



St. Lawrence County
LOCAL PLAN

JJULY 1, 2017 - JUNE 30, 2021

MODIFIED JANUARY 2020

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Strategic Planning Elements

LWDB and Regional Demand Lists are now maintained online at: <https://labor.ny.gov/workforcenypartners/lwda/lwda-occs.shtm>. Changes to Demand Lists can be made by following the directions on the webpage.

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

Enter a August 15,
2017 submission

How is this information shared with the Board? What was the last date on which it was shared?

October 11, 2017

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

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

Tourism/hospitality has been the fastest growing sector in the region. Along with river and lake communities’ new businesses, the area has seen an increase in value added agriculture that caters to tourists -- wineries, cideries, breweries, and distilleries. There is also growth in the hospitality industry with new and improved lodging.

Public sector employment has remained steady or is declining. 40% of the region’s population is employed in this sector. Teachers are still in demand and this includes pre-school through high school.

Construction remains steady and is concerned about the baby boomer population retiring and leaving the sector without trained employees. The lack of new construction projects at Fort Drum provides fewer jobs opportunities but, as this sector looks into the future, it projects to be steady.

Healthcare, while undergoing uncertain times, still has a need for professional level positions such as medical technology, laboratory techs, physicians and nurse practitioners. A concern is the lack of retention at the certified nursing assistant and home health aide levels. These are often part time and low paying jobs.

Generally manufacturing in the region is experiencing an overall loss of jobs. Many of the jobs are now temporary and low paying with the exception of high skilled areas such as engineers and computer related positions. In Clinton County manufacturing is growing with the addition of new business and high tech jobs paying higher than average wages. This sector is seeking a more highly skilled worker than in the past.

Retail positions have held steady, especially in the area near Fort Drum. However, the region generally is starting to lose retailers due to on-line shopping, a trend throughout the United States.

Agriculture continues to be an important sector with not only farming but with value added products with new beverages made from grapes, hops, cider and other grains. While most of these businesses are family owned and operated, they continue to develop into larger facilities which require a broader workforce.

Educational services continues to be strong, especially in St. Lawrence County where it is one of the major employment sectors. The region is experiencing a shortage of K-12 teachers

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

Tourism & hospitality: often seasonal, the need to retain and bring back trained personnel is a challenge. Jobs range from less than High School for cleaners to 4 yr. degree for positions such as executive chefs, sales, event planners and management positions.

Public sector employment: to backfill retiring local employees is often a challenge with so many counties, cities, towns & villages under financial restraints. The lack of students going into teaching is a concern to the area. Replacing other professionals often takes time.

Healthcare: rural areas have historically been a difficult place to attract physicians and other highly skilled personnel. The low skilled jobs require short training programs which are offered at the two largest hospitals for are offered free to candidates. Retention of these employees can be challenging. These low wage jobs often compete with retail and hospitality and tourism positions.

Construction: skilled trades are seeking those interested in making this a career. Most employers note the retirements of the baby boomer generation as the reason to maintain a pipeline.

Retail sector: on-line shopping with deep discounts are causing this sector to become nervous about their future. Entry level positions do not require a high school education. Retailers in the area are not finding it difficult to find candidates. The lack of customer service and professional skills are often the complaint of retailers.

Manufacturing: with the possible exception of Clinton County, the region's manufacturing sector is experiencing challenges as the area has lost several companies and have seen declining hiring due to automation. These jobs especially at the production level have seen wages decrease. New York Air Brake has eliminated their third shift and is now moving a low skilled production line out of state. The Kraft- Heinz expansion has resulted in most of the new jobs being filled with temporary workers at a lower pay than those of the companies permanent positions. Alcoa/Arconic's future continues to be clouded. However, Clinton County is experiencing a need for skilled workers with the expansion and recruitment of new manufacturers

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

Employers report through the survey conducted in spring/summer of 2017 by the North Country Regional Economic Council Workforce Workgroup that employers are seeking individuals with professional skills once referred to as soft skills. Employers state that they can train entry level employee on hard skills but need candidates that can provide good customer service and be reliable. The region’s employers also have a difficult time recruiting professional level candidates due to the area’s rural nature and low pay compared to the more urban areas.

The North Country region has mapped out training programs in order for employers to recruit from training institutions and for high schools and other candidates to explore training.

- c. Provide an analysis of the regional workforce, including:
 - i. Current labor force employment and unemployment numbers;

July, 2017 Jefferson-Lewis LWDA

Civilian Labor Force total: 59,200 Jefferson: 47,500 Lewis: 11,700

Employed total: 56,000 Jefferson: 44,900 Lewis: 11,100

Unemployed total: 3,200 Jefferson: 2,600 Lewis: 600

UI rate total: 5.5% Jefferson: 5.5% Lewis: 5.5%

July 2017, County St. Lawrence LWDA

Civilian Labor Force: 42,800

Employed: 39,800

Unemployed: 2,900

UI rate: 6.9%

North Country LWDA (Clinton, Essex, Franklin & Hamilton)

July 2017 - North County

Civilian Labor Force Total: 77,100

Employed total: 73,200 Clinton: 34,000 Essex: 17,600 Franklin: 18,900 Hamilton: 2,700

