

Jefferson-Lewis

# Local Plan

July 1, 2021 – June 30, 2025

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## Strategic Planning Elements

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

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

4-22-2021, 3-30-2023

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

The In-demand list is shared on a quarterly basis and approved once a year. Last review March 18, 2021 and the annual approval resolution will take place on June 17, 2021. The updated resolution will be acted upon on 6/15/2023 at the full WDB board meeting.

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

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

Tourism and hospitality has been one of the fastest growing sectors in the area. The Pandemic has experienced visitors seeking destinations that are rural and offer spacious environments. A bass tournament has established the area as one of the top ten places to fish. The growth of short-term rentals along with established hotels makes this a family destination. There has been a growth in agri-business from locally sourced foods and beverages. This sector remains a growth area in the region in post-pandemic times.

Public sector employment has remained steady as 40% of the population is employed in this sector. A recent closure of a state prison and the loss of revenue at local government levels have seen employment frozen or at decreased levels. No change.

Construction has remained steady during the pandemic; however, with the continual retirement of baby boomers, the skilled trades are in need of trained workers. This provides an opportunity for individuals to enter apprenticeships. No change.

Healthcare has seen some uncertain times during the pandemic. Area hospitals have laid off and reorganized to cope with these unpredictable times. While there has been some belt-tightening, there is still an ever-growing need for the professional level medical occupations. There is still a need for entry level workers such as certified nursing assistants, which is low paying and often part time without benefits. Staffing at all levels in healthcare remains a growing sector and is in need of workers.

Education at all levels including birth to pre-school age daycare and pre-K to 12 teachers. The uncertainty of the pandemic has led to retirements. This region has been a day care desert and now the area has seen a loss of 50% of pre-pandemic childcare slots.

Childcare remains a desert in the area with a greater need now than before the pandemic. The Education sector is also an area of need. The number of baby boomers retiring has caused a shortage of teachers.

Manufacturing in the area has experienced a loss of jobs. Positions are available; however, there is a need to train individuals to take these jobs. Labor shortages have hit this sector as well.

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

Tourism and hospitality: Often seasonal and the need to retain and bring back workers is difficult. With the decreases in capacity of restaurants and attractions, workers have moved on to more steady employment. While the 2020 season was determined to be rated as good considering the pandemic, employers are finding it difficult to attract workers.

Public sector employment: Once seen as steady employment with good benefits, the lack of revenue and increasingly poor benefit packages no longer attract workers. This along with slowed hiring, finds workers seeking other opportunities.

Healthcare: Rural areas have historically been a difficult place to attract physicians and other highly skilled workers. The low skilled occupations require short-term training, which is offered to individuals at no cost, but turnover is high.

Education: With the loss of childcare slots, one parent has had to stay home to care for a child or to provide hybrid schooling. Programs need to be funded and supported at the state level to attract individuals into this field. The start-up costs are high; however, the pay is low. There is a need for people to enter pre-K through 12 teachers' education training.

Manufacturing: The area has experienced a loss of jobs; however, the skill level of new hires needs to meet the demands of an automated process. Skills such as machine coding and higher mechanical skills are in demand.

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 the need for individuals who are willing to learn and have the 21st century skills such as creativity, cooperation, collaboration, team building, communication, and reliability. Professional level skills are hard to recruit to this rural area as the pay is often lower than in larger metropolitan areas. The center often sends job leads to the colleges and universities located in the region.

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

i. Current labor force employment and unemployment numbers;

As of 5-25-2021 The Jefferson-Lewis LWDA has a combined workforce of 53,300 and an unemployment rate of 5.8%. Jefferson County has a workforce of 42,400 and an unemployment rate of 5.8%. Lewis County has a workforce of 10,900 and an unemployment rate of 6.1%. Over the last decade the area has seen a loss of 10% of its labor force. Unemployment is now lower than prior to the pandemic.

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

Given the pandemic, unemployment numbers were recessionary high and fell back into line with pre-pandemic numbers. Employers are finding it hard to recruit and find candidates to fill positions. According to our Labor Market Analyst reports over the past year, the number of private sector jobs in the North Country Region fell by 6,200 or 6.0%. Employment losses were the greatest in leisure and hospitality, educational and health services, trade, transportation and utilities, manufacturing & construction.

