

[Tompkins County]

Local Plan

July 1, 2025 – June 30, 2029

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Strategic Planning Elements

Local Workforce Development Area (LWDA) in-demand occupation lists are now maintained on the Labor Market Information for Workforce Planning [webpage](#) under the **Occupations in Demand** section. To submit an updated in-demand occupation list, LWDBs must utilize **Attachment A: In-Demand Occupation List Template**, update the spreadsheet, and submit it to LWDB@labor.ny.gov. The list will then be added to the corresponding region's in-demand occupation list on this webpage.

I attest that the list of the LWDA's in-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?

It was approved at the June 27, 2023 WDB meeting. The list has been discussed in 2025 and will undergo updates and is planned to be approved for updates at the September Board meeting.

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

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

The NYSDOL 2024 Southern Tier Significant Industry Report identifies significant industries in New York's Southern Tier region based on employment levels, wage levels, job growth (2018-2023), and projected growth through 2030.

Construction: Skilled trade occupations comprise much of the employment within the specialty trade contractors (NAICS Industry 238) industry. This industry employed 5,000 people in 2023 up 200 (4.2%) jobs from 2018. The industry pays \$66,800 on average which is above the all-industry average of \$62,700.

Manufacturing: Three manufacturing industries made the significant industries list: food manufacturing (NAICS Industry 311), machinery manufacturing (NAICS Industry 333), and computer and electronic product manufacturing (NAICS Industry 334). All three, on average, pay well above the all industry average (\$62,700) for the region in 2023: \$76,800, \$73,300, and \$110,900, respectively. The food manufacturing (100 jobs, 3.0%) and machinery manufacturing (100, 2.6%) industries both added jobs from 2018 through 2023. Machinery manufacturing's employment base is projected to grow at 13.4%. A noteworthy 7,300 people work in the computer and electronic product manufacturing industry.

Merchant Wholesalers, Durable Goods: Durable goods merchant wholesale trade (NAICS Industry 423) establishments are engaged in wholesaling products, such as

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motor vehicles, furniture, construction materials, machinery and equipment (including household-type appliances), metals and minerals (except petroleum), sporting goods, toys and hobby goods, recyclable materials, and parts. This industry has grown from 2018 through 2023 and displayed an average wage (\$81,900) above the all-industry average of \$62,700.

Couriers and Messengers: E-Commerce has unlocked a new normal in consuming goods. The couriers and messengers (NAICS Industry 492) industry has benefited greatly from this changed retail experience. According to the federal Bureau of Labor Statistics, businesses in the couriers and messengers industry provide intercity and/or local delivery of parcels and documents (including express delivery services) without operating under a universal service obligation. This business segment made the current significant industry list due to its recent (1,100 jobs, or 137.5%, from 2018 through 2023) and projected (450 jobs, or 42.1%, from 2020 through 2030) employment growth. FedEx and UPS are the big players in this industry but there are many more smaller outfits that assist in getting desired goods to their customers.

Professional and Business Services: Two of the three breakout industries from the professional and business services sector are on the significant industries list: professional, scientific, and technical services (NAICS Industry 541), and management of companies and enterprises (NAICS Industry 551). These industries share a common trait: they tend to sell to other businesses rather than to consumers. Both the professional, scientific, and technical services and management of companies and enterprises industries showed job growth from 2018-2023, 100 jobs (1.0%) and 200 jobs (7.1%) respectively. Professional, scientific, and technical services paid an average wage of \$102,100 and management of companies and enterprises paid an average wage of \$145,900. Both are above the regional all-industry average. Professional, scientific, and technical services also employed a sizeable number of individuals (10,400 in 2023). Over the 2020-2023 time period, the management of companies and enterprises business category is expected to add 650 jobs (or 23.0%) from 2020 through 2030, which is slightly larger than the predicted all-industries change of 22.6%.

Educational Services: With more than 41,100 jobs between the public and private sectors, educational services (NAICS Industry 611), has, by far, the most employment of any significant industry in the region (16.7% of the regional total). This sector lost jobs, to the tune of 2.8% between 2018 and 2023, but is expected to expand from 2020 through 2030 (12.8%). The industry's 2023 average annual wage (\$69,200) was above the all-industry annual average (\$62,700). Common job titles include teacher assistant, elementary school teacher and secondary school teacher.

Health Care: Two of the three industries from the health care sector made the significant industries list: ambulatory health care services (NAICS Industry 621) and hospitals (NAICS Industry 622). Combined these industry account for over 21,000 regional jobs, or 9.1% of total jobs in the Southern Tier. The ambulatory health care services industry hits on all four of the designated benchmarks for the significant industry report. The industry added 200 jobs (2.2%) over the five-year period ending in 2023. It also employed 9,100 people in 2023. On top of that, this industry's workforce footprint is anticipated to grow by 2,160 (23.5%) from 2020-2030 and the average wage in the industry (\$86,800) is above the all-industry average (\$62,700). Although hospitals did come up short on hitting both employment growth and projected employment growth significance targets, it did involve a large number of workers (13,300) and did pay an above average wage (\$72,300). Labor demand in the health care sector has consistently outstripped labor supply. This trend is anticipated to persist.

Other Services: As the name suggests, other services excluding public administration is a catch-all sector including establishments engaged in providing services not specifically provided for elsewhere in the classification system. One of the industries in this sector, repair and maintenance (NAICS Industry 811), was considered significant in the Southern Tier. This industry includes a wide range of businesses that offer repairs and maintenance for various products and equipment. Automotive repair and maintenance shops dominate the employment landscape here. The costly nature of vehicle ownership pushes owners to get the longest life out of their cars/trucks necessitating continued automotive repair and maintenance. The repair and maintenance industry made the significant industry list due to job growth between 2018 and 2023 (300 jobs, or 15.8%) and expected job growth (1,410, 75.4%) between 2020 and 2030.

The Southern Tier's landscape presents stability and opportunity for workers in multiple sectors. E-commerce is driving growth in courier and messenger services, while persistent healthcare labor shortages create sustained demand for medical professionals. Professional services and management companies remain steady, and the region's manufacturing base is diversified ranging from traditional machinery to high-tech electronics. Some of the region's largest employers remain in educational services, hospitals, and professional services, which support the employment base and provide economic stability for the Southern Tier.

According to the NYSDOL's "Key Occupations in Demand" Dashboard in July 2025 healthcare occupations is seen throughout the list including jobs such as: Medical Assistants, Nursing Assistants, Pharmacy Technicians, and Registered Nurses, and Licensed Practical and Licensed Vocational Nurses. Investment in training and credentialing in the healthcare sector and other in-demand sectors remains essential to meet the area's demands and future needs. Strategic partnerships will be vital in supporting the workforce development ecosystem.

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

The needs of businesses in the Southern Tier carry with them staffing issues and long-term workforce development needs. Across several industries credentials and certifications are needed to address labor shortages, technical training programs are needed for areas such as manufacturing, digital literacy is needed for integration, and apprenticeships are needed to bolster growth in various sectors.

Business faces challenges recruiting those with technical and soft skills. Other factors such as transportation and housing hinder recruitment and retention of employees. Supportive services must be at the forefront to address issues such as transportation and childcare. Partners need creative thinking and strategic planning so job seekers can acquire jobs, but also remain with companies long-term.

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

To effectively serve the employment needs of businesses throughout the Southern Tier region, particularly in high-demand sectors, workers must develop a comprehensive blend of technical competencies, foundational knowledge, and interpersonal skills. Regional employers across diverse industries including healthcare, advanced manufacturing, skilled trades, clean energy, information technology, and agribusiness consistently seek candidates who demonstrate both specialized occupational expertise and broadly applicable professional capabilities.

