information on performance and program cost of eligible providers; referral to supportive services; UI information and assistance; financial aid information; comprehensive assessment; individual employment plan development; career planning and counseling; short-term pre-vocational services; internships and work experiences; out of area job search and relocation assistance; financial literacy services, English languages acquisition and

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integrated education; workforce preparation; and follow-up services. All staff-assisted customers and offered an initial assessment. Other career services are provided based on the assessment of barriers to employment, occupation and employment goals, and education and skill levels.

- 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.

The Service Delivery MOU completed in 2017 includes ACCES-VR and the NYS Commission for the Blind as partners. The MOU partners commit to providing customers with disabilities with physical and programmatic accessibility to facilities, programs, services, technology and materials, including appropriate staff training and support. In addition, the Tompkins Workforce New York Career Center employs a full-time Disability Resource Coordinator which trains staff, coordinates services and provides services to customers with disabilities both onsite at the career center and through partner agencies.

- 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.

The One-Stop System Operator is provided a Priority of Service Policy which complies with WIOA. All Adult files will include collected data regarding receipt of public assistance, low income, and/or basic skill shortage. Total data will be recorded into OSOS. Program monitoring will be conducted to ensure that the operator is complying with the Priority of Service Policy.

- 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;

Access to the services offered by the Tompkins Workforce NY Career Center and each partner agency is imperative to meet the requirements and goals of the Tompkins County Workforce Development Board. Job seekers and businesses should have access to all information pertinent to them via visits to locations, virtual spaces, regardless of sex, gender identity or expression, sexual orientation, age, race, color, religion, marital status, domestic violence victims status, familial status (including pregnancy), national origin (including limited English proficiency), predisposing genetic characteristics, disability, military status, justice involvement backgrounds or on the basis of any other classification protected under local, state or federal law.

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

The Disability Resource Coordinator is taking the lead with technology and materials for individuals with disabilities on a regular basis. The DRC gathers feedback from community

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agencies and staff to consider additional technology and/or materials and determines cost as well as availability.

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

During quarterly meetings of One-Stop System partners, the One-Stop System Operator will facilitate the planning of cross-training of partner program staff. Cross-training will include the training of system partner staff in addressing the needs of individuals with disabilities. The partner agencies have agreed that cross-training efforts will be regularly reexamined to ensure that we are reaching the appropriate staff with appropriate efforts.

- 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.).

Following a comprehensive review of access to facilities and program services, any required assistive technology, assessment products, or service needed will be discussed among the parties to the Infrastructure Funding Agreement (IFA).

## 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?

There are existing sector-based initiatives that were created based on growth in industries identified by the Regional Economic Development Council priorities and sectors important to the growth and quality of life in Tompkins County. These initiatives are a primary method of employment engagement. In addition, economic and workforce development create yearly schedules to rotate joint businesses retention and expansion visits in key sectors to ensure we are regularly talking to businesses about both their economic and workforce development needs. In addition to business retention /expansion and sector-based initiatives, programs such as OJT, TANF funded Summer Youth Employment Programs, WIOA Youth Work Experience programs include employer engagement as a component of training programs. There is currently a partnership effort underway between economic development, workforce development and an employer collaborative in the manufacturing sector, to design a method and curriculum for ensuring an entry-level jobs pathway for these occupations in our local area.

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

N/A

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

Our goal is to better align all workforce development programs with these practical strategies, many of which are already in place:

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Job Fairs and "Reverse" Job Fairs

Job Posting

Employer Matching and "Meet the Employer" sessions

On-the-Job Training

On-Site Recruitment

Job Screening

Referrals

Provision of Labor Market Information

Collaboration and Referrals To/From Economic Development

Assistance With Accessing Available Incumbent Worker Funding

Assistance with Recruitment Strategies for Diversifying Workforce

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

The Tompkins Workforce Development Board has been co-located with Ithaca Area Economic Development (formerly Tompkins County Area Development) over 15 years. Areas of collaborations and coordinations are joint initiatives, staff meetings, calendaring and labor market research, Business Retention and Expansion Visits, just to mention a few.

