The Lowcountry is defined as the following:

Beaufort County, Colleton County,

Hampton County, and

Jasper County.
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**Prologue:**

The Lowcountry Workforce Board (LWB) is pleased to present its 2020-2024 Local Plan. The document was prepared to comply with the requirements of the Workforce Innovation and Opportunity Act (WIOA) which specifies that each local area describe its operational policies and procedures. It anticipates offering services to hundreds of residents across our local area that bring with them skills and abilities and dreams of a better life. It also recognizes that many of our resident’s face challenges that must be addressed so that the promise of their future can be realized. These challenges include the lack of adult education, limited work experience, a criminal background, homeless, disabilities, veterans, long termed unemployed, youth with barriers and COVID-19 to name a few.

WIOA provides critical financial resources to our area but the workforce system is bigger than any one funding stream. Although this plan specifies how federal resources will be utilized, the LWB envisions a comprehensive system in which public agencies, the nonprofit community and the private sector work in true partnership to create a network of service delivery that stimulates career pathways for residents to access good jobs and provides a simplified process for employers to find their skilled workforce. This partnership is easier said than done. A true comprehensive system requires tending and for each party to recognize that the whole (the system) is greater than the sum of its parts (any individual organization). It means that workforce organizations – public and nonprofit - must truly coordinate services to deliver the most qualified individual for the job. It requires complete transparency so that jobseekers and employers have the information to make the best choices to achieve their objective.

WIOA offers critical resources to enhance the local system. It encourages broader partnerships and eliminates some of the required restrictions that dampened local flexibility which makes it more difficult to be responsive to the needs of area residents and employers. Despite the formality of the Plan, we recognize that this is, and will always be a work in progress as the economy shifts, the needs of our employers become more evident and the vision of our residents is more apparent. We look forward to further refining the Plan with all partners and stakeholders.

The Lowcountry Workforce Area local plan serves as a four-year action to develop, align and integrate local area service delivery strategies with those that support the state’s strategic vision and goals. In partnership with the chief elected officials, each local board must develop and submit a local plan to identify and describe the policies, procedures, and activities that are carried out in the local area, consistent with the strategic vision and goals outlined in the State
Plan and the respective Regional Plan. The following guiding principles should be considered priorities and included in responses throughout this document:

- Partnership and collaboration
- Increased access to resources and services through the use of technology
- The impact of COVID-19 on the local area’s workforce and strategies to facilitate rapid employment
- Innovation and cost efficiencies

The Local Plan must include:

- Section I: Workforce and Economic Analysis
- Section II: Strategic Vision and Goals
- Section III: Local Area Partnerships and Investment Strategies
- Section IV: Program Design and Evaluation
- Section V: Compliance

**Local Plan Requirements**

**Section I: Workforce and Economic Analysis**

1. An analysis of regional labor market data and economic conditions, to include existing and emerging in-demand industry sectors and occupations, and the employment needs of employers in those existing and emerging in-demand industry sectors and occupations. The analysis shall include:

   - The knowledge and skills necessary to meet the employment needs of the employers in the region, including those in in-demand industry sectors and occupations;

   An analysis of the current workforce in the region, including employment and unemployment data, labor market trends, and the educational and skill levels of the workforce, including individuals with barriers to employment; and

   An analysis of workforce development activities in the region, including available education and training opportunities. This analysis must indicate the strengths and weaknesses of workforce development activities necessary to address the education and skill needs of job seekers, including individuals with barriers to employment, and the employment needs of employers in the region.

Through the analysis of data provided by Maher and Maher and utilizing data from scworkforceinfo.com, Community Profile and Talent Demand Update Analysis, the Lowcountry will focus its efforts on the following sectors:
Every regional economy consists of a mix of industries that play a greater or lesser role in the overall number of jobs that exist and in the overall value of goods and services produced. Economists speak of jobs as employment and the value of goods and services as output. Statistics related to employment and output allows researchers to compare growth in an economy over time (past or future) as well as to compare our economy to other regions around the country. When we add the workforce development component to an industry cluster in a regional economy, our strategy development requires us to identify those industry clusters, occupations, and career pathways that are most crucial to growing the regional economy and that will therefore provide the optimum mix of employment.