Across all industry sectors, foundational competencies serve as the cornerstone of employment success. These include effective written and verbal communication, digital literacy, critical thinking, time management, and collaborative teamwork abilities. These transferable skills enable individuals, including those facing employment barriers, to adapt and thrive in dynamic workplace environments while supporting career advancement opportunities.

Most fields require job specific skills and the following are samples of some fields:

Healthcare: Workers in this field must master patient care protocols, medical terminology, and electronic health record systems while developing strong communication abilities, empathy, and clinical decision-making skills. The sector demands both technical proficiency and emotional intelligence to deliver quality patient services.

Advanced Manufacturing and Construction: These industries require comprehensive understanding of mechanical systems, blueprint interpretation, safety protocols, and machinery operation. Workers must combine technical

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knowledge with problem-solving capabilities and quality control expertise to maintain production standards and workplace safety.

Skilled Trades: Professionals in these fields need physical stamina, meticulous attention to detail, and thorough familiarity with building codes and technical systems including HVAC and electrical installations. Hands-on expertise paired with regulatory knowledge forms the foundation of skilled trades competency.

Clean Energy and Environmental Technology: This emerging sector demands specialized knowledge in renewable energy systems and sustainability practices, combined with data collection abilities, technical installation skills, and adaptability to rapidly evolving technologies.

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

i. Current labor force employment and unemployment numbers;

The Southern Tier's job market is outperforming both state and national averages, with unemployment sitting at just 3% in May 2025—well below New York's 3.5% rate and the 4% national figure. Of the region's 276,600-person workforce, 268,400 are employed across 261,800 nonfarm positions, with private sector jobs accounting for 209,400 of those roles.

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

Four major sectors dominate the Southern Tier's economy, accounting for 70% of all nonfarm jobs. Private education and health services leads at 22.8%, followed by government at 20%, trade, transportation and utilities at 15.7%, and manufacturing at 11.7%. However, the region faces headwinds: private sector employment has declined 0.2% over the past year, with manufacturing bearing the brunt of job losses.

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

The Southern Tier's educational landscape reveals a diverse workforce: just 7% of residents 25 and older lack a high school diploma, while 22% hold high school degrees and 25% have some college or associate's degrees. Nearly half the population (46%) holds bachelor's degrees or higher, with 21% earning bachelor's degrees and 25% advancing to graduate-level education.

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.

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The Southern Tier has a network of education providers, training providers, and community-based organizations offering workforce development programs.

Despite these strengths, several challenges limit the effectiveness of current workforce development efforts. Programs may operate on schedules that don't accommodate working adults' needs and transportation is a significant barrier for access. Major cities are far away from one another, which can make it hard for participants if they live in an area with limited trainings.

The Southern Tier should expand employer-based training opportunities and requires direct employer engagement. The strategic partnerships between job seekers and businesses can expand opportunities and grow the region as a whole.

- 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.

The local area has built a robust network of business-education partnerships that directly align workforce development with employer demands. As a wave of retirements looms, the LWDB is expanding WIOA training options and working with local training providers to prepare the next generation of workers. However, like communities nationwide, the region faces underlying challenges that constrain its full potential: housing affordability, childcare access, transportation barriers, rising costs of living, and insufficient funding. These systemic issues create a ceiling on workforce capacity that even the strongest training programs cannot overcome alone.

- 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 LWDB seeks to develop coordinated resources that exceed employer workforce needs while facilitating employment and skills development for all individuals, and seeks data-driven results, collaborative activities, continuous communication, and to be the main convener of comprehensive workforce initiatives.

The LWDB seeks to meet local employer demands through strategic alignment of education, training, employment, and supportive services, with a strong focus on youth development and individuals facing employment barriers. To achieve objectives, career pathway development must be at the forefront by partnering with key training organizations to establish clearly defined career pathways in high-demand sectors including advanced manufacturing, healthcare, clean energy, construction trades, and hospitality. These pathways provide multiple entry points for workers with varying literacy levels and integrate education, training, and work-based learning opportunities that result in high school completion and industry-recognized credentials.

The LWDB will strengthen the local one-stop system to drive comprehensive alignment of education, training, employment, and supportive services. This will address participants' complete needs across multiple partner programs and ensure barrier-facing individuals have full access to system services. The LWDB will prioritize work experiences, customized

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training, and on-the-job training opportunities that directly connect job seekers with employers.

The LWDB will also continue to expand comprehensive support services including transportation assistance, childcare, high school equivalency support, and specialized referrals to disability, mental health, and vision services as needed. This strategic framework aims to increase participant employment, retention, and earnings while improving occupational skill attainment.

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

LWDB programs, through collaborative partnerships with local agencies and community organizations, actively implement the LWDB's strategic vision by providing integrated services that build a skilled, educated, and inclusive workforce aligned with employer demands.

- 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?

Career Center Services: The Tompkins Workforce NY Career Center delivers individualized career exploration, skills assessments, job readiness training, employment assistance, and access to industry-aligned training opportunities. These services target high-growth sectors including healthcare, advanced manufacturing, skilled trades, and hospitality, informed by current labor market data.

Skills Development Programming: The local workforce system offers comprehensive training including basic skills development, occupational training through defined career pathways, High School Equivalency preparation to validate essential workplace skills and increase employer confidence in job seekers.

One-Stop System Integration: Through the WIOA Service Delivery MOU, the one-stop system operator coordinates cross-training efforts among front-line partner staff to expand program access and align services for efficient, seamless delivery.

Educational Institutions: TC3 and TST BOCES provide literacy and numeracy testing, remediation services, and training in high-demand occupations while continuously engaging with employers to align curricula with industry standards.

Disability Services: ACCES-VR delivers work supports and wrap-around services for individuals with disabilities, including employment assistance.

Community Support Organizations: Local community action programs provide essential supportive services including food assistance, childcare resources, and immigrant support services that address employment barriers.

Youth Development Partners: Local youth bureau and youth service organizations offer work-based learning experiences, career exploration programs, and comprehensive wrap-around services for young people facing employment barriers.

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Employer Engagement Strategy: Business participation remains integral to system success through direct involvement in defining relevant skills, offering internships and apprenticeships, and ensuring training curricula align with industry standards. This collaborative approach creates meaningful pathways from training to employment.

NYSDOL administers Wagner-Peyser and unemployment insurance-related services, while the County manages WIOA programs and business services coordination. Partner agencies collectively address employment barriers through comprehensive supportive services including transportation assistance, childcare, educational remediation, disability accommodations, and specialized programming for immigrants and other underserved populations. Ongoing coordination through advisory committees, shared service models, and cross-agency referrals creates a seamless workforce system that adapts to changing labor market trends.

This approach ensures equitable access to training and employment opportunities. These coordinated efforts build a resilient, future-ready workforce that supports Tompkins County's economic vitality and growth while ensuring individuals with diverse backgrounds and challenges can access meaningful career opportunities through well-defined pathways that lead to economic self-sufficiency.

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

The LWDB meets or exceeds performance accountability measures established with NYSDOL. Staff regularly review performance data to identify outcomes and improvement areas, which are communicated to staff to ensure continued success.

Current measures emphasize improving individual skill levels, increasing employability, supporting job retention, and boosting earnings for self-sufficiency. Key benchmarks include employment rates in second and fourth quarters after program exit, median earnings, credential attainment, measurable skill gains, and employer service effectiveness.

The LWDB's performance outcomes directly support regional economic growth by creating higher employment and wage levels, which generate increased tax revenue, reduced public assistance dependency, and greater consumer spending. This economic activity stimulates growth in retail, housing, healthcare, hospitality, and manufacturing sectors.

Emphasis on credential attainment and measurable skill gains ensures job seekers possess competencies needed in high-demand sectors including healthcare, advanced manufacturing, and skilled trades. These efforts support employer retention and expansion while attracting new businesses seeking qualified workforce. Through data-driven performance monitoring and continuous program improvement, the LWDB leverages accountability measures as tools for economic resilience.