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

Lewis County		
Less than 9th grade	2.7% of Population	497 population
9th Grade to 12th Grade	7.0%	1,276
High School Diploma	44.0%	8,070
Some College	14.7%	2,695
Associate's Degree	12.2%	2,231
Bachelor's Degree	11.1%	2,031
Graduate Degree or higher	8.4%	1,536
Jefferson County		
Less than 9th grade	2.5%	1,729
9th Grade to 12th Grade	6.0%	4,147
High School Diploma	35.0%	24,270
Some College	21.2%	14,734
Associate's Degree	12.6%	8,757
Bachelor's Degree	13.8%	9,571
Graduate Degree or higher	8.9%	6,176

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.

Career and Technical Education through BOCES in both counties is continually updating and seeking consultation with employers. Due to low enrollments and a diminishing population, new programs are often more costly than what can be recouped by enrollments, making it difficult to introduce new programs. **Following the pandemic, CTE courses have seen an increase in enrollments.**

Jefferson Community College is a liberal arts school and struggles with enrollment. Many of the programs are outdated; however, staff seek to maintain their programs with very little employment results. The college administration does seek to provide updated programs to meet the needs of businesses; however, these new programs can take time for state education approval.

**Strengths:**

1. The area has a high graduation rate compared to urban areas
2. Excellent collaboration between business, economic development & partners

**Weaknesses**

1. Limited funding restricts the number of ITAs & OJTs
2. Those on Public Assistance are under a NYS work first policy when most would benefit from training for higher wages.
3. Training capacity: Providers need to meet class sizes to financially run programs.
4. Training classes are not run year-round, making participants wait for start times.
5. Small employers find running apprenticeships overwhelming due to a lack of supervision and time to devote to completing programs.
6. Many students enter the community college; however, completion rates are low.
7. Many students seek non-marketable degrees and carry a heavy debt load, which then leads to low paying jobs and they find themselves in poverty.

**Observations & Challenges:**

1. Employers throughout the North Country Region require a small number of employees to fill a need. This supports the need for apprenticeships, On-The-Job Training, and online programs.
2. Not all training opportunities are available within the area or within a realistic traveling distance.
3. Employers are often not aware of available training opportunities.
4. The labor shortage presents challenges for employers in the area.
5. Training funds are limited.

- 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 Jefferson-Lewis area works very well together. Interagency calls have been ongoing with leaders in various sectors to address needs. These meetings include education, economic development, and related agencies. A strong connection with Fort Drum provides linkage between businesses, agencies, and the needs of the community.

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

This area realizes the needs to work with our youth to expose them to the viable occupations that will provide self-sustaining wages. Programs such as Career Jam, Workforce Connections and the online platform of My GPS for Success assists young people with meaningful career exploration. The LWDB is also an active member of the North Country STEM committee as they work with business and our schools to prepare youth for the opportunities in the area.

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

The Jefferson-Lewis Workforce Development Board members contribute financially to support these programs. Partner meetings provide an opportunity to address needs and collaborate for solutions.

- 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?

Partner agencies in this LWDA work closely to make referrals to appropriate agencies to provide the best services to our community. Through partner meetings, discussions on how to better serve the community given the resources to help, provide seamless services. The one-stop operator convenes quarterly meetings to discuss aligning resources and how the system will work together to achieve the strategic vision and goals.

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

Based on TA#18-6.2 dated September 17, 2018 the WDB will negotiate performance measures based on regional economic growth and self-sufficiency as required and will seek to meet or exceed performance measures that are established by the NYSDOL.

## 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 six core programs under WIOA are:

Adult: Provided by the Jefferson and Lewis County Departments of Employment and Training

Dislocated Worker: Provided by Jefferson and Lewis County Departments of Employment and Training along with Trade Act and Rapid Response activities by the New York State Department of Labor

Youth: Services provided by Jefferson and Lewis County Departments of Employment and Training

Adult Education and Family Literacy: Provided by Jefferson-Lewis BOCES and Literacy Volunteers of Northern NY

Employment Services: Provided by the New York Department of Labor and includes Business Services, US DOL Vets, Rapid Response, and Trade Act

Vocational Rehabilitation: Services provided by ACCES-VR

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

The Jefferson-Lewis area works very closely with the area BOCES, serving on the committee to assess and develop the Carl D. Perkins & Technical Education Act application to support service alignment. The identified objectives are career guidance and counseling along with the development of improved programs to meet business needs.

- iii. Other workforce development programs, if applicable.

The WDB Director serves on committees for BOCES, Jefferson Community College, Fort Drum Regional Healthcare Planning Organization, Jefferson County Community Action Planning Council board, Bridges out of Poverty Steering Committee. In addition, the Director partners closely with the Industrial Development Agency, to maintain up-to-date information on various sectors and the needs of employers. The Director also sits on the community college Partners in Education committee.