Unemployed total: 3,900 Clinton: 1,900 Essex: 800 Franklin: 1,100 Hamilton: 100

UI rate total: 5.6% Clinton: 4.5% Essex: 4.4% Franklin: 5.3% Hamilton: 3.9%

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

Jefferson County Existing and Emerging Industries:

111000 Crop Production

112000 Animal Production

115000 Support Activities For Agriculture And Forestry

237000 Heavy And Civil Engineering Construction

312000 Beverage And Tobacco Product Manufacturing

336000 Transportation Equipment Manufacturing

423000 Merchant Wholesalers, Durable Goods

443000 Electronics And Appliance Stores

484000 Truck Transportation

492000 Couriers And Messengers

512000 Motion Picture And Sound Recording Industries

541300 Architectural, Engineering, and Related Services

611200 Junior Colleges

621100 Offices of Physicians

621300 Offices of Other Health Practitioners

621400 Outpatient Care Centers

621900 Other Ambulatory Health Care Services

721000 Accommodation

722000 Food Services And Drinking Places

Lewis County Existing and Emerging Industries:

112000 Animal Production

115000 Support Activities For Agriculture And Forestry

447000 Gasoline Stations

485000 Transit And Ground Passenger Transportation

541900 Other Professional, Scientific, and Technical Services

621000 Ambulatory Health Care Services

722000 Food Services And Drinking Places

Clinton County

112000 Animal Production

326000 Plastics And Rubber Products Manufacturing

331000 Primary Metal Manufacturing

332000 Fabricated Metal Product Manufacturing

334000 Computer And Electronic Product Manufacturing

336000 Transportation Equipment Manufacturing

441000 Motor Vehicle And Parts Dealers

444000 Building Material And Garden Equipment And Supplies Dealers

492000 Couriers And Messengers

493000 Warehousing And Storage

531000 Real Estate

532000 Rental And Leasing Services

541900 Other Professional, Scientific, and Technical Services

562000 Waste Management And Remediation Services

611300 Colleges, Universities, and Professional Schools

621300 Offices of Other Health Practitioners

621400 Outpatient Care Centers

621600 Home Health Care Services

621900 Other Ambulatory Health Care Services

722000 Food Services And Drinking Places

811000 Repair And Maintenance

Franklin County

112000 Animal Production

322000 Paper Manufacturing

336000 Transportation Equipment Manufacturing

424000 Merchant Wholesalers, Nondurable Goods

445000 Food And Beverage Stores

447000 Gasoline Stations

541800 Advertising and Related Services

622000 Hospitals

721000 Accommodation

Essex County

112000 Animal Production

322000 Paper Manufacturing

336000 Transportation Equipment Manufacturing

424000 Merchant Wholesalers, Nondurable Goods

445000 Food And Beverage Stores

447000 Gasoline Stations

541800 Advertising and Related Services

622000 Hospitals

721000 Accommodation

Hamilton County

447000 Gasoline Stations

561000 Administrative And Support Services

621000 Ambulatory Health Care Services

St. Lawrence County

NAICS Industry Title

111000 Crop Production

112000 Animal Production

238000 Specialty Trade Contractors

334000 Computer And Electronic Product Manufacturing

448000 Clothing And Clothing Accessories Stores

454000 Nonstore Retailers

484000 Truck Transportation

492000 Couriers And Messengers

541500 Computer Systems Design and Related Services

621000 Ambulatory Health Care Services

622000 Hospitals

624000 Social Assistance

722000 Food Services And Drinking Places

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

Graduation Rates 2016 NYSED 8/31/17

County	#Grads	% Graduated	% Regents Diploma w/Distinction	% Regents Diploma	Local Diploma
Clinton	842	83	27	50	6
Essex	307	89	32	52	4
Franklin	588	84	29	47	8
Hamilton	23	87	23	52	3
JEFFERSON	1,264	86	32	49	5
LEWIS	310	88	35	50	3
St. Lawrence	1,147	82	31	47	5

Jefferson County

High School Graduation rate: 89.4% of the general population
 No HS Diploma: Less than 9th grade: 2.5% 9-12 no diploma: 8.1%
 Some College, no degree: 22.9%
 Associate Degree: 12.3%
 Bachelor's degree 11.8%
 Master's Degree or higher: 9.0%

Lewis County

High School Graduation rate:
 No HS Diploma: Less than 9th grade: 3% 9-12 no diploma: 8%
 High School Graduate: 45.3%
 Some College, no degree: 16.5%
 Associate Degree: 12%
 Bachelor's Degree: 8.7%
 Master's or higher: 6.5%

St. Lawrence County

No high school diploma: less than 9th grade: 4.2% 9th to 12th no diploma: 36.1%
 High school diploma: 36.1%
 Some college no degree: 18.4%
 Associate degree: 11.2%
 Bachelor's degree: 11.0%
 Masters or higher: 11.3%

Clinton County:

High School Graduation rate: 85.7%
 Dropout rate: 14%
 Less than HS: 13.2%
 Some College, no degree: 28.3%
 Associate Degree: 29.6%
 Bachelor's degree 22.1%
 Master's Degree or higher: 25.1%

Essex County:

High School Graduation rate: 89%
 Dropout rate: 11%
 Less than HS: 10.4%
 Some College, no degree: 30.2%
 Associate Degree: 30.1%
 Bachelor's degree 24%
 Master's Degree or higher: 24.4%