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;

The Tompkins Workforce NY Career Center serves as the central hub for workforce development services, with most core programs delivered onsite through strategic partnerships:

WIOA Title I Programs: Adult, Dislocated Worker, and Youth programs are operated directly by the Tompkins Workforce NY Career Center under oversight from the Tompkins County Workforce Development Board and the One Stop Operations Committee.

WIOA Title II Adult Education: Delivered through TST BOCES via competitive bidding through the NYS Education Department.

WIOA Title III Wagner-Peyser: Employment services provided by the New York State Department of Labor.

WIOA Title IV Vocational Rehabilitation: Services delivered through ACCES-VR and the New York State Commission for the Blind.

NY-SCION: Program operated by the Tompkins Workforce NY Career Center under oversight from the Tompkins County Workforce Development Board.

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

Tompkins Cortland Community College serves as the local Perkins grant recipient, maintaining active career and technical education programming.

- iii. Other workforce development programs, if applicable.

The local system includes specialized programs addressing diverse population needs:

- Direct to Work
- Tompkins Build
- Job Corps - Educational and training services for youth and young adults
- Trade Adjustment Assistance (TAA) and Unemployment Insurance - NYS Department of Labor
- Senior Community Service Employment Programs (SCSEP) - Associates for Training and Development
- Temporary Assistance for Needy Families Employment and Training - Tompkins County Department of Social Services

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- Housing and Urban Development Employment and Training - Tompkins Community Action

- Re-entry Programs - Supporting formerly incarcerated individuals

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

The local area emphasizes collaborative improvement through integrated service delivery. Key improvement measures include enhanced coordination between One-Stop partner programs through co-enrollments, cross-referrals, and blended resource utilization to serve participants with multiple employment barriers. An area of focus has been skills training for high-demand occupations and enhanced services for individuals with disabilities and special populations

In October 2023, the Tompkins County Workforce Development Board restructured with the County Office of Employment and Training to improve operational efficiency while maintaining appropriate oversight firewalls.

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

Service providers can meet employment needs through comprehensive guidance on career pathways, sector strategies, and local labor market data to ensure training programs align with employer needs. Information is readily available on in-demand occupations and growing industries, required skill sets and competencies, and sector-specific strategies. Local economic conditions are continuously discussed internally and externally to ensure services evolve with changing business requirements and workforce demands.

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

The service delivery structure is:

- WIOA Title I: Direct delivery by Tompkins Workforce NY Career Center
- Adult Education: TST BOCES providing literacy, numeracy, and GED services
- Employment Services: NYSDOL staff delivering Wagner-Peyser, TAA, Veterans, and UI services

Partner contributions are formalized through the Local Memorandum of Understanding (MOU). There are regular partner meetings led by the One-Stop System Operator to ensure service alignment, cross-training opportunities, and seamless customer experience.

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.

The LWDB will facilitate by convening partners to identify skill gaps and training needs and collaborating with employers, schools, and training providers to align programs with needs.

The LWDB will encourage training providers to create portable, stackable credentials and microcredentials, expand the Eligible Training Provider List (ETPL) to include pathway-aligned programs, and increase integrated education and training programs for high school dropouts, English Language Learners, and participants with low literacy/numeracy skills.

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

The LWDB employs a comprehensive strategy to improve access to activities leading to recognized postsecondary credentials through targeted programming, strategic partnerships, and inclusive service delivery.

The LWDB's Disability Resource Coordinator (DRC) provides expanded services for customers with disabilities through enhanced Ticket-to-Work partnerships, job readiness planning, and training program access. Strong partnerships with ACCES-VR and the NYS Commission for the Blind ensure regular interaction with Career Center staff and on-site customer meetings. The Disabilities Workforce Committee provides oversight and guidance for disability services.

The LWDB prioritizes postsecondary credentials that align with local business needs and labor market demands. The LWDB maintains an updated demand occupation list that identifies career fields with current openings and positive employment outlooks. Regular updates ensure customers receive current information about career directions that offer recognized credentials leading to employment opportunities.

Career pathways include necessary supports to move adults and youth with barriers from entry points to achieving recognized postsecondary credentials. The LWDB encourages businesses to incorporate work-based learning opportunities into postsecondary education programs.

The LWDB evaluates all existing and new course submissions to the Eligible Training Provider List (ETPL) and this ensures that approved courses lead to recognized postsecondary credentials that meet industry standards and employer requirements.

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

The LWDB prioritizes portable credentials as a key criterion for career pathway development, ensuring participants gain qualifications that transfer across occupations, industries, and geographic regions. The LWDB also encourages portable credentials which are those accepted outside the local area and often nationally recognized. Job programs such as Direct to Work balance between meeting immediate local employer demands and

ensuring long-term career mobility through training and integration of nationally recognized components and credentials.

The LWDB continues to expand portable credential offerings through strategic partnerships and program development, ensuring that participants gain qualifications that provide maximum flexibility for career advancement both locally and nationally. This approach supports both immediate employment needs and long-term career mobility for workforce development participants.

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

The LWDB actively promotes stackable credential pathways that allow participants to accumulate qualifications over time, building from entry-level certifications to advanced degrees and professional credentials.

The Tompkins WDB's Eligible Training Provider List (ETPL) includes microcredentials that are both portable and stackable, designed to provide immediate employment value while serving as building blocks for advanced qualifications.

Healthcare represents the most developed stackable credential pathway, offering clear advancement opportunities. Credentials in hospitality and tourism stack toward degrees through partnerships with local training providers, including TC3 and regional educational institutions. TC3 has expanded microcredential offerings that stack into one-year certificates and subsequently into associate degrees. The WDB works to design pathways that incorporate non-credit coursework into this academic progression workflow.

The LWDB actively supports the collaboration between community colleges and local BOCES programs, facilitating seamless credit transfer and credential stacking across educational institutions.

The LWDB recognizes increasing local awareness of stackable credential importance and continues educational outreach to participants, employers, and training providers about the value of progressive credential accumulation. The LWDB maintains oversight of stackable credential quality through regular evaluation of pathway effectiveness and employer feedback.

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 LWDB actively collaborates with partner agencies to develop comprehensive solutions that increase accessibility of services for both job seekers and businesses. Through the Memorandum of Understanding (MOU) process, the LWDB strives to provide seamless service delivery to all customers.

The Disability Resource Coordinator (DRC) is readily available at the Tompkins Workforce New York Career Center to meet with individuals with disabilities and connect them with

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appropriate services for successful training and employment outcomes. The LWDB partners with various agencies including ACCES-VR to better accommodate businesses and individuals.

Transportation is a significant barrier to employment in the Southern Tier. The LWDB has policies to provide comprehensive transportation assistance through transportation allowances for individuals in WIOA training programs. Childcare is another significant issue and the LWDB has supportive services policies for childcare support.

The Tompkins LWDB collaborates with justice-involved community organizations through specialized grant programs such as the Youth Employment Program (YEP).

The Tompkins County Workforce Development Board meetings and committee meetings bring together representatives from various partner agencies including the private sector and CBOs. Community needs and emerging workforce trends are discussed here.

The LWDB coordinates efforts among one-stop partner programs, particularly those with expertise in serving special populations, to help businesses identify, hire, and train qualified workers with disabilities, limited English proficiency, criminal justice backgrounds, and other underrepresented communities.

A final goal involves providing integrated education and training to both youth and adults. The LWDB coordinate efforts to increase the number of programs that serve high school dropouts, English Language Learners, and participants with low literacy and numeracy skills, utilizing braided funding from multiple sources to maximize resources and reduce administrative burden.