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

As we emerge from the pandemic, there are several local economic development organizations offering microenterprise services and entrepreneurial skills training. Tompkins Workforce New York often refers individuals to seek assistance in these areas and economic development organizations refer job seekers to Tompkins Workforce New York Career Center when support is needed with hiring/training job seekers as employers begin to open and expand.

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

The Tompkins Workforce Development Board works closely with the regional rapid response teams. Joint presentations are conducted to dislocated workers for opportunity of services offered to them. Collective planned recruitment events for rapid response

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customers have been arranged successfully utilizing career center business relationships and local board.

## 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?

Wagner-Peyser and WIOA Title I staff are co-located and functionally aligned. Unemployment Insurance services are provided to customers by staff and with continuous support and engagement until job placement is reached.

- 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;

Planning and arrangements of secondary and postsecondary education programs will be coordinated through present Workforce Development Board committees and the One Stop System Operator. Quarterly meetings of partners will concentrate on maximizing and arranging resources. WIOA Title I, WIOA Title II, CTE Perkins, local businesses and high school programs with career pathways in key industry sectors, are key partners in our efforts to coordinate and align workforce investment activities.

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

Workforce investment activities and education will be arranged through previous Workforce Development Board committees and the One Stop System Operator.

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

Through meetings, the LWDB, with board committees, MOU partner meetings, and One Stop System Operator, will identify duplicates of services and develop plans to reduce and eliminate duplication. Regular assessments of progress will be implemented to eliminate 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.

Since 2006 the Tompkins Workforce New York Career Center has been functionally aligned and integrated. These alignment include common processes, services, and data entry systems to eliminate reproduction and arrange services. Functionally aligned staff provides initial assessment and services to all customers.

- 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

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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.

Due to the pandemic, Service Delivery MOU for 2020 was extended to 2021 and is in the process of review by the Finance and Review Counsel. The MOU describes applicable career services coordination and delivery, referral of system customers and system access.

## 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.

Working with TC3, TST BOCES and other education partners will be key for creating certifications, micro-credentials, and curriculums to meet the demands of employers and people shortage on the jobs. With information and data gathered at the Tompkins Workforce NY Career Center and New York Department of Labor our plan will be to evaluate different factors affecting the workforce including language barrier, lack of high school diploma or equivalency, and levels of literacy skills.

- 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.

We will evaluate and revisit credentials, certifications, and curriculums that meet the demands of the workforce: in demand positions, skills shortage, and people shortage.

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

Tompkins County Workforce Development Board will continue to provide the development of career pathways by focusing on growing and in demand sectors. Discussion will continue with employers to continue identifying skill needs, gaps in training, career maps, and pathways.

- 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.

In collaboration with education partners we plan to evaluate the gaps for high school diplomas and equivalency in communities and age groups in disadvantage. Along with

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employers, identify significant skills and trainings to meet in demands jobs and skill shortage while prioritizing inclusion, equity, and diversity.

## 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](#).

Tompkins Workforce New York  
Amy Callahan  
171 E. Martin Luther King Jr. St., Ithaca, NY 14850  
607-280-3181  
acallahan@tompkins-co.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

6

- ii. Carry-over OSY

9

- iii. New ISY

2

- iv. Carry-over ISY

6

- v. Work experiences

A total of 14 youths have participated in WIOA subsidized work experiences at 15 worksite since January 1, 2021, with the exception of one youth working at two different sites.

Work experiences worksites include:

Family Medical Associates

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Finger Lakes ReUse  
The Hangar Theatre  
NYS Assembly District 125 Office  
Rashida Sawyer bakery  
The Sciencecenter  
Significant Elements Historic Ithaca  
Tompkins Workforce NY  
The Town of Ithaca  
Village at Ithaca

\*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 (NYS DOL) [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

Tompkins County acquires all components of the WIOA Youth program. Providers are responsible for ensuring that the assessment and ISS incorporate the 14 youth elements to ensure that there is a framework of services to reach career goals.