Franklin County:

High School Graduation rate: 85%
 Dropout rate: 15%
 Less than HS: 13.3%

Some College, no degree: 31%
Associate Degree: 38.3%
Bachelor's degree: 18%
Master's Degree or higher: 24.4%

Hamilton County:

High School Graduation rate: 91%
Dropout rate: 11%
Less than HS: 7.8%
Some College, no degree: 33.9%
Associate Degree: 30.1%
Bachelor's degree 24%
Master's Degree or higher: 21.7%

information obtained from US Census Bureau												
					Clinton	Essex	Franklin	Hamilton	Jefferson	Lewis	St.Law	
Total:					43,178	21,080	28,320	2,316	59,919	14,097	55,403	
Less than high school graduate:					5,279	1,787	3,831	162	5,270	1,127	5,375	
In labor force:					2,145	984	958	60	2,651	749	2,355	
In Armed Forces					0	0	0	0	8	0	0	
Civilian:					2,145	984	958	60	2,643	749	2,355	
Employed					1,844	887	812	53	2,025	662	1,949	
Unemployed					301	97	146	7	618	87	406	
Not in labor force					3,134	803	2,873	102	2,619	378	3,020	
High school graduate (includes equivalency):					14,855	7,251	10,194	696	18,890	6,261	19,510	
In labor force:					9,507	4,871	5,974	380	13,477	4,813	13,202	
In Armed Forces					0	0	0	0	1,162	2	34	
Civilian:					9,507	4,871	5,974	380	12,315	4,811	13,168	
Employed					8,674	4,560	5,466	377	10,877	4,441	11,890	
Unemployed					833	311	508	3	1,438	370	1,278	
Not in labor force					5,348	2,380	4,220	316	5,413	1,448	6,308	
Some college or associate's degree:					13,048	6,919	9,484	939	22,677	4,414	17,526	
In labor force:					9,642	5,190	6,836	619	18,205	3,463	13,277	
In Armed Forces					0	0	4	0	2,787	92	85	
Civilian:					9,642	5,190	6,832	619	15,418	3,371	13,192	
Employed					9,246	4,795	6,227	593	14,282	3,085	12,190	
Unemployed					396	395	605	26	1,136	286	1,002	
Not in labor force					3,406	1,729	2,648	320	4,472	951	4,249	

- 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.

Any evaluation of workforce development activities in the North Country region must start with the fact that the region is big (12,500+ square miles), rural (36 people per square mile), and decentralized (its two largest cities, Plattsburgh and Watertown, being located 160 miles apart, having 1910 populations equal to only 10.2% of the region’s population). Therefore, the region’s economic activity – and the employment opportunities created by it – is also decentralized. These geo-demographic realities make the task of training and education of the workforce more challenging than would be the case if there was a larger population, living in a smaller area with a core community that focused the area’s economic activity. Added to these realities is the fact that much of the land area of the region’s seven counties (except for Jefferson County) is partly or wholly within the boundaries of the Adirondack Park, whose economy has many dramatic differences from the what characterizes the “flatlands” that ring it from the East, North, and West

This is not a complaint; these are the “ facts of life” in North Country – facts that can’t be changed by purposive policy actions. Add to them the de-industrialization in much of the region (with the possible exception of Plattsburgh) – a trend that has been underway for 40-50 years – and small growth in the population and the result is a challenging environment in which to educate and train the workforce for jobs for a changing (and deindustrializing) business climate.

Not everything is gloom and doom. Higher education (ten colleges with a student population of almost 29,000) has been expanding, creating jobs and trained workers for the last two decades. Agriculture, particularly dairy farming, though undergoing consolidation and subject to commodity price swings, is still a vital part of much of the region’s economy. Because the population is aging, and because the region has at least a dozen hospitals, health care is a growing employer. Because of the Adirondack Park, together with tourist attractions like Lake Placid and the Thousand Islands, tourism is still strong. Because four of the region’s counties are located on the border with Canada, and even though international currency fluctuations create uncertainties in this sector, retail trades that cater to Canadian shoppers, as well as to college students and to tourists, are in large measure dealing with the impacts of online shopping in many areas of the County.

In light of all this, in 2011 the North Country Regional Economic Development Council formulated a strategic plan for the region, to which it has made several relatively minor modifications since then. The most recent version (2016) includes the following:

- Energize our communities by building on growth in the aerospace, transit equipment, defense, biotech, energy, and manufacturing industries
- Leverage our gateway to Canada, the nation’s largest trading partner, to lead the state in global investment
- Attract and nurture entrepreneurs through innovation to catalyze the highest per capita rate of small business start-ups and expansions in the state

- Invest in community development infrastructure that expands opportunities and capacity
- Innovate effective rural healthcare and education delivery networks
- Elevate global recognition of the region as one of the special places on the planet to visit, live, work and study
- Activate tourism as a driver to diversify our economies by creating demand to accelerate private investment
- Invest in agriculture as we help feed the region and the world
- Create the greenest energy economy in the state

Needless to say achieving all nine of these goals poses challenges to the region’s workforce development and training system. Most of the region’s ten colleges, three BOCES systems, and three Local Workforce Development Boards, together with its other training and education providers, have all worked together in preparing the REDC’s Plan and its annual reports. They are well positioned to execute the workforce elements of the Plan.