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

The LWDB has embraced digital innovation to break down traditional barriers to workforce services. Remote training options, electronic forms and signatures, and hybrid workshops ensure residents can access support regardless of location, mobility, or transportation challenges. Staff consultations are available both in-person and virtually, while strategic partnerships with Indeed Job Search Academy and Coursera expand digital resources and online learning opportunities for job seekers.

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

The LWDB has streamlined application processes to ensure both job seekers and businesses can access information and services online or in person. Application forms for business and job seeker training are available as fillable electronic documents.

The Career Center utilizes the One Stop Operating System (OSOS) as the primary intake and case management platform. WIOA Title I Adult, Dislocated Worker, Youth, Wagner-Peyser, Trade Adjustment Assistance, Veterans services, and Unemployment Insurance staff all use OSOS for case management activities.

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- d. Provide a description and assessment of the type and availability of programs and services provided to Adults and Dislocated Workers (DWs) in the local area.

The LWDB provides comprehensive employment and training services to Adults and Dislocated Workers, including all activities required under WIOA Section 134(c):

Career Services:

- Outreach, intake, and system orientation to promote awareness of available services
- Eligibility determination and documentation for appropriate programs
- Initial and comprehensive assessments including WorkKeys testing when appropriate
- Individual Employment Plan development in partnership with customers
- Labor exchange services including job referrals and placement assistance
- Labor market information and workforce statistics
- Referrals to partner programs and supportive services
- Unemployment Insurance information and assistance
- Career planning and counseling services
- Short-term pre-vocational skills training
- Financial literacy services through partner organizations
- Workforce preparation activities including digital literacy
- Follow-up services to ensure sustainable employment outcomes

Training Services:

- Occupational skills training including Registered Apprenticeship classroom components
- On-the-Job Training including apprenticeship work-based learning
- Transitional jobs for individuals facing significant barriers
- Adult education and literacy activities including English language acquisition
- Customized training designed to meet specific employer needs
- Incumbent worker training when funding permits

Some comprehensive supportive services include transportation assistance and financial assistance for training-related expenses.

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

The LWDB's comprehensive policies ensure job seekers have access to transportation assistance including bus passes, ride-sharing options, and daily transportation allowances.

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There are challenges in service in working and the LWDB is working with local governments and CBOs to address these challenges.

Beyond transportation, the LWDB provides supportive services such as gas cards for training participants. The LWDB also makes referrals to partner organizations for additional support needs if it cannot provide it.

- 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 LWDB maintains comprehensive cooperative agreements outlined in the MOU that includes ACCES-VR and NYS Commission for the Blind as key partners. These agreements detail career services coordination, customer referral processes, and system access protocols including program liaison identification and staff cross-training requirements.

MOU partners commit to providing individuals with disabilities with physical and programmatic accessibility to facilities, programs, services, technology, and materials, supported by appropriate staff training. The DRC and partners will also conduct regular cross-training sessions presented by state agencies to ensure all Career Center staff are familiar with assistive technology programs and best practices for serving individuals with disabilities.

The Disability Resource Coordinator provides on-site services at the Career Center, offers staff training, coordinates services, and works directly with customers with disabilities both at the center and through partner agencies. The DRC will cross-train additional staff and strengthen referral processes for individuals with disabilities through our programs.

- 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 LWDB has established a comprehensive Priority of Service Policy that ensures priority for adult career and training services is provided to veterans, recipients of public assistance, other low-income individuals, individuals who are basic skills deficient (including English Language Learners), and other state and local priority groups.

The policy covers all service types including basic and individualized career services, follow-up services, Individual Training Account services, on-the-job training, customized training, transitional jobs, and supportive services.

The One-Stop System Operator receives policy guidance and ensures Career Center staff implement priority protocols effectively. All Adult program files include documentation of public assistance receipt, income status, and basic skills levels, with data recorded in OSOS.

- 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:

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

The Tompkins WFNY Career Center maintains full compliance with the Americans with Disabilities Act and WIOA Section 188 requirements. All one-stop system partners maintain non-discrimination policies in employment practices and services, with procedures disseminated to employees and posted as required by law. In partnership with the local WIOA Equal Opportunity Officer and DRC, the one-stop system operator regularly reviews access to facilities and program services, with periodic reassessment and strategy adjustment to improve access as needed.

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

The Career Center provides comprehensive assistive technology including advanced screen magnification software, screen reading programs, literacy software with voice recognition, high-quality scanning equipment, large print keyboards, ergonomic input devices, and specialized communication equipment for individuals who are deaf or hard of hearing. The DRC leads ongoing assessment of technology needs, gathering feedback from community agencies and staff to identify additional technology requirements.

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

Training on assistive technology and disability services is provided by state agencies and the DRC. The LWDB, One-Stop System Operator, and Career Center staff actively seek opportunities to improve understanding and service delivery capabilities for individuals with disabilities. Training effectiveness is evaluated annually with recommendations for continuous improvement provided to the Workforce Development Board.

- 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.).

Resource contributions and roles related to WIOA Section 188 and ADA compliance are detailed in our comprehensive Infrastructure Funding Agreement. Following facility and program service access reviews, any required assistive technology, assessment products, or services are discussed among Infrastructure Funding Agreement parties, with costs allocated according to the established methodology.

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?

The LWDB focuses on engaging businesses in key in-demand sectors including advanced manufacturing, healthcare and life sciences, agribusiness, clean energy, and skilled construction trades. The comprehensive business engagement strategy encompasses multiple outreach methods. The LWDB utilizes various platforms including an email newsletter system and social media to regularly communicate with business customers about program offerings and

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services. Outreach efforts include direct contact with growing businesses identified through partnerships and connections with industry associations and business-led groups. The LWDB offers comprehensive no-cost recruiting support including job postings and NYSDOL customized recruitment services. This includes Career Center recruiting events, job fairs, and direct candidate referrals through Career Center staff.

The LWDB will enhance the Transitional Job program and the On-the-Job Training program to provide wage reimbursement to help businesses train underskilled recent hires. The LWDB also offers pre-entry training needs. This ranges from mock interviewing to work readiness preparation to ensure candidates are ready for work.

- 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?

The LWDB maintains daily contact with local businesses to ensure immediate feedback on services, future business needs, and process improvements. The Business Services team provides in-person, virtual, and on-site meetings to assess business needs and connect them to appropriate resources. Free services support business efforts to recruit, train, and retain employees, including job posting, customized recruitment, and job fair hosting.

The LWDB offers OJTs to offset hiring and training costs for new and current employees, incorporating work-based learning opportunities. Supportive services include transportation assistance to reduce employment barriers for individuals working with employer partners.

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

The LWDB has maintained co-location with area economic development organizations (IAED – Ithaca Area Economic Development) for over 15 years, fostering deep collaboration in joint initiatives, staff meetings, labor market research, and business retention and expansion visits.

Staff participates in weekly NYSDOL Regional Business Services teams meetings where they can collaborate on initiatives and be updated on activities with workforce and economic development partners. Staff has relationships with city and county economic development teams and regional economic development organizations. This allows for stronger collaboration and braiding of resources when necessary.

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

The LWDB promotes entrepreneurial skills training and microenterprise services through various methods including virtual and in-person meetings, phone calls, and email

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correspondence with prospective and existing business owners and start-ups. The LWDB works very closely with IAED to address workforce and economic needs for clients.

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

The LWDB works closely with regional rapid response teams, conducting joint presentations to dislocated workers and arranging collective recruitment events utilizing career center business relationships and local board connections.

Leadership also meets when necessary with NYSDOL representatives to review trends and rapid response information. Staff also participate in Regional Business Services meetings where statewide rapid response information is shared when necessary.