To make valid comparisons, researchers need definitions that are consistent. This study uses 22 industry clusters that were previously defined and used extensively around the country in helping workforce, economic development, and educational entities identify priority industry clusters. These industry clusters include:

<table>
<thead>
<tr>
<th>Agriculture Production</th>
<th>Construction</th>
<th>Metals and Metal Fabricating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Processing</td>
<td>Chemicals, Rubber, and Plastics</td>
<td>Lumber and Wood Products</td>
</tr>
<tr>
<td>Communications and IT Manufacturing</td>
<td>Communications and IT Services</td>
<td>Textiles</td>
</tr>
<tr>
<td>Biotechnology</td>
<td>Transportation and Logistics</td>
<td>Wholesale Trade</td>
</tr>
<tr>
<td>Business Services</td>
<td>Financial Services</td>
<td>Health Care</td>
</tr>
<tr>
<td>Real Estate and Building Services</td>
<td>Government</td>
<td>Retail</td>
</tr>
<tr>
<td>Hospitality</td>
<td>Energy and Utilities</td>
<td>Personal Services</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Using this way of conceiving clusters, a cluster like Construction would not only include the companies that build homes, commercial and industrial properties, and highways and bridges, but also the companies that supply the stone for driveways, the lumber and drywall.
for walls, the trusses for roofs, and all of the other materials needed to build a house, as well as the realtors that sell the houses.

Once we have the clusters defined, prioritizing the clusters that are the best bets for economic and workforce development investments is the next task.

This conceptual approach is primarily a demand-driven, industry-based approach. It is one that is used primarily in economic development circles. However, it offers benefits for workforce development because: (a) it bundles industries where occupations are likely to require skills that are transferable; (b) it still allows us to hone in on specific occupations that may be growing or changing/improving in nature; and (c) it makes it more likely that economic development officials will see the ultimate target industries through the same lens as workforce developers, thereby enhancing alignment. Implications for career pathways and training curriculum grow out of this analysis where the voice of the industry is loud and clear.

Local competitive advantage (location quotient or LQ) seeks to identify those industries where the local area has certain advantages and as a result does things better than the competition around the country. Competitive advantage may result from access to raw materials, access to markets, an effective transportation system, knowledge generated in local research institutions, knowledge that is imbedded in the skills of the local workforce, or just the presence of an entrepreneur who has located in the local region. LQ alerts us to the presence of a competitive advantage but does not tell us exactly what that advantage is.

For us, competitive advantage (as measured by the location quotient statistic) is the primary metric for determining priority industries, followed by job growth projections and absolute size of employment in the industry.

Location quotient measures the concentration of employment in the industry locally relative to the concentration of employment in the industry nationally. The assumption is that an industry with a concentration above the national average (above the number “1” in our report tables) has some sort of local competitive advantage that we need to recognize and act upon. For example, in the listing below of top industry clusters and drivers in this region, Chemicals, Rubber, and Plastics, has an LQ of 2.23, which means that the region has 2.23 times the national average of employment concentration in that industry.

The following documents/reports that are the source of the data for this analysis (The Appendix contains all the data runs referred to in this discussion. The cover page to the Appendix explains the report structure and the general content of each report.) See full report Attachment D
• **Cluster Summary Report**, which includes charts with the 22 clusters ranked by size and average wage, growth, shift share, and location quotient as well as a bubble chart that plots most of this information on a one-page graphic;
• **Labor Market Projections (Growing Occupations) - Exhibit A**
• **Labor Market Projections (Total Employment by Occupation)- Exhibit B**
• **Employment by Industry Report - Exhibit C**
• **Area Job Openings Report- Exhibit D**
• **Educational Attainment (Population 25 or Older) Exhibit E**
• **Graduate Trends Exhibit F**