The best way to demonstrate the truth of this last assertion is to consult the 2016 Plan at the following link:

https://regionalcouncils.ny.gov/sites/default/files/regions/northcountry/NorthCountry_ProgressReport2016.pdf (pp. 67-75).

- 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 businesses? Please explain.

In an area as large and diverse as the North Country not all of the goals cited above, nor the workforce challenges associated with them, apply in equal measure in each county – or for that matter within each of the counties themselves.

The WDB has determined that the educational and training providers in the LWDA – especially SUNY Canton and BOCES – offer training programs that could address the education and skill needs of the local workforce, including individuals with barriers to employment, and businesses. It is important to underline that both of these organizations, as well as others serving the LWDA, have a history of responding to the needs of local employers – by developing new programs as business needs have evolved.

However, it is also important to note that there is little competition among educational and training providers in the LWDA – a fact that is to be expected in a sparsely populated rural county. The wonder is, given the low population density and the decentralization of that population, that the County has such a wide array of local training and education options available to both workers and businesses.

One major exception to this may be that farm worker training is difficult to obtain – possibly because most training for traditional farm employees has been done on the job by the farm owners themselves. But, even here, there is change. SUNY Canton is taking action to revive its long-dormant agricultural studies program and BOCES also has been exploring new program initiatives focused on training for agricultural jobs.

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

The mission of the St. Lawrence County Workforce Development Board, as a partnership of private and public community resources, is to ensure the economic vitality of our county by building and maintaining a quality workforce development system that strengthens and provides economic, educational, and developmental opportunities for all citizens and employers.

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

The LWDA’s partner agencies have conscientiously demonstrated their commitment to supporting the WDB’s vision. The best example of this is how they have continued to fight the good fight in light of continuing budget reductions in the resources they bring to the table, so that trying to do more with less has practically become the mottoes of their business models.

- 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?

The effort to make decreasing resources to address the LWDA’s needs has certainly caused strains – both within each agency as well as across the County’s network. The partner entities have no illusions that much in the way of additional resources will be afforded to the SLC LWDA or to their individual agencies – which is another way of saying that they know that they need to find more efficient ways of delivering services with the levels of resources available to them. They expect that one mechanism through which they will achieve this is through the monthly partners meeting that are discussed in detail and at length in succeeding sections of this Plan.

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

The WDB has consistently paid attention to the LWDA’s performance on the Common Measures and Customer Service Indicators that characterized WIA. The WDB has also focused on maximizing the amount of Title I WIA funding that was spent on training and supportive services, rather than on administrative and program delivery costs. It plans to do the same with the new measures under WIOA.

However, the WDB also recognizes that WIOA has placed much increased emphasis on ensuring that the WDB is overseeing the operations of a workforce system/network in the

LWDA, not just the Title I program. The network involves not just the partners required by WIOA but also other workforce development organizations operating in the LWDA. Again, as mentioned in the previous response, the mechanism through which the WDB expects to oversee the network’s success in meeting both its vision and the REDC’s goals is the monthly partner meetings. The importance of these partner meetings, as will be explained in greater detail later in this Plan, cannot be overstated.

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;

WIOA Title I programs: Adult; Dislocated Worker; Year-Round Youth – delivered by St. Lawrence County Title I staff

Adult Education and Literacy: delivered by St. Lawrence-Lewis Board of Cooperative Educational Services and SUNY Canton

Wagner-Peyser: delivered by the New York State Department of Labor (NYSDOL)

Services for persons with disabilities: delivered by ACCES-VR

Services to Veterans – delivered by NYSDOL and St. Lawrence County Veterans Department

Services to older citizens: delivered by the St. Lawrence County Office of the Aging

Services to Blind Citizens – delivered by NYS Commission for the Blind

Services to people suffering from economic dislocation: delivered by the St. Lawrence County Department of Social Services (SLCDSS) and the St. Lawrence County Community Development Program

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

SUNY Canton administers and supports activities under the Carl D. Perkins Career and Technical Education Act of 2006.

- iii. Other workforce development programs, if applicable.

Trade Adjustment Assistance – administered by St. Lawrence County Title I staff

Summer Youth – administered by St. Lawrence County Title I staff

St. Lawrence County Youth Bureau

St. Lawrence-Lewis BOCES Workforce Development Training Program and Community Career Services Center

Akwesasne Mohawk Tribe

Job Corps

Workforce Development Institute

CITEC

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

The LWDA's primary vehicle for ensuring the continuous improvement of services and service providers is the monthly partners meetings.

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

Each of the providers/partners (those whose programs are listed above) understand that preparing workers for jobs that do not exist is a fool's game; each also realizes that economic growth in the County cannot occur unless and until the businesses that create and maintain jobs have properly trained workers. You can't have one without the other.

All the partners – and this is regular agenda item at the monthly partners meetings that will be mentioned again and again in the rest of this Plan – understand that they **MUST** not just respond to employers' defined training needs but aggressively seek information from employers about their changing workforce training needs. The trick is for the partners to engage with the employer community so that the latter see them as partners in their business expansions. The idea is for workforce training **NOT** to be an afterthought.