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;

Through the MOU process, the LWDB has established partnerships with Title II organizations. These collaborations focus on creating training programs tailored to local business requirements and high-demand occupations while building essential employment skills. Programs that fulfill these criteria will be added to our Eligible Training Provider List (ETPL). The coordination of workforce investment activities and educational services will be managed through existing Workforce Development Board committees and the One Stop System Operator.

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

The LWDB enhances educational services through strategic coordination via the One Stop System Operator. By uniting local partners, the LWDB identifies current service offerings and aligns them with business and job seeker needs while continuously improving programs based on these requirements. The LWDB actively promotes innovative training solutions, including pre-apprenticeship programs locally and partnerships with TC3.

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

The LWDB maintains regular coordination through quarterly One-Stop Partner meetings. The LWDB coordinates with board committees, MOU partners, and the One Stop System Operator to systematically identify and eliminate duplication of services. The LWDB implements targeted strategies to streamline service delivery under the Wagner-Peyser Act. The LWDB seeks to categorize each provider's services, enabling the LWDB to create an efficient system that saves time and resources. This integrated approach will create a cohesive service delivery system that maximizes partner resources while providing seamless customer experience.

- 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.

The LWDB will maintain its robust collaboration with state employment services as mandated by the Wagner-Peyser Act. As designated MOU Partners and local collaborators within our One Stop system, we engage with all partners to create coordinated strategic approaches. By implementing cross-training initiatives for staff and establishing co-located services across multiple facilities, we can streamline customer service delivery and reduce redundant services.

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

The LWDB established a comprehensive WIOA MOU that encompasses all one-stop system partner programs as signatories. This agreement defines coordinated career service delivery protocols, establishes systematic customer referral processes, and ensures equitable system access. The implementation strategy includes designated program liaisons and cross-training initiatives to enhance staff capacity and service integration across all partner organizations.

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.

The LWDB wants an integrated system that aligns education, training, employment, and supportive services to meet the needs of both job seekers and businesses in the region. Through career pathways in in-demand sectors coupled with supportive services and partnerships the LWDB can address this area. Businesses must also be a strong partner in this process through recruiting from

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diverse populations, and developing internal programs and measures to accommodate these residents.

A strong One-Stop System coordination of partners can lead to more comprehensive services and stronger retention. Partners must continue to look to enhance services for out-of-school youth and adults with low literacy, limited English proficiency, or no high school diploma through partnerships and targeted outreach. Partners must be focused on meaningful programs and removal of barriers.

- 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.

Through integrated service delivery, program coordination, supportive services, specialized support systems, and enhanced outreach and accessibility the LWDB will expand access. With seamless referrals, integrated case management, and coordinated service delivery, the participant can be better served. Staff will also be trained to better support individuals facing barriers to employment such as low literacy, limited English proficiency, and folks with disabilities. The Disability Resource Coordinator will also be used for expanded services including benefits advisement, case management, and work incentives. Finally, through Board committees and stronger collaboration, the LWDB will work even closer with Title II providers for identification and referrals. The approach emphasizes coordinated service delivery, reduced barriers, and specialized support to promote equitable access to career pathways and long-term economic self-sufficiency.

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

Through career pathway development, the LWDB will collaborate with employers, training providers, and educational institutions to design programs aligned with in-demand industries. The LWDB will also work to develop flexible pathways that accommodate workers with lower literacy levels and respond to changing economic conditions. Through co-enrollment strategy the LWDB will promote dual enrollment in occupational training and basic skills/academic education programs. It will also coordinate efforts across partners to enable simultaneous foundational and technical skill building

The LWDB is building a comprehensive support system that addresses real-world barriers to employment. Beyond core training, they provide transportation assistance, childcare support, mentoring, and leadership development, with targeted incentives for special populations. The ultimate goal is creating seamless pathways from high school graduation directly into the local economy, ensuring a steady pipeline of skilled talent ready to meet employer needs.

- 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

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programs and other workforce development programs, including those authorized under the Carl D. Perkins Career and Technical Education Act to support service alignment.

The LWDB aligns with six key state goals by:

1. Business Alignment: Using surveys and discussions with businesses to guide service offerings
2. Barrier Support: Expanding program supports and measuring progression of priority populations through WIOA Youth elements
3. Priority Industries: Focusing resources on state-identified priority industries
4. Resource Alignment: Supporting common data collection, measures, and braided funding with partners
5. Existing Worker Support: Shifting efforts toward follow-up services and incumbent worker offerings
6. Pipeline Strengthening: Providing continuum of services from high school through retirement with stackable credentials

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.

Tompkins County Workforce Development

Tai Basilius

Deputy Director – Career Center

171 East Martin Luther King Jr. Street

Ithaca, NY 14850

(607) 280-5980

Tbasilius@tomkins-co.org

- b. Provide the number of planned enrollments in Program Year (PY) 2025 for new Out-of-School Youth (OSY), carry-over OSY, new In-School Youth (ISY), carry-over ISY, and work experience. *

- i. New OSY

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40

ii. Carry-over OSY

15

iii. New ISY

5

iv. Carry-over ISY

3

v. Work experiences

40

***Note:** PY 2025 enrollments will provide the baseline estimate for the remaining three (3) years of the Local Plan.

c. In Attachment G, Youth Services, located on the New York State Department of Labor (NYSDOL) LWDB Resources [website](#) under the Planning Templates filter, 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

All WIOA youth programs follow a standardized framework centered on objective assessment to evaluate academic levels, skills, and barriers upon enrollment and an Individual Service Strategy (ISS), which is connecting assessment results to measurable goals and the 14 WIOA Youth Program Elements.

Depending on needs, staff can support work-based learning, career readiness workshops, leadership development, community resource connections, mentoring, supportive services, credential attainment support, and post-secondary education/employment transitions

Staff undergo trainings, handle case file forms for compliance, are updated with electronic guides and technical advisories, and review OSOS entry processes. The LWDB reviews Quarterly Progress Reports from all providers, enrollment and expenditure tracking, OSOS data verification and compliance checks, etc.

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

Youth with disabilities receive individualized assessments and customized Individual Service Strategies (ISS). Staff also collaborates with ACCES-VR and other disability service providers when necessary.

The Disability Resource Coordinator (DRC) serves as an advocate and resource for youth with disabilities and they support youth staff. The LWDB has a strong ACCES-VR Partnership with active board participation and direct service collaboration.

Individualized support, assistive technologies and communication aids, and customized work-based learning with ongoing support is available. Staff strive to ensure equitable access to all 14 WIOA Youth Program Elements, empowering youth with disabilities to achieve meaningful employment and independence.

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

Staff partner with high school guidance counselors and staff, collaborate with DSS for referrals, and participate in needs-specific community interest groups. The youth program provides supportive adults and influences that connect youth with employers, promotes education, strengthens job readiness, and ensures ongoing support.

Programs are supported by work-based learning and mentoring, work experience programs leading to employment, individualized assessments and service plans, inclusive work experiences and summer employment, and supportive services.

- 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) #[19-02](#).

☐ No (Not required to attach a policy).

- g. Attach a Basic Skills Deficiency policy of youth program as described in the in TA #[19-02](#).

Administration

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

The LWDB follows the procurement policies and procedures set by the Board and the Tompkins County government. It follows all applicable Workforce Innovation and

Opportunity Act (WIOA) and OMB rules and regulations about procurement as well as applicable New York State Department of Labor (NYSDOL) Technical Advisories (TA).

- 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), service providers, and the One-Stop delivery system, in the local area.