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

Staff ensure that the WIOA components are made available to youth with disabilities in the same way as previously mentioned. Moreover, we partner with local entities to provide services that enable youth with disabilities to fully participate in the WIOA program. Those entities include: ACCES-VR, Challenge Workforce Solutions, TST BOCES, Tompkins Cortland Community College, and Tompkins County United Way.

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

Successful models for youth services incorporate work based learning, education and training, mentoring and utilize a career pathway approach.

- 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.

## Administration

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

Tompkins County Workforce Development Board

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

WIOA Title I Adult and Dislocated Workers contracts are awarded to the Tompkins County Office of Employment and Training to provide all career and training services, job placement and monitoring. WIOA Youth contracts are competitively procured through a Request for Proposal (RFP) process. The Workforce Development Board Youth Oversight Committee, with board staff assistance, create the RFP, seek board permission to release the RFP, assess proposals, and provide recommendations to the full board regarding the award of contracts.

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

Please reference the chart on page 32 of this plan.

- 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;

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- 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.

Past results were reviewed by the LWDB and discussions were held with the program team from NYSDOL. The WDB began providing OSOS data entry information guidance in newer policies and reviewed policies to ensure they were still relevant. The Office of Employment and Training reviewed systems in place and established a framework to ensure there were no data entry errors, current/new staff were updated on these changes, and information is consistently in compliance. Training is still provided by OET leadership to ensure performance indicators are understood and all the work is being captured.

## 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 be delivered through the Tompkins Workforce New York Career Center. Training services will include classroom/occupational skills training, On-the-Job Training, and Customized Training.

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

Individual Training Accounts are issued for approved training in demand occupations and provided by Eligible Training Providers. Contracts are utilized for On-the-Job Training , Customized Training and Incumbent Worker Training.

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

After a thorough assessment of skills and needs customers are directed to the local Demand Occupation list in addition to the Eligible Training Provider list. Utilization of a customer centered process ensures customer choice.

## 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.

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The local plan was posted on the front page of the Tompkins Workforce Development Board site no more than 30 days in June allowing partners to contact the Workforce Development Board for comments.

## 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.
- 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                                 |
| Tompkins County - Leslyn McBean-Clairborne, Chair. e-mail: <a href="mailto:lmcbean@tompkins-co.org">lmcbean@tompkins-co.org</a> | <input checked="" type="checkbox"/> |
|   | <input type="checkbox"/>            |
|   | <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.

|                     |
|---------------------|
| <b>Fiscal Agent</b> |
|                     |

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**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:                                   |   | Signature of Local Board Chair:   |  |
| 9/30/24                                 |   |  |  |
| Mr. <input checked="" type="checkbox"/> |   | Typed Name of Local Board Chair:  |  |
| Ms. <input type="checkbox"/>            |   | Scott Pronti  |  |
| Other <input type="checkbox"/>          |   |   |  |
| Name of Board:                          | Tompkins County Workforce Development Board |   |  |
| Address 1:                              | 401 E. State Street, Suite 402B             |   |  |
| Address 2:                              |   |   |  |
| City:                                   | Ithaca                                      |   |  |
| State:                                  | NY  | Zip: 14850  |  |
| Phone:                                  | 607 274<br>7526                             | E-mail: spronti@tompkinsfinancial.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:  |  | Signature of Local Chief Elected Official (CEO):                                    |                         |
| 09/10/21   |  |  |                         |
| Mr. <input type="checkbox"/>   |  | Typed Name of Local CEO:  |                         |
| Ms. <input checked="" type="checkbox"/>  |  | Leslyn McBean-Clairborne  |                         |
| Other <input type="checkbox"/>   |  |   |                         |
| Title of Local CEO:  | Chair of the Tompkins County Legislature |   |                         |
| Address 1:   | 125 E Court Street                       |   |                         |
| Address 2:   |  |   |                         |
| City:  | Ithaca                                   |   |                         |
| State:   | NY                                       | Zip:  | 14850                   |
| Phone:   | 607 277 5104                             | E-mail:   | lmcbean@tompkins-co.org |
| 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.