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

Obviously all of the partners bring to the "training table" the resources that their particular programs allocate to them. But, these programs bring more than just funds to the table.

For example, some of them bring physical assets – like classrooms (BOCES, the colleges, the County), resources rooms and office space.

But, probably most important is the professional experience and commitment that the various partners' staffs represent. This is the plus side of what will also in the next decade become a major challenge for the partners, i.e., that its experienced staff will begin to retire and will have to be replaced. To some extent this "changing of the guard" has

already started but for the moment the County’s network continues to benefit from decades of experience – experience that encompasses both program familiarity and working across agencies with one another.

Workforce Development and Career Pathways

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

The SLCWDB supports the development of career pathways as a workforce development strategy to link basic academic education provided by Title II providers to occupational skills training programs. When this type of programming is combined with integrated support services from partner agencies, community members are positioned to advance over time to higher level training and education that will enabled them to access living wage jobs within local industry sectors. Career pathways are organized as a series of steps that lead community members towards employment with industry recognized credentials, certificates and/or licenses. The selection of specific career pathways is identified locally through business sector engagement and developed collaboratively by the community of partners, specifically occupational training program providers. Pathways will be highlighted by those sectors that need skilled employees and also have local promotional opportunities.

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

Five colleges and universities operate facilities in St. Lawrence County. All offer recognized post-secondary credentials. One of them, SUNY Canton has built its business plan around preparing the workforce for real world jobs, in SLC and elsewhere.

In addition, since a “recognized postsecondary credential” also means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree, all of the certificate based programs offered by the BOCES Adult Education & Workforce Development programs (e.g., CNA, Phlebotomy Technician, EKG Technician, Pharmacy Technician, Administrative Medical Assistant, etc.) would equally qualify. BOCES is also the Designated Lead Education Agency for St. Lawrence County for apprenticeship programs and is also the primary provider of the related instruction.

Historically, the WDB has regularly ensured that Career Center staff are alert to opportunities to direct job seekers to postsecondary programs at SUNY Canton and BOCES that will help them achieve their career goals. In the future it is important to continue this but also to make sure that all the partners are also familiar with the career opportunities at the County’s other colleges as well.

The proper forum for doing this is the monthly partners meetings.

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

Yes. The County’s colleges are fully accredited, which makes their credit courses transferable. In addition, the County’s higher education institutions offer many articulation agreements that build on credentials into more advanced studies. SUNY Canton and the Career Technical Education programs at BOCES offer technical programs that build participants skill levels and are portable. In particular the BOCES certificate programs issue State and National industry recognized credentials that are portable anywhere within the state or country. Apprenticeship journeymen cards are also transferable.

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

Yes, especially with BOCES and SUNY Canton. The stackable credentialing consist of certificate programs, complimentary and sequential training that builds competency over time.

The noteworthy example of this is the BOCES Adult Education & Workforce Development Department. It has stackable credential programs for Administrative Medical Assistant (which encompasses Healthcare Clerical Support, CPR and First Aid), Clinical Medical Assistant (encompasses CPR, First Aid, EKG Technician, Nurse Assistant, Phlebotomy Technician and Clinical Skills for the Medical Assistant). It also offers three Building Maintenance Certificates. In addition all of the apprentice trades have a sequence of related instruction that stacks.

Access to Employment and Services

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

The SLC WDB and its partners attempt to achieve this goal through:

- Media advertisements
- Partner websites
- Orientations
- Job fairs
- Targeted employment recruiting (i.e., recruiting for specific employers)

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

The SLC WDB and its partners attempt to achieve this goal through:

- Website, including links to partners’ websites
- Job fairs at remote locations
- Remote area visits by partner staff
- Remote location orientations

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

The Title I and Title III programs use OSOS to the fullest extent possible. The other partner programs utilize their internal reporting systems that are uncoordinated with OSOS.

Even though the various career centers in SLC are scattered over a wide area (the County’s land area is more than 2,800 square miles), the various agencies’ personnel actually know each other professionally quite well. They know each other well – and cooperate extensively, even though they are often located in different facilities, and even different communities – because of their accumulated years of experience and because the overall client base is relatively small. Therefore, in spite of the lack of either the funding or State-wide direction for an integrated intake case management systems, the informal referral system that exists among the service professionals in the County usually ensures that clients do not “fall through the cracks”. The system isn’t perfect and could certainly be improved – something that is in the new One-Stop Network’s Operator’s “wheelhouse” and that will be one of the key concerns of the monthly partner meetings that he will lead.

All partners are eagerly anticipating working with DOL and other State agency partners when they deploy a more cross-agency, integrated intake case management reporting system as envisioned by WIOA. In the meantime, the SLC partners expect to improve the already-adequate case management information system.

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

All relevant Title I-V services are available in SLC to eligible adults and dislocated workers.

In addition to these, the network also makes efforts to coordinate with other non-WIOA financed programs. Examples of these include training programs offered by the local colleges and the BOCES system, not to mention no-cost programs instituted by the St. Lawrence County Health Initiative and the financial literacy programs offered by local banks.

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

St. Lawrence County is one of the most sparsely populated (42 people per square mile). To make it more challenging, there is no “central place” in the County; its largest population center has fewer than 15,000 residents and there are many small villages and hamlet scattered over what is the largest county by far in New York State (2,800 sq. mi.).