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

This workforce development area teams up with Workforce Development Institute and IDA's along with the other workgroups within the NCREDC to work on programs to meet the needs of business. Through a partnership with the Jefferson County Community Action Planning Council and their "Ready to Work" program to support training for low-income individuals. Through another partnership with CAPC, Anchor Recovery and the WDB to provide training and employment services to recovering addicts. The area works closely with Title 5 to provide assistance to the older worker program. The area partners with Advocate Drum to work with the Transition Assistance Program and the Spouse Employment Network. Jefferson and Lewis County Employment and Training provides services to DSS customers such as Community Work Experience Programs, Job Club, etc.

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

The Jefferson-Lewis WDB works with local training providers and employers to be sure that training is meeting the needs of business. Through advisory committees at both the local community college and BOCES, suggestions are made and incorporated into the programs. Quarterly partner meetings along with weekly meeting of the local economic developers are held to discuss and update the needs of employers. Input from the NCREDC workforce committee is discussed, and concerns and needs are brought back to the training providers.

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

Department of Social Services: Provides customers with supports and financial resources such as housing, SNAP, transportation, HEAP, housing, etc.

Office For the Aging: Referral to the One-Stop, development of job leads, connections, healthcare options, etc.

Department of Labor: Re-employment services

ACCES-VR: Resources such as training, job coaching, counseling & employment preparation

Commission for the Blind: Job coaching, job seeking skills

Literacy Volunteers and BOCES: HSE preparation

Community Action Planning Councils: Supportive services, food banks, housing, Head Start, weatherization programs, etc.

The partners have developed an inter-agency referral system to better serve customers.

## 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 staff work very closely with the training providers to ensure programs are meeting the needs of businesses. During counseling and program monitoring, participants are counseled on career pathways. Through previous mapping of the sectors through the North County Regional Economic Development Council, the workgroup discusses career pathways and promotion of occupations and training to advance the communities.

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

By working closely with our training providers, our 21 school districts, Career and Technical Education to provide students with the recognized credentials. This area works closely with Fort Drum to encourage transitioning soldiers and family members to seek the necessary credentials during the 180 days of transition through the Department of Defense program. The military does not provide these well-trained military members with nationally recognized credentials while on active duty, and therefore they need the opportunity to obtain these credentials before transitioning out. There are programs in place for these transitioning service members through the training providers located on the post or at local training providers.

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

Transferable skills analysis is important to ensure transitioning to let the participant know what avenues are available. Through our youth programs we show students the various occupations within sectors that are career building, provide stackable credentials, and career pathways which can lead to self-sustaining occupations.

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

Yes, as customers move up the career ladder, they can achieve sustainable wages.

## 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 along with partners have developed referral processes so that people can have access to employment, training, education, and supportive services. The partners meet quarterly to discuss their needs and to create continual program improvement. Best practices are shared. New interagency programs are developed to assist people with barriers to employment.

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

The LWDA has remote rural areas that are often hard to reach with internet services. There are still "last mile" areas that lack access. There are online programs developed by the Jefferson-Lewis staff. The rural libraries often have limited hours; however, they do provide people with access. Both One-Stops have up-to-date equipment including equipment to assist people with disabilities so that they have access to internet services.

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

Given the rural nature of the LWDA and the areas in our counties that have no or limited access to technology, this area must be mindful that a total transition to a technology-based system would eliminate services for many of our customers. While the area has provided many programs and job seeking skills online, it must provide those lacking with access the ability to come to the centers for services.

- 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.

In working with our partnerships, we feel that providing a comprehensive website and brochures with all partner resources will help guide those needing services to the right agency. A recently developed military spouse booklet will assist those moving into the area access to good jobs. The WDB provides 3 job fairs a year, along with partnering with Fort Drum on their quarterly job fairs to assist the area with access to training and employment opportunities. All job leads are sent to 21 partnering agencies in order to provide the utmost exposure to opportunities.

- 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 area has limited public transportation which is now only within the City of Watertown limits. It does not run 24 hours a day or 7 days a week. There is no public transportation from the outlying areas. Lewis County transportation does provide a bus to and from Jefferson Community College and to Mohawk Valley Community College. Water Safari operates a bus for workers in the summer from Lowville to their location in Old Forge. Social Services does provide bus passes or cab fare from the outlying area when necessary. CAPC also offers transportation vouchers which would include repairs.

- 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.