The above bubble chart for this region (also Report #1E in the Appendix) summarizes the Cluster Summary Report and location quotient, projected percentage change in employment, and size of employment in each of the 22 pre-determined industry clusters. Priority clusters can appear in any one of the first three quadrants. Bubbles representing the 22 clusters are shown on the graphic on the following page with four quadrants where:

- The upper right quadrant indicates high LQ and high projected growth;
- The upper left shows industries with high projected growth but less than average LQ;
- The lower left indicates, negative projected growth and less than average LQ.
The lower right depicts industries with high LQ but negative growth projections. This may be the case with so-called “legacy industries”, which project as being in decline but may be large industries in terms of jobs, and may present a significant competitive advantage for the region. In South Carolina, textiles would fall into the “legacy” category.

We do the Highest Ranked Industry Report (Report #2 in the Appendix) to ensure that we recognize industry drivers (five-digit NAICS code industries) that have high location quotients and rapid growth but that may show a lesser impact when they are consolidated into a cluster. Drivers point to highly competitive and rapidly growing industries that may be the essence of local competitive advantage. Matching drivers to clusters in the Summary of Clusters and Drivers by Region (See Report #3 in the Appendix) allows us to see other drivers that we may have missed in our cluster analysis.

I. THE SOUTH COAST REGION

Demographics
This Region includes seven counties including Beaufort, Berkeley, Charleston, Colleton, Dorchester, Hampton, and Jasper.

The following table shows key demographics for the South Coast Region in comparison with the other regions and the state as a whole.

<table>
<thead>
<tr>
<th>Region</th>
<th>Population (2015)</th>
<th>Population (2025)</th>
<th>Change</th>
<th>% Change</th>
<th>Age 55+</th>
<th>Less than HS</th>
<th>AAS or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Carolina</td>
<td>4,877,827</td>
<td>5,146,532</td>
<td>268,705</td>
<td>6%</td>
<td>29%</td>
<td>15%</td>
<td>34%</td>
</tr>
<tr>
<td>Central</td>
<td>1,393,462</td>
<td>1,468,643</td>
<td>75,181</td>
<td>5%</td>
<td>28%</td>
<td>14%</td>
<td>36%</td>
</tr>
<tr>
<td>Pee Dee</td>
<td>965,492</td>
<td>1,003,007</td>
<td>37,515</td>
<td>4%</td>
<td>33%</td>
<td>18%</td>
<td>27%</td>
</tr>
<tr>
<td>South Coast</td>
<td>1,005,040</td>
<td>1,098,261</td>
<td>93,221</td>
<td>9%</td>
<td>29%</td>
<td>11%</td>
<td>39%</td>
</tr>
</tbody>
</table>
Industry Analysis

As mentioned above, for us, competitive advantage (as measured by the location quotient statistic) is the primary metric for determining priority industries, followed by job growth projections and absolute size of employment in the industry (See Reports #1D, #1B, and #1A in the Appendix).

Ranked only by projected location quotient in 2025 (number in parentheses is location quotient), the top industry clusters and drivers included (additional information can be seen in Report #3):

- **Metal and Metal Fabricating (1.37)**
  - Motor Vehicle Brake System Manufacturing (37.91)
  - Rolled Steel Shape Manufacturing (27.79)
  - Alumina Refining and Primary Aluminum Productions (7.17)
  - Residential Electric Lighting Fixture Manufacturing (17.69)
  - Aircraft Manufacturing (14.70)
  - Other Engine Equipment Manufacturing (7.25)
  - Aluminum Sheet, Plate, and Foil Manufacturing (4.74)
  - Boat Building (7.41)
  - Travel Trailer and Camper Manufacturing (2.89)
  - All Other Transportation Equipment Manufacturing (4.54)

- **Hospitality (1.34)**
  - Convention and Visitors Bureaus (5.71)
  - Scenic and Sightseeing Transportation, Land (4.59)
  - Recreational Goods Rental (5.29)
  - Historical Sites (4.07)
  - Scenic and Sightseeing Transportation, Water (3.18)
  - Amusement Arcades (3.42)

- **Retail (1.21)**
  - Boat Dealers (4.51)