This is relevant because none of the communities has the critical mass to permit public transportation to function on even a break-even basis.

The partners’ staffs as best they can make appropriate efforts to schedule meetings at the career centers so as to make it possible for clients to utilize the subsidized bus transport services offered by NYSARC (St. Lawrence County Public Transit).

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

To the WDB’s knowledge, other than the MOU among the partners, there are no such replicated cooperative agreements in place in SLC.

Nonetheless, ACCES-VR has cross trained staff in the past and certainly can do that again, as needed. ACCES-VR has counselors at all of the local One Stops and are they available to provide technical assistance with participants with disabilities as needed (and requested). The partners have worked on formalizing the referral process among themselves and this will continue both formally and informally. The partners are also expecting that the monthly partner meetings will be a mechanism that will bring consistency to this process.

- 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.

As a long-term workforce professional the SLC One-Stop System Operator is well acquainted with the need to make sure that 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. In addition, the WDB’s Executive Director has directed him to ensure that an issue of regular discussion at the monthly partners meetings should be to remind the partners that such priorities must be honored.

- h. Describe how One-Stop System Operators and One-Stop partners will comply with 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.) regarding:

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

The Canton One-Stop Center and other partner facilities will comply with all architectural accessibility standards. The One-Stop Network Operator and the partners will ensure that individuals with disabilities have the same opportunities to participate in programs and services as those without disabilities by receiving any reasonable accommodations, modifications, and assistive technology as needed. Programs will be administered in the

most integrated setting appropriate and at satellite locations that are accessible by public/private transportation. Criteria for programs will be reviewed periodically in the partner meetings to ensure that individuals with disabilities are not screened out.

ii. Technology and materials for individuals with disabilities; and

Assistive technology, adaptive equipment, auxiliary aides, modified materials, and other supports will be provided to participants with disabilities as appropriate to access the services and training programs necessary to achieve their goals. Again, coordination among the partners to make sure that such technologies and materials are provided to individuals with disabilities will occur at the partner meetings.

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

Cross training of staff will be provided by partner agencies to include examples of job support strategies and services, disability etiquette, workplace flexibility, and employer negotiation for those who may be facing challenges in employment. This effort too will be channeled through the partner meetings.

i. 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.).

Cross training of staff will be provided by partner agencies will also include 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.). Again, this effort too will be channeled through the partner meetings.

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 SLC WDB and the County itself has implemented the following initiatives to facilitate business engagement:

- Ensuring that far more than 51% of the members of the WDB are from the business sector. (Currently the SLC WDB has 13 business members [out of 23] and three other members classified as non-business by WIOA are retired business people or entrepreneurs whose businesses do not employ four or more people.)

~~• The current Chair of the SLC WDB is a member of the Board of Directors of the St. Lawrence County Industrial Development Agency (IDA). One of the other WDB board members, a retired businessman, is also an IDA board member. These~~

~~provide a direct link between the local workforce system partners and the County's employer network~~

- ~~For the last five years the WDB has contracted with the St. Lawrence County IDA's Local Development Corporation to hire one of the latter's employees as its Executive Director. This arrangement also has provided a direct link between the local workforce system partners and the County's employer network~~
- The WDB has recently recognized the need to make more extensive use of OJT to specifically help businesses find and develop employees for in-demand sectors and occupations.
- Furthermore, the WDB's Executive Director participates in the DOL-hosted Business Services Team quarterly meetings.

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

See (a) immediately above.

~~Also, the St. Lawrence County IDA convenes quarterly meetings of all the economic development organizations in the County. While many of the partners attend these meetings, the WDB's Executive Director attends all of them and reports to the partners as appropriate about business intelligence resulting from these get-togethers. These reports will be systematized through the monthly partner meetings.~~

~~Plus, a limited number of commercial banks and professional accounting and legal firms serve the County's businesses. Hence, it is easily within the reach of an individual to be acquainted with all of these business intermediaries. One of the reasons the LWD hired its Executive Director is because he has over 35 years of experience in doing economic development projects in the County and because of that experience is personally acquainted with almost all of the key personnel who represent banks, and accounting and law firms.~~

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 LWDA's basic method of supporting a local workforce development system that meets the needs of businesses is to pay close attention to the business intelligence that the County's network of economic developers glean through their relentless day-to-day interaction with businesses throughout the County. Section (a) immediately above outlines some of the avenues through which some of this intelligence is collected and diffused.

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

No economic developer worth the name can ignore the critical importance of addressing workforce development issues with her/his business clients. They all learn in ED 101 that

the first issue in any business plan execution is whether the company has the people it needs to do what it takes to make the business profitable.

~~Nonetheless, economic developers are seldom intimately familiar with the details of the many workforce development programs and how they are customized for various job-seeker populations. SLC has a modest—but real—advantage in helping to coordinate the LWDA’s workforce development programs and strategies with economic development activities. That advantage—and it is not an accidental advantage—is that all the County’s developers are well acquainted with the WDB’s Executive Director, not just because he has been in the economic development “business” in SLC for close to 35 years but also because he has worked with all of them on development projects. Because of this they consult him on a regular basis on workforce issues.~~

Add to this “open door policy” his participation with them in the quarterly developers meetings hosted by the IDA (see a.i above) and it is probably safe to say that the least of the LWDA’s problems is the coordination between workforce and development professionals.