Prior to the pandemic, bi-weekly staff meetings would take place not only to provide information but also trainings from partner agencies. Staff meetings with development continue. The DRC provides speakers to inform staff of services.

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

WIOA provides for priority of services to be given to recipients of public assistance, low-income individuals, individuals who are basic skills deficient and our veterans. The Jefferson and Lewis County Departments of Employment & Training have contracts with their respective Departments

of Social Services to provide the Employment & Training needs of their customers. Because of this the One-Stop centers provide Job Club, initial assessments, and on-site services to their individuals. All Social Services customers are entered into OSOS and provided with job seeking skills, job leads, On-the-Job Training opportunities and other services.

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

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

Both the Jefferson County and Lewis County One-Stops are fully physically accessible to accommodate any individual with a safe entrance to the buildings. The Resource Rooms are equipped with adaptable equipment. There is online access to programs, and with many of the training facilities offering remote learning individuals have accessibility to facilities, programs and services.

ii. Technology and materials for individuals with disabilities; and

Assistive technology, adaptive equipment, auxiliary aides and modified materials will be provided to participants with disabilities as appropriate to access the services and training programs necessary to achieve their goals. This LWDB has become part of the NY SCION, providing a DRC to coordinate and work with outside agencies to build capacity within the system to better serve individuals with disabilities.

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

Sensing the need for training to all partner staff within the career centers, training is provided in the form of staff meetings that can be accessed via technology to address the needs of individuals, discuss best practices, and developed streamlined services. The DRC meets with other agencies and provides trainings at regular staff meetings.

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.).

Cross training of staff will be provided by partner agencies and will also include the roles and resource contributions of the One-Stop partners as related to WIOA law and the Americans with Disabilities Act.

## 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 area has a close relationship with businesses including economic development, the Small Business Development Center, healthcare, Fort Drum, Thousand Island Tourism Council, and Development Authority of the North Country. By working closely with the training facilities, programs have been developed to meet the needs of business.

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

The area works closely with businesses through the North Country Human Resources Association, North Country Association of Social Service Agencies, The Economic Development agencies, Manufacturers Association, North Country STEM Hub, Fort Drum Regional Liaison Organization (Advocate Drum), Fort Drum Regional Healthcare Planning Organization, Area Chambers of Commerce, CREDO, Anchor Recovery, Bridges Out of Poverty Steering committee, CAPC, Urban Mission, Thousand Islands Tourism Council, Small Business Development and the NCREDC.

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

Through collaboration with the above agencies and organizations, which includes area businesses, new and enhanced programs are developed.

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

The area has a rapid response team that meets with new and prospective employers to discuss workforce needs. The One-Stops provide recruitment events to assist with applications.

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

On our weekly interagency calls, which includes Small Business Development Center, the agencies discuss how to assist with building entrepreneurial skills and provide supports.

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

The area usually takes the lead on rapid response as this is a small rural area where the director is well known. It is the goal of any rapid response activity to return people to new opportunities as quickly as possible. NYS DOL personnel assist the employer with Trade Act applications. If necessary the WDB applies for rapid response funding.

## 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?

This area works very well with programs such as REOS and OSOS to provide services for those that need to seek new employment either through direct referrals, additional skills through training, On-The-Job Training or an ITA. During the pandemic, local staff have assisted community members with Unemployment issues. While much of the training has been by trial and error, the County staff have assisted people in distress during a very trying time. They are able to assist with the unemployment needs and guide people with other services in seeking new employment.

- 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;

This area works in partnership with K-12 school districts along with BOCES & Jefferson Community College to bring our students together. The WDB Director and several board members serve on committees, which include K-12 and postsecondary to coordinate services.

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

The area holds Career Jam which is a vocational exploration program, Career Connections which provides interviewing and local employer exposure along with the online platform of MyGPSforSuccess.com to connect students with viable career options.

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

Quarterly Partners' Meeting discussions help us to avoid duplication of services. Each partner reports on their activities and plans for service development. This open communication allows Partners to avoid duplication of services.

- 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.

When present, the NYSDOL would meet with job seekers to provide job leads or a referral for training. The WDB holds two job fairs a year plus in-house recruiting events.

- 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

Local MOU is in-process.

## 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.

By conducting unemployment insurance appointments in the two offices, the customer is assessed, and barriers are identified so that proper referrals are made to literacy programs, BOCES, ACCES-VR, DSS and local training providers.

- 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.

By working closely with BOCES HSE programs, Literacy Volunteers and ACCES-VR to provide the necessary services to assist these customers.