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Bidder Organization Name:

### **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: |  |
| Title:                                  | Director, Workforce Development Board   |
| Date:                                   | September 9, 2021   |

**Youth Services**

**Name of Local Area:** Tompkins

| Name of Organization Providing Youth Services<br><i>(Provide name of organization)</i> | Phone Number | Type of Agreement<br><i>(Select from the 3 options in the drop-down menu)</i> | Youth & Young Adult Recruitment | Case Management/Pathways Coaching | Intake & Eligibility | Data Entry in Case Management System | Objective Assessments | Individual Service Strategy | Tutoring/ Study Skills | Alternative Sec. School | Occupational Skills Training | Work Experience | Edu. Offered Concurrently | Leadership Development | Supportive Services | Adult Mentoring | Comp. Guidance/ Counseling | Financial Literacy | Entrepreneurial Skills | Labor Market Information | Postsecondary prep./transition | Follow-Up |
|--|--------------|---|---------------------------------|-----------------------------------|----------------------|--------------------------------------|-----------------------|-----------------------------|------------------------|-------------------------|------------------------------|-----------------|---------------------------|------------------------|---------------------|-----------------|----------------------------|--------------------|------------------------|--------------------------|--------------------------------|-----------|
|  |              |   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              |                 |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |
| AccessVR   |              |   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              |                 |                           |                        |                     | B               |                            |                    |                        |                          |                                |           |
| Adrina Dietra, LLC   |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              | B               |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |
| Black Hands Universal  |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              | B               |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |
| Catholic Charities   |              | Release of Information  |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              |                 |                           |                        |                     | B               |                            |                    |                        |                          |                                |           |
| Center for Transformative Action   |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              | B               |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |
| Challengee   |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              |                 |                           |                        |                     | B               |                            |                    |                        |                          |                                |           |
| Cornell ITS  |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              | B               |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |
| Cudlins Meat Market  |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              | B               |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |
| Envious Handbags   |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              | B               |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |
| Finger Lakes ReUse   |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              | B               |                           |                        |                     | B               |                            |                    |                        |                          |                                |           |
| Fort Baptist Farm  |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              | B               |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |
| Free Science Workshop  |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              | B               |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |
| Greater Ithaca Activities Center   |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              | B               |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |
| Greenstar Cooperative  |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              | B               |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |
| Groton Central Schhols   |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              | B               |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |
| Groton Public Library  |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              | B               |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |
| Hangar Theatre   |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              | B               |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |
| Ithaca Murals  |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              | B               |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |
| LawNY  |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              |                 |                           |                        |                     | B               |                            |                    |                        |                          |                                |           |
| Learning Web   |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              | B               |                           | B                      | B                   | B               |                            |                    |                        |                          |                                |           |
| Longview Senior Living   |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              | B               |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |
| MacCormick Secure Center   |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              | B               |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |
| Newfield Central School District   |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              | B               |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |
| Open Doors   |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              |                 |                           |                        |                     | B               |                            |                    |                        |                          |                                |           |
| Significant Elements   |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              | B               |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |
| Southworth library   |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              | B               |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |
| TC DSS   |              | Release of Information  |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              |                 |                           |                        |                     | B               |                            |                    |                        |                          |                                |           |
| The History Center   |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              | B               |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |
| The learning Farm  |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              | B               |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |