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

Many of the development organizations active in the County manage entrepreneurial and micro-loan programs. ~~(One of these programs, in fact, is housed at the IDA-LDC, the corporation that employs the WDB’s Executive Director.) As part of his duties to both the WDB and the IDA-LDC the WDB’s Executive Director actively engages W~~with entrepreneurs and County organizations (like the SUNY Canton SBDC and Clarkson’s Reh Center) that specifically target entrepreneurial activity as their specialties. ~~He also helps manage the IDA-LDC’s micro-loan fund, sits on the boards of two other funds, and has worked closely with the managers of the County’s other microloan funds~~

~~Why this is important is that because of his role at the WDB, he is in a unique position to help entrepreneurs and microenterprises to attend to their workforce needs, early in their business development, when they most need well-trained staff.~~

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

Throughout this plan there are frequent references to face-to-face contact among the professionals who work within the County’s workforce system. In no area is the value of such contact more apparent than in the coordination with rapid response program.

The DOL’s rapid response coordinator is normally physically present in the Canton One-Stop Career Center for 2-3 days a week. Both the Title I staff and the WDB’s Executive Director have frequent interactions with the coordinator.

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?

The SLC LWDA’s programs and strategies strengthen the linkages between the One-Stop delivery system and Unemployment Insurance through several approaches including:

- Conducting Unemployment Insurance (UI) appointments in three offices in the County, reviewing barriers to employment and promoting supportive services available through the NYSDOL and local workforce partners such as BOCES, ACCES-VR, DSS and local colleges.
- Referring UI customers to local classroom training opportunities, on-the-job training programs, job fairs and recruitments, hiring businesses, health insurance navigators and services available through partner programs.
- Assisting businesses with hiring grants which target dislocated workers and long-term unemployed individuals.
- Assisting businesses in times of downturn by promoting the Shared Work program, Rapid Response Services and the Trade Adjustment Assistance (TAA) Program. Shared Work allows businesses to retain valuable staff and reduce payroll costs by enrolling employees in partial UI benefits. Rapid Response customers are commonly unemployed due to a mass layoff or plant closure and are case-managed by staff until they are once again connected to meaningful employment. TAA is a federal program that provides aid to workers who lose their jobs or whose hours of work and wages are reduced as a result of increased imports. Staff work with TAA customers to help them obtain weekly benefit payments, wage subsidies and training opportunities.
- Sharing information on available services relating to UI at partner meetings, business meetings and workforce development events.

- 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;

As noted elsewhere in this Plan, one of St. Lawrence County’s deficits is that it has a limited number of providers of training services. In fact, they can all fit comfortably into a normally sized conference room.

This is relevant here because, since the providers of secondary and postsecondary education programs in SLC think that the best way for them to coordinate their activities is through face-to-face contact. This has been going on for decades under one training act regime or another but will now be systematized through the mechanism of the monthly partner meetings overseen by the Network Operator now that this position is fully operational.

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

See (b) (i) immediately above. Just as the coordination of relevant secondary and postsecondary education programs – and for the same reasons – the local area’s partners will coordinate and enhance services through the monthly partner meetings.

iii. A description of how the local board will avoid duplication of services.

See (b) (i) immediately above. The local area’s partners will avoid duplication of services through the monthly partner meetings as well.

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.

Again, the monthly partner meetings will be the venue at which the SLC network will assay the coordination of services provided in the SLC LWDA 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.

d. Provide a list 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.

Aside from the Memorandum of Understanding among the partners, no such agreements exist in SLC. Again, as explained in b) (i) in this section, the workforce system partners are able to ensure integration of and access to the entire set of services available in the local Career Center system through regular consultation – now systematized through the monthly partner meetings, conducted by the One-Stop Network Operator – rather than through a complex set of written protocols that only lawyers can love.

Youth Activities

a. Provide contact details of Youth Point of Contact for your local area:

i. Name of Youth Point of Contact

Mr. Larry Fetcie

ii. Email Address

lfetcie@slcogov.org

iv. Title

Senior Employment Counsellor

iii. Name of Organization

St. Lawrence County One-Stop Career Center

v. Phone

315-229-3343

vi. Address

80 State Hwy, 310, Canton, NY
13617

b. Provide the number of planned enrollments in PY 2017 for:

i. Out-of-School Youth

74

iii. Carry-Over In-School Youth

0

ii. New In-School Youth

0

iv. Work Experience

20

*Please note that PY 2017 enrollments will provide the baseline estimate for the remaining three years of the Plan.

c. Who provides the WIOA Youth Program Design Framework, which includes Intake and Eligibility, Objective Assessment, and the Individual Service Strategy (ISS)?

Title I staff implements this function.

i. Describe how career pathways is included in the ISS.

Working closely with the two main service providers operating in SLC – the St. Lawrence-Lewis BOCES and SUNY Canton – the Title I staff makes every reasonable effort to help clients base their ISSs on career pathways plans. A good example of this is the cooperation between the Title I program and BOCES for the health professionals’ career pathway. The WDB and its partners actively search for similar career pathways initiatives that they can deploy. Discussion of career pathways will be a regular feature of the partners’ monthly partner meetings.

d. In Attachment G, Youth Services, located on the NYSDOL website at <https://labor.ny.gov/workforcenypartners/wioa/workforce-planning.shtm> under the Local Planning section, identify the organization providing the 14 Youth Program Elements and whether the provision of each element is contractual, with a Memorandum of Agreement (MOA), or provided by the LWDB.