2024
Employment (Second Quarter after Exit) – 67%
Employment (Fourth Quarter after Exit) – 70%
Median Earnings - \$3,500
Credential Attainment Rate – 54%
Measurable Skill Gains – 51%

2025
Employment (Second Quarter after Exit) – 67.5%
Employment (Fourth Quarter after Exit) – 70.5%
Median Earnings - \$3,600
Credential Attainment Rate – 54.5%
Measurable Skill Gains – 51.5%

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

The Tompkins County Workforce Development Board is certified and currently has a compliant board. The most recent Service Delivery MOU and Infrastructure Funding Agreement (IFA) were executed in 2025 and there is a One-Stop System Operator. The LWDB has implemented all required local policies and the comprehensive career center exceeded the 80% score in the Career Center Certification process in 2023. Traditionally, we have met or exceeded all performance goals under WIOA.

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 in the local area are delivered through the Tompkins Workforce New York Career Center. The full-service Career Center encompasses a comprehensive range of programs designed to meet the diverse needs of job seekers, workers, and employers. The Tompkins Workforce Development Board oversees the delivery of multiple services. Training services are strategically developed based on comprehensive analysis of labor market data, demand occupations, wage rates, local training programs, cost data, and individual customer training needs. Local funding allocations and priority of service requirements are integrated into the planning process. The screening and enrollment process for Individual Training Accounts (ITAs) involves staff working closely with potential trainees to ensure they are ready for program completion.

All potential trainees undergo a thorough evaluation process that includes initial assessment, comprehensive assessment, and training appropriateness assessment. The Eligible Training Provider List is accessible both online and at the Career Center. Upon training approval, an ITA is executed between the trainee's chosen entity and the Board. Training programs such as incumbent worker, OJT, and customized training contracts are developed by staff. The process involves comprehensive business vetting in conjunction with NYSDOL staff, development of training outlines with employers, candidate interviews, eligibility documentation, and assessments.

All processes are supported by forms developed with NYSDOL program and fiscal monitor guidance to ensure WIOA compliance. Staff maintain responsibility for data entry into OSOS for each trainee and employer. The LWDB staff monitors case file documentation and OSOS data entry to verify WIOA requirement adherence, while the LWDB Fiscal Agent ensures appropriate documentation for employer reimbursement, conducts future funding analysis, and recommends annual training budgets for WDB Board approval.

All training providers and programs must be listed on the Eligible Training Provider List (ETPL).

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

The LWDB coordinates training services through Individual Training Accounts (ITAs) and contracts for specialized training programs. ITAs are issued for approved training in demand occupations provided by Eligible Training Providers. Staff coordinates signed contracts with eligible training providers. The coordination process begins with application screening to determine appropriateness for potential WIOA funding. Staff conducts individual meetings with potential trainees to complete initial assessments, comprehensive assessments, individual employment plans, and documentation of WIOA

eligibility. When appropriate, staff develops an ITA, with the training plan and funding requiring approval from leadership before execution. Board staff monitors the ITAs to ensure compliance with fiscal and programmatic requirements.

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

The LWDB ensures informed customer choice through a comprehensive, customer-centered approach that begins with thorough assessment of individual skills and needs. Following this assessment, customers are guided to utilize the local Demand Occupation list and the Eligible Training Provider list, providing them with the foundational information necessary to make informed training decisions.

Essential training information is made readily accessible to customers through multiple channels. Information can be accessed through physical copies at the Career Center or online. During the comprehensive assessment and Individual Employment Plan development process, customers engage in detailed discussions about their training program and provider choices. This ensures that selected training aligns with the customer's specific employment goals and career aspirations. From initial contact to making a final decision, there is an informed customer choice through assessment-based guidance, accessible information, collaboration, planning, staff support, and a comprehensive review. This allows autonomy and freedom, while still meeting individual career goals.

Public Comment

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

The local plan was posted on the front page of the Tompkins Workforce Development Board page on July 8 no more than 30 days allowing partners and the community to contact the Workforce Development Board for comments. The plan was also emailed to the Tompkins County Workforce Development Board for review, which has representatives from business, labor organizations, and education.

***Note:** Per WIOA §679.560(e), comments representing disagreement with the contents of the Local Plan must be submitted with the Plan.

List of Attachments

Please complete all attachments listed below.

Attachment A – In-Demand Occupation List Template

Attachment B – Units of Local Government

Attachment C – Fiscal Agent

Attachment D – Signature of Local Board Chair

Attachment E – Signature of Chief Elected Official(s)

Attachment F – Federal and State Certifications

Attachment G – Youth Services Chart

Original signature pages for Attachments D, E, and F 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
W. Averell Harriman State Office Campus
Building 12, Room 440
Albany, NY 12226

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 Part [\(d\)](#) of the Program Coordination section of this template. If possible, it is preferable to provide a list of hyperlinks to these agreements available on the LWDB website.

Local Workforce Development Area (LWDA) Current In-Demand Occupation List

LWDA Name: Tompkins

Date Updated: 6/27/2023

Source: Standard Occupational Classification (SOC)

(e.g., Occupational Information Network (O*NET) codes, Standard Occupational Classification (SOC) codes, Occupational Employment Statistics (OES) estimates, Bureau of Labor Statistics (BLS) long-term projections, etc.)

Note: Local Areas are required to discuss their in-demand occupation list with their local NYSDOL Labor Market Analyst prior to submission. Labor Market Analysts for each region can be found on NYSDOL's [Labor Market Analysts webpage](#).

Occupational Code (##-####)	Occupational Title
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11-9051.00	Food Service Managers
35-1011	Chefs and Head Cooks
35-1012	First-Line Supervisors of Food Preparation and Serving Workers
35-2014	Cooks, Restaurant
35-2021	Food Preparation Workers
35-3023	Fast Food and Counter Workers
35-3023	Baristas
35-3031	Waiters and Waitresses
35-3041	Food Servers, Nonrestaurant
35-9011	Dining Room and Cafeteria Attendants and Bartender Helpers
35-9031	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop

Priority Occupations of the Region and LWIAs

Occupational Code (##-####)	Occupational Title
35-9099	Food Preparation and Serving Related Workers, All Other
37-1011	First-Line Supervisors of Housekeeping and Janitorial Workers
37-2012	Maids and Housekeeping Cleaners
41-2011	Cashiers
43-4081	Hotel, Motel, and Resort Desk Clerks
53-3031	Driver/Sales Workers
13-1071	Human Resources Specialists
33-9032	Security Guards
37-1011	First-Line Supervisors of Housekeeping and Janitorial Workers
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners
37-3011	Lanscaping and Groundskeeping Workers
51-9199	Production Workers, All Others
53-7062	Laborers and Freight, Stock, and Material Movers, Hand
27-2012	Producers and Directors
27-2022	Coaches and Scouts
27-3041	Editors
27-4011	Audio and Video Technicians

Priority Occupations of the Region and LWIAs

Occupational Code (##-####)	Occupational Title
47-2121	Glazier
47-2141	Painters, Construction and Maintenance
47-2221	Structural Iron and Steel Workers
51-4121	Welders, Cutters, Solderers, and Brazers
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers
47-2031	Carpenters
47-2061	Construction Laborers
47-2073	Operating Engineers and Other Construction Equipment Operators
47-2111	Electricians
47-2152	Plumbers, Pipefitters, and Steamfitters
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers
25-1071	Health Specialties teacher, Postsecondary
11-9033.00	Education Administrators, Postsecondary
13-1151.00	Training and Development Specialists
15-1232	Computer User Support Specialists

Priority Occupations of the Region and LWIAs

Occupational Code (##-####)	Occupational Title
19-4021	Biological Technicians
21-1012	Educational, Guidance, and Career Counselors and Advisors
25-1011	Business Teachers, Postsecondary
25-1021	Computer Science Teachers, Postsecondary
25-2011	Preschool Teachers, Except Special Education
25-2021	Elementary School Teachers, Except Special Education
25-2031	Secondary School Teachers, Except Special and Career/Technical Education
25-3041	Tutors
25-3099	Teachers and Instructors, All Other
25-9031	Instructional Coordinators
25-9042	Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special
25-9043	Teaching Assistants, Special Education
25-9044	Teaching Assistants, Postsecondary
25-9049	Teaching Assistants, All Other
27-2022	Coaches and Scouts
35-2012	Cooks, Institution and Cafeteria
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners

Priority Occupations of the Region and LWIAs

Occupational Code (##-####)	Occupational Title
43-9061	Office Clerks, General
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive
53-3051	Bus Drivers, School
15-1121	Computer Systems Analyst
41-3031	Securities, Commodities, and Financial Services Sales Agents
41-9099	Sales and Related Workers, All Others
43-1011	First-Line Supervisors of Office and Administrative Support Workers
43-4051	Customer Service Representatives
13-1111	Management Analysts
13-2023	Appraisors and Assessors of Real Estate
15-1299	Computer Occupations, All Other
21-1093	Social and Human Service Assistants
39-9032	Recreation Workers
47-2073	Operating Engineers and Other Construction Equipment Operators
11-9111.00	Medical and Health Services Managers
10-1041	Medical Scientists, Except Epidemiologists
31-9092	Medical Assistants

Priority Occupations of the Region and LWIAs

Occupational Code (##-####)	Occupational Title
13-1151.00	Training and Development Specialists
21-1011	Substance Abuse and Behavioral Disorder Counselors
21-1093	Social and Human Service Assistants
25-2011	Preschool Teachers, Except Special Education
25-9042	Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special
25-9043	Teaching Assistants, Special Education
25-9049	Teaching Assistants, All Other
29-1123	Physical Therapists
29-1141	Registered Nurses
29-2011	Medical and Clinical Laboratory Technologists
29-2012	Medical and Clinical Laboratory Technicians
29-2031	Cardiovascular Technologists and Technicians
29-2061	Licensed Practical and Licensed Vocational Nurses
31-1121	Home Health Aides
31-1131	Nursing Assistants
31-9011	Massage Therapists
31-9091	Dental Assistants

Priority Occupations of the Region and LWIAs

Occupational Code (##-####)	Occupational Title
31-9097	Phlebotomists
35-2012	Cooks, Institution and Cafeteria
35-3041	Food Servers, Nonrestaurant
39-9011	Childcare Workers
31-1122	Personal Care Aides
39-9032	Recreation Workers
43-1011	First-Line Supervisors of Office and Administrative Support Workers
43-4171	Receptionists and Information Clerks
43-6013	Medical Secretaries and Administrative Assistants
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive
43-9061	Office Clerks, General
53-3053	Shuttle Drivers and Chauffeurs
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific
15-1254	Web Developers
27-2012	Producers and Directors
27-3041	Editors
27-4011	Audio and Video Technicians

Priority Occupations of the Region and LWIAs

Occupational Code (##-####)	Occupational Title
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers
11-2021.00	Marketing Managers
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific
51-9162	Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic
51-4121	Welders, Cutters, Solderers, and Brazers
11-9041.00	Architectural and Engineering Managers
17-2141	Mechanical Engineers
17-3023	Electrical and Electronic Engineering Technologists and Technicians
19-4031	Chemical Technicians
27-1024	Graphic Designers
49-9071	Maintenance and Repair Workers, General
51-1011	First-Line Supervisors of Production and Operating Workers
51-2022	Electrical and Electronic Equipment Assemblers
51-2023	Electromechanical Equipment Assemblers
51-3011	Bakers
51-4041	Machinists
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers

Priority Occupations of the Region and LWIAs

Occupational Code (##-####)	Occupational Title
51-9199	Production Workers, All Others
11-1021	General and Operations Managers
31-9011	Massage Therapists
37-2012	Maids and Housekeeping Cleaners
39-5012	Hairdressers, Hairstylists, and Cosmetologists
39-9011	Childcare Workers
43-4171	Receptionists and Information Clerks
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers
49-3023	Automotive Service Technicians and Mechanics
53-7061	Cleaners of Vehicles and Equipment
15-1121	Computer System Analyst
10-1041	Medical Scientists, Except Epidemiologists
11-2021.00	Marketing Managers
11-9041.00	Architectural and Engineering Managers
13-1071	Human Resources Specialists
13-1111	Management Analysts
13-1161.00	Market Research Analysts and Marketing Specialists

Priority Occupations of the Region and LWIAs

Occupational Code (##-####)	Occupational Title
13-2011.00	Accountants and Auditors
13-2082	Tax Preparers
15-1254	Web Developers
15-1232	Computer User Support Specialists
15-1299	Computer Occupations, All Other
17-2141	Mechanical Engineers
17-3023	Electrical and Electronic Engineering Technologists and Technicians
19-4021	Biological Technicians
19-4031	Chemical Technicians
27-1024	Graphic Designers
29-2056	Veterinary Technologists and Technicians
31-9096	Veterinary Assistants and Laboratory Animal Caretakers
43-3031	Bookkeeping, Accounting, and Auditing Clerks
13-2023	Appraisors and Assessors of Real Estate
41-9022	Real Estate Sales Agents
49-9071	Maintenance and Repair Workers, General
53-7065	Stockers and Order Fillers
47-2121	Glazier
11-1021	General and Operations Managers
11-2022.00	Sales Managers
27-1026	Merchandise Displayers and Window Trimmers
35-2021	Food Preparation Workers

Priority Occupations of the Region and LWIAs

Occupational Code (##-####)	Occupational Title
41-1011	First-Line Supervisors of Retail Sales Workers
41-2011	Cashiers
41-9099	Sales and Related Workers, All Others
41-2031	Retail Salespersons
43-4051	Customer Service Representative
49-3023	Automotive Service Technicians and Mechanics
51-3011	Bakers
53-3033	Light Truck Drivers
53-7061	Cleaners of Vehicles and Equipment
53-7065	Stockers and Order Fillers
53-3051	Bus Drivers, School
53-3032	Heavy and Tractor-Trailer Truck Drivers
53-3033	Light Truck Drivers
53-3054	Taxi Drivers
53-3053	Shuttle Drivers and Chauffeurs
53-7062	Laborers and Freight, Stock, and Material Movers, Hand
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
11-2022.00	Sales Managers
27-1026	Merchandise Displayers and Window Trimmers
53-3031	Driver/Sales Workers
53-3032	Heavy and Tractor-Trailer Truck Drivers

Attachment B: 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 Chief Elected Official (CEO) Grant Recipient has designated a local grant subrecipient to administer the Workforce Innovation and Opportunity Act (WIOA) pursuant to WIOA §107, please indicate the unit of local government designated as the grant subrecipient. However, if instead, the CEO Grant Recipient has designated a fiscal agent, please indicate this on **Attachment C: Fiscal Agent**.

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

§107(c)(1)(B)(i) – In a case in which a local area includes more than one (1) unit of general local government, the CEOs of such units may execute an agreement that specifies the respective roles of the individual CEOs.

If the Local Workforce Development Area is composed of more than one (1) unit of general local government, is there a written agreement between local officials that details the liability of the individual jurisdictions?

☐ Yes ☐ No

Attachment C: Fiscal Agent

Workforce Innovation and Opportunity Act (WIOA) §107(d)(12)(B)(i)(II) provides that the Chief Elected Official (CEO) 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 CEO 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 fiscal agent.

Fiscal Agent
Tompkins County Workforce Development Board

ATTACHMENT D: SIGNATURE OF LOCAL BOARD CHAIR

**Workforce Innovation and Opportunity Act (WIOA) Local Plan for
Program Years 2025-2028, for WIOA Title I
Programs**

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

By virtue of my signature, I:

- Agree to comply with all statutory and regulatory requirements of WIOA as well as other applicable State and federal laws, regulations, and policies;
- Affirm that the composition of the LWDB 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 LWDB and is jointly submitted with the CEO(s) on behalf of the LWDB; and
- Affirm that the LWDB, including any staff to the LWDB, will not directly provide any career services unless approved to do so by the CEO(s) and the Governor.