- **Government (1.16)**

- **Real Estate and Building Services (1.16)**
  - Land Subdivision (7.62)
  - Hazardous Waste Collection (5.45)
  - Other Waste Collection (4.31)
  - Solid Waste Combustors and Incinerators (2.08)
• Construction (1.11)
  o New Multifamily Housing Construction (6.19)

• Lumber and Wood Products (1.10)
  o Paperboard Mills (20.04)
  o Timber Tract Operations (6.97)

• Logistics and Transportation (1.08)
  o Marine Cargo Handling (11.68)
  o Port and Harbor Operations (8.20)
  o Coastal and Great Lakes Passenger Transportation (9.04)
  o Marinas (2.85)
  o Navigational Services to Shipping (2.49)

There are several sectors, which have a concentration of employment that is only slightly higher or slightly lower than the national average. However, they are larger sectors that are expected to generate good growth numbers over the period being examined. They need to be considered among the priority industries. They are listed below along with location quotient for the cluster and the expected job growth for the cluster and drivers for the decade ahead.

• Communications and IT Manufacturing (1.02, 729)
• Communications and IT Services (.99, 5,100)
  o Custom Computer Programming Services (1,237)
  o Computer Systems Design Services (1,034)
  o Wireless Telecommunications Carriers (498)

• Education (.94, 4,919)
  o Elementary and Secondary Schools (2,235)
  o Colleges and Universities (1,054)

• Health Care (.92, 13,817)
  o Hospitals (State Government) (7.81, 753)
  o Diagnostic Imaging Centers (4.96)
  o Offices of Physicians (3,214)
  o Home Health Care Services (1,407)
  o General Medical and Surgical Hospitals (1,058)
  o Services for the Elderly and Persons with Disabilities (925)
  o Continuing Care Retirement Centers (698)
  o Offices of Dentists (685)
  o Nursing Care Facilities (653)
Most of the sectors with the highest levels of employment have been accounted for above. However, there is one other sector which is a larger employer but that tends to have a high number of part-time workers in jobs that pay lower than the average in the area. It is below the national average in location quotient. For those reasons, we have excluded it from our recommendations.

• Personal Services

When one includes job growth projections, the industry clusters that rise to the top (and the reason for including them) are:

• Metal and Metal Manufacturing (LQ)
• Hospitality (LQ)
• Retail (LQ)
• Government (LQ)
• Real Estate and Building Services (LQ)
• Construction (LQ)
• Lumber and Wood Products (LQ)
• Logistics and Transportation (LQ)
• Communications and IT Manufacturing (Growth)
• Communications and IT Services (Growth)
• Education (Growth)
• Health Care (Growth)
• Business Services (which includes one of the fastest growing drivers which is Temporary Help Services) (Growth)

Lowcountry and the South Coast region will focus on prioritizing the clusters that will be the focus of our investment of time, funding, and programming in the near future. For that reason, we are interested in promoting clusters that will be our priorities going forward and identifying one that we will fully develop in the course of this project.

Knowledge and Skills:

The Lowcountry workforce area was riding a successful wave of employment and training before a severe negative change in economic and business conditions began in early 2020. A massive pandemic COVID-19 health issue led to record unemployment and business
dislocation beginning in early 2020 (evidence of a downturn began in March 2020 nationally and locally when the National Bureau of Economic Research declared an official start of the nation’s recession).

Unemployment Insurance claims hit record levels and economic stimulus legislation was passed to soften the impact in April 2020 (additional UI benefits, Small Business Loans, Payroll Protection, new unemployment program for self-employed, gig workers, and independent contractors were implemented to help businesses and laid off employees survive).

Beginning March 2020 and currently ongoing, the SC Works Lowcountry area has undergone large changes to the business models in many industries, involving many of the key components of the Lowcountry’s area economy (tourism – travel, restaurants, hotels/lodging, etc.; retail (stores on lockdown and now reduced customers); business services, auto (cutbacks because of reduced travel – with Mercedes, Volvo, etc.; aeronautical – Boeing; federal, state, and local governments, etc. and not many entities were immune as the virus continues to hit the area hard on another wave of incidents both locally and regionally.