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

With a proper and thorough initial assessment, and with proper referrals to partner agencies, a customer can develop a coordinated career pathway that would lead to sustainable employment and a career.

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

Through partnership meetings and the disseminating of materials on programs including the use of brochures, websites, social media and one-on-one counseling in order to make proper referrals in order to promote measurable outcomes and improvements for those facing barriers to employment.



## Youth Activities

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

Jefferson County Department of Employment & Training  
Ethan Brown  
E&T Coordinator  
1000 Coffeen St, Watertown, NY 13601  
315-78603671  
ebrown@co.jefferson.ny.us

Lewis County Department of Employment & Training  
Thomas Fulmer  
E&T Specialist  
5274 Outer Stowe Street, Lowville, NY  
315-376-5410  
Thomas.fulmer@dfa.state.ny.us

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

- i. New OSY

50

- ii. Carry-over OSY

8

- iii. New ISY

0

- iv. Carry-over ISY

0

- v. Work experiences

5

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

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

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

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

Design framework services include objective assessment and development of the ISS. The objective assessment helps identify the needs of the youth and the ISS identifies and introduces the 14 WIOA elements available through the youth program. Goals are set with participant input on the ISS. Services offered to achieve goals through the WIOA elements are identified and documented on the ISS. The ISS is updated as needed and as goals are established and achieved.

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

All available WIOA youth programs elements are reviewed with and offered to all applicants during the IS development. Which elements are provided depend upon the needs, goals and interests of the youth. For example, partnerships with NRCIL, ACCES-VR, ARC of Jefferson & St. Lawrence job coaches, Community Based Training Coordinators at BOCES, and WIOA youth staff foster coordination of paid work experiences for youth with disabilities.

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

The WorkPlace has created various social media accounts to reach out to eligible ISY and OSY. Use of TikTok, Instagram, Snapchat and Facebook platforms. Facebook outreach is directed towards grandparents, parents, and others to attract interest in youth programs. We use former participants to provide testimonials.

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

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

No (Not required to attach a policy)

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

## Administration

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

Jefferson County is the grant recipient and Lewis County is the sub-recipient. This area uses the same formula as used in the distribution of Federal and State funding.

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

The WDB follows the procurement policies and procedures of Jefferson County. The WDB does not contract for Title I services. The Jefferson-Lewis WDB uses the WIOA formula to distribute funds with 80% to Jefferson County and 20% to Lewis County.

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

Performance measures are established under TA #18-6.2

	Program Year 2021					
	Adult		Dislocated Worker		Youth	
	2021 Proposed	2021 Negotiated	2021 Proposed	2021 Negotiated	2021 Proposed	2021 Negotiated
<b>TARGET OUTCOME</b>						
Employment Rate 2nd Qtr After Exit	63.8%	61.8%	67.7%	67.5%	46.0%	46.0%
Employment Rate 4th Qtr After Exit	60.1%	58.1%	64.7%	62.7%	68.5%	63.5%
Median Earnings 2nd Qtr After Exit	\$5,670	\$5,400	\$6,114	\$5,914	\$3,100	\$3,100
Credential Attainment 4th Qtr After Exit	42.2%	40.8%	32.3%	32.3%	37.9%	37.9%
Measurable Skill Gains	45.5%	45.5%	45.5%	45.5%	50.5%	50.5%

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

The Jefferson-Lewis WDB meets the above criteria.



## 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.

The number one goal of the area is to meet the employment needs of local businesses. This is achieved through formal training (ITAs), on-the-job training, customized training, recruitments and good business services. Services are provided based on priority services policy established by WIOA.

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

When appropriate, ITAs are established with the customer and the Eligible Training Provider under the policy established by the WDB. This includes OJT contracts, in which the employer is properly vetted, a training outline has been established and follow up is conducted on a periodic basis.

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

As per WIOA, and with proper counseling, the coordinators will ensure customer choice in the selection of training services are provided.

## 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.

According to policy, the notice for public comment is printed in the Watertown Daily Times, Thousand Islands Sun, and the Press Republican.

## List of Attachments

Please complete all attachments listed below.

**Attachment A**– Units of Local Government

**Attachment B**– Fiscal Agent

**Attachment C**– Signature of Local Board Chair

**Attachment D**– Signature of Chief Elected Official(s)

**Attachment E**– Federal and State Certifications

**Attachment F**– Youth Services Chart



## **Attachment G – Youth Basic Skills Deficiency Policy**

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

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

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

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

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