Name of Local Area: Tompkins

| Name of Organization Providing Youth Services<br><i>(Provide name of organization)</i> | Phone Number | Type of Agreement<br><i>(Select from the 3 options in the drop-down menu)</i> | Youth & Young Adult Recruitment | Case Management/Pathways Coaching | Intake & Eligibility | Data Entry in Case Management System | Objective Assessments | Individual Service Strategy | Tutoring/ Study Skills | Alternative Sec. School | Occupational Skills Training | Work Experience | Edu. Offered Concurrently | Leadership Development | Supportive Services | Adult Mentoring | Comp. Guidance/ Counseling | Financial Literacy | Entrepreneurial Skills | Labor Market Information | Postsecondary prep./transition | Follow-Up |  |
|--|--------------|---|---------------------------------|-----------------------------------|----------------------|--------------------------------------|-----------------------|-----------------------------|------------------------|-------------------------|------------------------------|-----------------|---------------------------|------------------------|---------------------|-----------------|----------------------------|--------------------|------------------------|--------------------------|--------------------------------|-----------|--|
|  |              |   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              |                 |                           |                        |                     |                 |                            |                    |                        |                          |                                |           | Please review the program elements listed above and mark "O" for Out-of-School Youth (OSY), "I" for In-School Youth (ISY) or "Both" for both ISY and OSY for all program elements provided by the organization(s). |
| Tompkins Community Action  |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              |                 |                           |                        | B                   |                 |                            |                    |                        |                          |                                |           |  |
| Tompkins Workforce Development   |              | MOA   | B                               | B                                 | B                    | B                                    | B                     | B                           |                        |                         |                              | B               |                           |                        |                     |                 |                            |                    |                        | B                        | B                              | B         |  |
| Town of Ithaca   |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              | B               |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |  |
| Village at Ithaca  |              | MOA   |                                 |                                   |                      |                                      |                       | B                           |                        |                         |                              |                 |                           |                        | B                   |                 |                            |                    |                        |                          |                                |           |  |
| Youth Farm Project   |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              | B               |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |  |
| TST Boces  |              | MOA   |                                 |                                   |                      |                                      |                       |                             | B                      | I                       | O                            |                 | O                         |                        |                     |                 |                            |                    |                        |                          |                                | B         |  |
| Tompkins Cortland Community College  |              | MOA   |                                 |                                   |                      |                                      |                       |                             | I                      |                         |                              |                 |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |  |
| Tompkins Learning Partners   |              | MOA   |                                 |                                   |                      |                                      |                       |                             | I                      |                         |                              |                 |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |  |
| GIAC   |              | MOA   |                                 |                                   |                      |                                      |                       |                             | I                      |                         |                              |                 |                           |                        |                     |                 |                            |                    |                        |                          |                                |           |  |
| Southside Community Center   |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        | I                       |                              |                 |                           | B                      |                     |                 |                            |                    |                        |                          |                                |           |  |
| TC3  |              | MOA   |                                 |                                   |                      |                                      |                       |                             |                        |                         | O                            |                 |                           |                        |                     |                 |                            |                    |                        |                          |                                | B         |  |
| No Mas Lagrimas  |              |   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              |                 |                           | B                      |                     |                 |                            |                    |                        |                          |                                |           |  |
| Mental Health Association  |              |   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              |                 |                           |                        |                     |                 | B                          |                    |                        |                          |                                |           |  |
| TC Mental Health (Whole Health)  |              |   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              |                 |                           |                        |                     |                 | B                          |                    |                        |                          |                                |           |  |
| Cornell Lab of Rational Decision Making  |              |   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              |                 |                           |                        |                     |                 |                            | B                  |                        |                          |                                |           |  |
| CFCU   |              |   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              |                 |                           |                        |                     |                 |                            | B                  |                        |                          |                                |           |  |
| AFCU   |              |   |                                 |                                   |                      |                                      |                       |                             |                        |                         |                              |                 |                           |                        |                     |                 |                            | B                  | B                      |                          |                                |           |  |

## **Tompkins County Workforce Development Board**

### **WIOA YOUTH Basic Skills Deficiency Policy**

#### **Purpose**

The purpose of this policy is to establish guidelines for determining eligibility of youth based on Basic Skills Deficiency criteria.