**Post pan-demic recovery has seen increase job growth and lower than national average unemployment in the Lowcountry Area.**

**Existing and Emerging In-Demand Industry Sectors and Occupations**
The Lowcountry has made significant progress in recovering from the recession of the 2007-2010 period. Most economic indicators pointed to increasing employment and economic activity. Lowcountry enjoyed unemployment numbers lower than both the State and National averages, the region has bounced back strong in manufacturing and transportation/logistics industries due to companies such as Boeing, Crescent Dairy and Beverages, Geismar Modern Track Machinery. Recently, Volvo Car Corporation selected the Charleston, S.C. area for the location of first North American plant. Certainly, these projects will add to the momentum the region is currently experiencing.

Utilizing the data from Maher and Maher, The One Region Plan and the Community Profile from the SC Department of Employment and Workforce, The South Coast Region has seen tremendous job growth prior to COVID-19 and now post COVID-19. Retail Trade has seen the highest growth followed by Healthcare and Social Assistance and then Food Services and Accommodation. Based on information from the One Region Plan and Talent Strategy Workforce Supply and Demand Analysis 2016-2025 update, The South Coast region will create nearly 26,000 new jobs. The occupations forecasted to grow are software and IT, Production, Mathematics, Marketing Engineering, Communications, Business and Medical. The clusters
with the highest employment are Medical, Production and Software and IT. According to the Talent Gap Analysis update, occupations are expected to have the largest workforce shortages are General Assemblers, Accounting Support and Software developers.

Per the Community profile report by the SC Department of Employment and Workforce Quarterly Census of Employment and Wages-2015 Q4, the **top employment by industry** are Retail Trade, Health Care, Social Assistance, Accommodation and Food Services, Administrative, Support and Waste Management and Remediation Services and Manufacturing. The South Coast Region saw 288 new startup firms in 2015 Q4 and the top five occupational openings are Registered Nurses, Heavy and Tractor-Trailer Truck Driver, Retail Salespersons, First-Line Supervisors of Retail Sales Workers, and First-Line Supervisors of Food Preparation and Serving Workers. The top five new hires by industry are Accommodation and Food Services, Administrative and Support and Waste Management and Remediation Services, Retail Trade, Healthcare and Social Assistance and Construction. **Industries with the highest turnover** are Accommodation and Food Services, Administrative and Support and Waste Management and Remediation Services, Agriculture, Forestry, Fishing and Hunting, Arts, Entertainment and Recreation and Construction. **The top average annual wage** by Industries is Professional, Scientific and Technical Services, Manufacturing, Finance and Insurance, Utilities and Wholesale Trade. **The labor market projections by industries** top five are Retail Trade, Accommodation and Food Services, Healthcare and Social Assistance, Manufacturing and Government. Data is based on information provided in the Community Profile from the SC Department of Employment and Workforce, (See Attachment). The highest average annual wages were found in Professional, Scientific and Technical Services at $85,459, Manufacturing at $71,088 and Finance and Insurance at $69,319. Food Preparation and Serving Related Occupations had the lowest average wage at $19,828.

**Occupational Projections**
The top five labor market projections by Occupations are building, grounds cleaning and maintenance, food preparation and serving related occupations, healthcare practitioners and technical occupations, office and administrative support occupations and sales and related occupations.

According to data from the Talent Demand Analysis updated provided by Charleston Metro Chamber, In Occupations clusters with the highest forecast to grow more than 10% are Software and IT, Production, mathematics, Marketing, Engineering, Communications, Business and Medical. The clusters with the highest employment are Medical, Production and Software and IT. We can expect a shortage in these areas as well if we do not build the talent pipeline.

The majority of expanding occupations are in the manufacturing and healthcare industries, while many of the declining occupations are being displaced by technological innovation.
**Analysis of Current Workforce**

The Lowcountry Workforce Area (LWA) has focused its efforts in developing economic development strategies that places high emphasis on job seekers and their skills and how they contribute to industry demands. The LWA seeks to address the issues of low-skilled workers and employers need for more employees in various industries due to the current aging workforce. LWA has and will continue to address participant barriers to overall employment success.