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

- i. Connect back to the WIOA Youth Program Design Framework, particularly Individual Service

In SLC, Title I staff administers the WIOA Youth Program Design Framework Services (intake, eligibility, assessment, etc). Part of the creating the ISS is to list which of the 14 program element services the individual Youth is receiving and which agency is providing said services.

- ii. Are made available to youth with disabilities.

The LWDB has in place an unambiguous policy of non-discrimination, which applies to youth with disabilities as much as it does to minorities. The partners too have similar policies in place policies in place.

- f. Identify successful models for youth services.

The model that LWDA staff has followed to ensure that ensure the WIOA elements are implemented is one of close collaboration among the partners that highlight to Youth the examples of local participants that have successfully completed/attained their goals

- g. If you plan to serve In-School Youth (ISY) and/or Out-of-School Youth (OSY), using the “Needs Additional Assistance” criteria, please attach a policy that defines reasonable, quantifiable, and evidence based specific characteristics of youth needing additional assistance.

Administration

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

The office of the County Administrator is responsible for acting as the Fiscal Agent for the County. The office of Fiscal Agent currently is Mrs. Penny ~~Scott~~Taylor, and she reports directly to the County Administrator.

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

The SLC Board of Legislators, as the WIOA contract holder, has chosen to manage the Title I administration using County employees. Therefore, no competitive process was necessary.

- c. Provide the local levels of performance negotiated with the Governor and Chief Elected Official to be used to measure the performance of the local area and to be used by the local board for measuring the performance of the local fiscal agent (when applicable), eligible providers, and the One-Stop delivery system, in the local area.

On May 31, 2017, via an email to DEWS (Performance), the St. Lawrence County Workforce Development Board, on behalf of the St. Lawrence County Local Workforce Development Area, requested to negotiate the SLC LWDA's PY 2016 and PY 2017 Primary Indicators and asked that these goals should be set at zero.

The WDB made this request because, in view of the newness of the WIOA-mandated performance measures and the present inadequacies of the data collection systems, there are not sufficient data to calculate or support the proposed Indicators. This is certainly true for PY 2016 and the WDB sees nothing to encourage us to believe that such data will be available in time to assign meaningful indicators for PY 2017, which after all started on July 1, 2017.

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

All of these tasks are ultimately the responsibility of the Executive Director of the SLC WDB. She shares this responsibility in criteria iii and iv with the One-Stop Network Operator, who will use his best efforts – working especially through the monthly partner meetings – to help the partners' career centers to achieve at least an 80% score in the Career Center Certification Process, when that process has been defined and deployed, and otherwise meet or exceed all performance goals that apply to the SLC LWDA.

Training Services

- a. Describe how training services will be provided in the local area.

All the partner agencies deliver their training services directly with their own staffs. Except in unusual circumstances, none contract out with third-party providers.

- b. Describe how contracts will be coordinated with the use of ITAs.

Title I staff make extensive use of ITAs. Utilization and coordination of ITA use through the County network are/will be a regular agenda item at the monthly partner meetings.

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

The WDB has long had policies in place that direct staff to make its best efforts to act as an “honest broker” when advising clients on their career choices. Staff does its level best not to in effect make choices FOR the customers. They (the staff) realize that there is no more certain way to have poor outcomes than to foist unwanted services on customers.

With that said, it is also critical to say that staff also knows that many (but surely not all) clients need and seek advice from experienced professionals, not just about what programs can help them pay for training but also what training is best for them. This is where the experience of the partners’ staffs mentioned several times in this Plan becomes a critical factor in determining how the network serves both the job seekers and the employers.

Public Comment

- a. Describe the process used by the local board to provide a 30-day opportunity for public comment and input into development of the plan by representatives of business, labor organizations, and education prior to submission.

The WDB published a notice of release of the Plan in the Watertown Daily Times on September 16 2017 and in the Ogdensburg Advance-News on September 17, as required by SLC procurement rules. The SLC WDB took action to adopt it on October 11, 2017.

- b. Did the NYSDOL State Representative review the plan before submission? If no, please submit to your State Representative for review prior to posting for public comment.

Yes – the State Representative in question is Ms. Carrie Aubertine

List of Attachments:

Please complete all attachments.

Attachment A – Units of Local Government

Attachment B – Fiscal Agent

Attachment C – Signature of Local Board Chair

Attachment D – Signature of Chief Elected Official(s)

Attachment E – Federal and State Certifications

Attachment F – Youth Services Chart

Attachment G – Local Plan Budget 2017

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

- Electronic signature (if the board has the capability for it) – Note that electronic signature must follow the requirements and guidelines of the Electronic Signature and Records Act (ESRA). Further information on ESRA standards and requirements can be found at <https://its.ny.gov/nys-technology-law#art3>. Boards choosing to submit signature pages via electronic signature may submit these pages via email with the Local Plan.
- Mail original versions – Hard copies of traditional signature pages may be sent to:

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

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

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