#### **Background**

The Workforce Innovation and Opportunity Act 20 CFR 681.290(a)(1) states that LWDBs must use standardized testing instruments to demonstrate that a youth reads and/or computes math at or below the 8<sup>th</sup> grade level.

WIOA 20 CFR 681.290(b) states that LWDBs must create a basic skills deficiency policy for youth who 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.

In order to assess whether a youth meets the Basic Skills Deficiency definition, LWDBs must:

- Use valid and reliable assessment(s) that are appropriate for the target population, showing that the youth is unable to demonstrate the competencies described in the definition;
- Use appropriate, fair, and cost-effective assessments that are well-matched to the test administrator's qualifications, easy to administer, and have results which are easy to interpret
- Provide reasonable accommodation in the assessment process, if necessary, for special populations (i.e. individuals with disabilities and individuals who are English Language Learners)

#### **Policy**

For eligibility under WIOA using "Basic Skills Deficiency" as the youth's eligibility criteria, **Out of School Youth (OSY)** must be:

- between the ages of 16-24 at the time of eligibility determination, and
- have a high school or HSE diploma, and
- be basic skills deficient, and
- be low income.

Being Basic Skills Deficient alone **does not** make a youth eligible for WIOA services. All four (4) criteria must be met: age 16-24, HS/HSE diploma, Basic Skills Deficient and low income.

For eligibility under WIOA using "Basic Skills Deficiency" as the youth's eligibility criteria, **In School Youth (ISY)** must be:

- between the ages of 14-21 at the time of determining eligibility, and
- attending or enrolled in secondary or for-credit postsecondary school at the time of eligibility determination, and
- be low income, and
- be basic skills deficient (either deficient in basic skills or an English Language learner who is deficient in basic skills).

Being Basic Skills Deficient alone **does not** make a youth eligible for WIOA services. All four (4) criteria must be met: age 14-21, attending/enrolled in school, low income, and Basic Skills Deficient.



It is the policy of the TCWDB to determine eligibility under Basic Skills Deficiency by using **one (1)** of the following assessments. **Use of previous basic skills assessment results are permitted if the assessments were conducted within the past six (6) months.**

**Reasonable Accommodations** will be provided for individuals with documented disabilities and individuals who are English Language Learners. Accommodations to include, but not be limited to: extending test taking time, distraction-free spaces, use of technology aides, paper-based exams, accessible testing stations, web-based accommodations, and other accommodations as based on the policies of the test creators. More information regarding accommodations can be found at: [www.ada.gov](http://www.ada.gov).

A.) Approved standardized testing instrument to demonstrate a youth reads and/or computes math at or below the **8<sup>th</sup> grade level**, determined using the National Reporting System (NRS) **Educational Functioning Level 4** (“High Intermediate Basic Education”):

- Test of Adult Basic Education (TABE)

B.) Approved standardized testing instrument(s) to demonstrate a youth reads and/or speaks English at or below the **NRS Educational Functioning Level 5** (“High Intermediate English as a Second Language”):

- Basic English Skills Test (BEST) Literacy or
- Basic English Skills Test (BEST) Plus 2.0