Date:		Signature of LWDB Chair:	
Mr.	<input type="checkbox"/>	Typed Name of LWDB Chair:	
Ms.	<input type="checkbox"/>		
Other	<input type="checkbox"/>		
Name of LWDB:			
Address 1:			
Address 2:			
City:			
State:			Zip:
Phone:			E-mail:

Signature to be submitted to NYSDOL

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ATTACHMENT E: SIGNATURE OF CHIEF ELECTED OFFICIAL(S)

**Workforce Innovation and Opportunity Act (WIOA) Local Plan for
Program Years 2025-2028, for WIOA Title I
Programs**

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

By virtue of my signature, I:

- Agree to comply with all statutory and regulatory requirements of WIOA 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 LWDB 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 LWDB was duly elected by the LWDB; and
- Affirm that the LWDB, including any staff to the LWDB, will not directly provide any career services unless approved to do so by the CEO(s) and the Governor.

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

Date:		Signature of Local CEO:	
Mr. <input type="checkbox"/>		Typed Name of Local CEO:	
Ms. <input type="checkbox"/>			
Other <input type="checkbox"/>			
Title of Local CEO:			
Address 1:			
Address 2:			
City:			
State:		Zip:	
Phone:		E-mail:	
Are you the Grant Recipient CEO? Yes <input type="checkbox"/> No <input type="checkbox"/>			

Signature to be submitted to NYSDOL

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ATTACHMENT F: 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.

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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

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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.

H. FUNDING DISCLOSURE

In accordance with Section 516 of the 1989 Department of Labor Appropriations Act, the Contractor agrees that when issuing statements, press releases, requests for proposals, bid solicitations or other documents describing the project or program, the Contractor shall clearly state:

- a. The percentage of the total costs of the program or project which will be or is being financed with federal money;
- b. The dollar amount of federal funds for the project or program; and
- c. Percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.

STATE CERTIFICATIONS

I. 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:

1. No principal or executive officer of the Contractor's company, its subcontractor(s) and/or successor(s) is presently suspended or debarred; and
2. 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.
3. 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, 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: Christopher Sponn
Title: Executive Director
Date:



Tompkins County Workforce Development Board WIOA Youth “Needs Additional Assistance” Definition Policy

PURPOSE: To clarify and provide guidance to program staff in determining eligibility for WIOA Youth program services under the “Needs Additional Assistance” definition. “Additional Assistance” barrier is different for In-School youth and Out of School youth per WIOA (Sections 129(a)(1)(B)(iii)(VIII), (a)(1)(C)(iv)(VII), (a)(3)(B)

REQUIRED: Either the State or the local level may establish definitions and eligibility documentation requirements for the “requires additional assistance to complete an educational program, or to secure and hold employment” criterion of [§ 681.220\(d\)\(8\)](#). The specific needs additional assistance characteristics should be different than WIOA Youth Program eligibility barriers.

If a LWDB chooses to use the needs additional assistance criteria for eligibility, policies must be developed for:

In-School criteria: “to complete an educational program or to secure and hold employment”

Note: Needs Additional Assistance Criteria is limited to 5% of newly enrolled ISY in each program year

Out of School youth: “to enter or complete an educational program or to secure or hold employment”

To be eligible for WIOA Youth program services under Additional Assistance criteria, the youth must also be LOW INCOME

Eligibility for youth services under WIOA:

OUT OF SCHOOL YOUTH Ages 16-24 INCOME	IN SCHOOL YOUTH Ages 14-21 and LOW
Requirement	Requirement
<p>One or more of following:</p> <p><input type="checkbox"/> - School dropout</p> <p><input type="checkbox"/> -Within age of compulsory school attendance, but has not attended for at least the most recent complete school year calendar quarter</p> <p><input type="checkbox"/> -Subject to the juvenile or adult justice system</p> <p><input type="checkbox"/> -Homeless, or Runaway, or Foster Child, or child eligible for assistance under Section 477 of SSA, or in an out-of-home placement Specify: _____</p> <p><input type="checkbox"/> -Pregnant or Parenting</p> <p><input type="checkbox"/> - Individual with a disability _____</p>	<p>One or more of following:</p> <p><input type="checkbox"/> - Basic Skills Deficient</p> <p><input type="checkbox"/> - An English language learner</p> <p><input type="checkbox"/> - An offender</p> <p><input type="checkbox"/> -Homeless, or Runaway, or Foster Child, or child eligible for assistance under Section 477 of SSA, or in an out-of-home placement Specify: _____</p> <p><input type="checkbox"/> -Pregnant or Parenting</p> <p><input type="checkbox"/> - Individual with a disability</p> <p><input type="checkbox"/> -Requires additional assistance to enter or complete an educational program or to secure or hold employment</p>
<p>* LOW INCOME</p> <p>* <input type="checkbox"/> -Has high school or HSE diploma, and is basic skills deficient (must be low income)</p> <p>* <input type="checkbox"/> - Has high school or HSE diploma and is and English language learner (must be low income)</p> <p>* <input type="checkbox"/> -Requires additional assistance to enter or complete an educational program or to secure or hold employment (must be low income)</p>	

REQUIRES ADDITIONAL ASSISTANCE DEFINITIONS:

OUT OF SCHOOL YOUTH Ages 16-24 **INCOME and**

IN SCHOOL YOUTH Ages 14-21 and **LOW**

MUST BE LOW INCOME and	In each local area, not more than five percent of the ISY newly enrolled in a given program year may be eligible based on the “requires additional assistance to complete an educational program or to secure or hold employment” criterion
<input type="checkbox"/> Has never held a job	<input type="checkbox"/> Has poor attendance patterns in an educational program during the last 12 calendar months
<input type="checkbox"/> Has been fired from a job in the 12 months prior to program application	<input type="checkbox"/> Has been expelled from school within the last 12 calendar months
<input type="checkbox"/> Has never held a full time (30+ hrs/wk) job for more than 13 consecutive weeks	<input type="checkbox"/> Has been suspended from school within the last 12 calendar months
<input type="checkbox"/> Has dropped out of a post-secondary educational program during the past 12 calendar months	<input type="checkbox"/> Has below average grades of less than a “C” grade point average
<input type="checkbox"/> Has a currently incarcerated parent(s)/guardian	<input type="checkbox"/> Has previously been placed in out-of-home care (foster care, group home, or kinship care) for more than 6 months between the ages of 14-21
<input type="checkbox"/> Has recently experienced traumatic events, is a victim of abuse, or resides in an abusive environment as documented by a school official or professional	<input type="checkbox"/> Has a currently incarcerated parent(s)/guardian
	<input type="checkbox"/> Has recently experienced traumatic events, is a victim of abuse, or resides in an abusive environment as documented by a school official or professional



Tompkins County Workforce Development Board WIOA Youth Basic Skills Deficiency Policy

Purpose

Tompkins County Workforce Development Board WIOA YOUTH Basic Skills Deficiency Policy

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 8th 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.

A.) Approved standardized testing instrument to demonstrate a youth reads and/or computes math at or below the **8th 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

Youth Services

Name of Local Area: Tompkins

Name of Organization Providing Youth Services <small>(Provide name of organization)</small>	Phone Number	Type of Agreement <small>(Select from the 3 options in the drop-down menu)</small>	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).																			
AccessVR															B							
Adrina Dietra, LLC		MOA										B										
Black Hands Universal		MOA										B										
Catholic Charities		Release of Information													B							
Center for Transformative Action		MOA										B										
Challengege		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 <i>(Provide name of organization)</i>	Phone Number	Type of Agreement <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			