| <b>Tompkins</b>                          |                          |                            |                          |                            |                          |                            |
|--|--------------------------|----------------------------|--------------------------|----------------------------|--------------------------|----------------------------|
|  | <b>Program Year 2020</b> |                            |                          |                            |                          |                            |
|  | <b>Adult</b>             |                            | <b>Dislocated Worker</b> |                            | <b>Youth</b>             |                            |
|  | <b>2020<br/>Proposed</b> | <b>2020<br/>Negotiated</b> | <b>2020<br/>Proposed</b> | <b>2020<br/>Negotiated</b> | <b>2020<br/>Proposed</b> | <b>2020<br/>Negotiated</b> |
| <b>TARGET OUTCOME</b>                    |                          |                            |                          |                            |                          |                            |
| Employment Rate 2nd Qtr After Exit       | 64.3%                    | 62.3%                      | 70.9%                    | 67.0%                      | 69.4%                    | 67.4%                      |
| Employment Rate 4th Qtr After Exit       | 61.3%                    | 59.3%                      | 64.7%                    | 62.7%                      | 67.0%                    | 63.0%                      |
| Median Earnings 2nd Qtr After Exit       | \$5,565                  | \$5,565                    | \$6,825                  | \$6,825                    | \$3,000                  | \$3,000                    |
| Credential Attainment 4th Qtr After Exit | 26.1%                    | 24.1%                      | 17.6%                    | 15.6%                      | 27.0%                    | 25.0%                      |
| Measurable Skill Gains                   | 45.0%                    | 45.0%                      | 45.0%                    | 45.0%                      | 50.0%                    | 50.0%                      |

|  | <b>Program Year 2021</b> |                            |                          |                            |                          |                            |
|--|--------------------------|----------------------------|--------------------------|----------------------------|--------------------------|----------------------------|
|  | <b>Adult</b>             |                            | <b>Dislocated Worker</b> |                            | <b>Youth</b>             |                            |
|  | <b>2021<br/>Proposed</b> | <b>2021<br/>Negotiated</b> | <b>2021<br/>Proposed</b> | <b>2021<br/>Negotiated</b> | <b>2021<br/>Proposed</b> | <b>2021<br/>Negotiated</b> |
| <b>TARGET OUTCOME</b>                    |                          |                            |                          |                            |                          |                            |
| Employment Rate 2nd Qtr After Exit       | 65.3%                    | 63.3%                      | 71.9%                    | 69.5%                      | 70.4%                    | 68.4%                      |
| Employment Rate 4th Qtr After Exit       | 62.3%                    | 60.3%                      | 65.7%                    | 63.7%                      | 68.0%                    | 63.5%                      |
| Median Earnings 2nd Qtr After Exit       | \$5,670                  | \$5,670                    | \$6,930                  | \$6,930                    | \$3,100                  | \$3,100                    |
| Credential Attainment 4th Qtr After Exit | 27.1%                    | 25.1%                      | 18.6%                    | 16.6%                      | 28.0%                    | 26.0%                      |
| Measurable Skill Gains                   | 45.5%                    | 45.5%                      | 45.5%                    | 45.5%                      | 50.5%                    | 50.5%                      |

## **Tompkins County Workforce Development Board Priority of Service Requirements under WIOA Title I Adult Program Policy**

### **Purpose**

The United States Department of Labor Employment and Training Administration (USDOL ETA) envisions at least 75% of Adult participants in each State who receive individualized career and training services are from at least one of three priority populations, and expects this rate will be no lower than 50.1%. Therefore, the New York State Department of Labor (NYSDOL) will hold LWDBs to the 50.1% requirement. Two significant changes made from the reauthorization of the Workforce Investment Act (WIA) to WIOA include:

- (1) The addition of basic skills deficient as a priority population; and
- (2) That all three priority of service populations receive priority regardless of available funding levels.

The statutory priority **only applies to Adult Program funds** and **only applies to providing individualized career and training services**. There are no restrictions to providing basic career services; they may be provided to any eligible Adult.

To comply with WIOA and **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) to fall into at least one of the following three priority populations:

- i. Recipients of public assistance;
- ii. Other low-income individuals; and
- iii. Individuals who are basic skills deficient, which includes English Language Learners.

This policy also provides guidance regarding:

- (1) the requirement to serve priority populations under the WIOA Title I Adult Program;
- (2) priority of service requirements under the WIOA Title I Adult Program; and
- (3) data entry and data element validation (DEV) requirements.

### **I. Priority of Service Requirements Under the WIOA Title I Adult Program**

In addition to the three required populations identified, veterans and their eligible spouses must also continue to receive priority of service in all NYSDOL-funded training programs, including WIOA programs.

NYSDOL also considers the following individuals with barriers to employment (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:

- i. Individuals with disabilities;
- ii. Justice-involved individuals; and
- iii. Single parents.

## **II. Data Entry and DEV Requirements**

One-Stop Career Center staff must follow procedures outlined in the following One-Stop Operating System (OSOS) Guides to ensure Adult priority of service demographic data is recorded consistently and accurately:

- i. Creating a Basic Customer Record; and
- ii. Comprehensive Assessment and Supplemental Data.

Staff must follow both OSOS Guides to ensure customers are being identified as a member of one or more Adult priority populations at the time of enrollment.

***Note:*** All demographic data must be entered into OSOS prior to recording a staff assisted service/activity.

In addition, all staff completing data entry must comply with WDS TA #17-07: Use of One-Stop Operating System and Re-Employment Operating System (June 28, 2017).

LWDBs must follow NYSDOL TA #23-03 for guidance regarding DEV. See attachments B and C.

Additional information on programmatic criteria for individualized career and/or training services can be found in TEGl No. 10-16 Change 2, Attachment VII, and TEGl No. 19-16, Attachment II. Career Center staff must reference the OSOS Guides listed in the References section for instructions on how to add individualized career and/or training services into OSOS.

### ***Adult Priority of Service Performance Requirement***

One-Stop Career Center staff must record accurate customer demographic data and all barrier-related information into their appropriate case management system to ensure customers are being identified as one (1) 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.

### **Action**

When developing, reviewing and/or revising the local policy, LWDBs must establish criteria by which the One-Stop Career Center will apply the Adult priority of service requirement. Such criteria may include:

- Availability of other funds for providing employment and training-related services in the local area;
- Needs of the specific groups within the local area; and
- Other appropriate factors, such as location.

**One-Stop Career Center staff must always prioritize services to the priority populations, regardless of the amount of funds available to provide services in the local area.**

### **III. Applying Priority of Service Requirements**

Recipients of public assistance, other low-income individuals, individuals who are basic skills deficient, and veterans and their eligible spouses must receive priority of service in all NYSDOL-funded training programs, including WIOA programs. When programs are statutorily required to provide priority for a particular group of individuals, such as the WIOA priority for Adult funds, priority must be provided in the following order:

- i. First, to veterans and eligible spouses who are included in the groups given statutory priority for WIOA Adult formula funding. 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;
- ii. Second, to non-covered persons (individuals who are not veterans or eligible spouses) who are included in the three (3) populations given priority for WIOA Adult formula funds;
- iii. Third, to veterans and eligible spouses who are not included in WIOA's three (3) priority Adult groups;
- iv. Fourth, to additional priority populations established by NYSDOL and/or the LWDBs; and
- v. Last, to non-covered persons outside the populations given priority under WIOA (including the three (3) additional priority populations identified by NYSDOL and underemployed individuals).

### **Resources**

Attachment A Key Terms and Definitions: Attached

Attachment B, Technical Advisory #23-03:

<https://dol.ny.gov/system/files/documents/2023/04/ta-23-03-data-element-validation-04-28-2023.pdf>

Attachment C, NYSDOL Types of Source Documentation:

<https://dol.ny.gov/system/files/documents/2023/04/attachment-a-dev-chart-final-04-28-2023.pdf>

## 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.

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### 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;

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- (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);

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- General Assistance (GA) State/Local;
- Refugee Cash Assistance (RCA);
- Supplemental Security Income (SSI);
- Social Security Disability Insurance (SSDI); and
- Exhausting TANF within two years.

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