The LWA has embraced a workforce development strategy that is focused on sector-based industry training within agency and employer partnerships. Sector based programs has allowed the LWA to look at specific skills gap industries are facing with job seekers. Incumbent Worker Training grants (IWT) have allowed the LWA to help employers re-define the career pathways for their workers and increase their job skills by re-tooling their knowledge of the job along with On-the-Job Training for Adults and Youth and Work Experience for Youth clients.

The LWA partnerships focus on a collaborated effort to connect low-income or disadvantage individuals with employment in careers that offer the promise of financial stability and significant growth in the industry in the near future. Our sector-based strategy must focus on a specific industry in order to be successful.

The LWA has focused on five specific industry clusters to focus resources on: Manufacturing, Transportation Distribution and Logistics, Healthcare, Technical and now Culinary. As a part of our strategies, community partners come together within the region to form a network of activities and services to support both employers and potential employees. At the table with employers, we have several educational partners in the region offering occupational skills training, both secondary and postsecondary, as well as remedial. In the Lowcountry these educational partners include:

**Secondary and Remedial**
- Beaufort County School District
- Colleton County School District
- Hampton County School District 1&2
- Jasper County School District
- Beaufort Adult Ed
- Colleton, Jasper/Hampton Adult Ed

**Post-Secondary**
- USC Salkehatchie
- USC Beaufort
- Technical College of the Lowcountry
- Trident Technical College
- Orangeburg Technical College

In 2018, SC Department of Employment and Workforce (SC DEW) launched Phase III of the Sector Planning, which is Sector Partnerships with NextGen Consulting team helping to facilitate and guide the regional teams through the next phase. The goals of Phase III were:
• Develop regional, industry-led sector partnerships that will serve as coordinating bodies for multiple public partners to collaborate effectively with one another and with industry;
• Develop a collaborative state strategy for jointly supporting sector partnerships across SC Department of Commerce, SC Commission on Higher Education, SC Technical College System, SC Department of Employment and Workforce, and other key state-level partners. During phase III,
• The agenda is entirely defined and driven by business leaders and not defined by parameters of grants and existing programs;
• Focus on industry competitiveness and growth versus workforce only;
• Business leaders personally champion priorities and have a stake in solutions versus providing input only;
• A long-term way to respond to changing needs of industry versus a one-time focus group;
• Go-to, shared table to understand and respond to industry’s needs versus one more meeting; it is a way of doing business versus a grant or special initiative and;
• Regionally based versus jurisdiction-based

The South Coast Region launched a Healthcare Industry-led sector partnership in July 2019. It was modeled after similar, successful partnerships across the country. For businesses, the launch is a forum to identify shared issues, and to network, troubleshoot together, and to define solutions going forward. For public partners in the South Coast Region, this is an effective way to jointly understand the needs of the health care industries and help implement shared solutions.

The South Coast Region is in the planning stage of launching the next Sector Partnership in Manufacturing.

Two sector-specific data committees were formed, one for Diversified Manufacturing and one for Healthcare, each of whom conducted detailed analyses of the employment needs for their respective target sectors using employment data provided by Maher and Maher. Factors considered, for example, were the employment change between 2015 and 2025, the median hourly earnings, and the typical entry level education and/or work experience required. Each committee decided on a different number of target occupations, based on different demand and industry structures.

Examples for the recommended Healthcare occupations include but are not limited to:
• Personal Care and Home Health Aides
• Registered Nurses
• Nurse Practitioners

It is noteworthy that the Healthcare Data Committee also recommended placing priority on the Patient Care Technician (PCT) occupation, which typically requires Certified Nurse Aide (CNA)
training, instruction in the use of electrocardiogram (EKG) equipment, CPR training with certification, and basic phlebotomy. However, as this occupation is reflected as separate components/occupations in the data analyzed (e.g., CNAs and Phlebotomists), additional research needs to be conducted to determine the accurate demand. Additionally, it should be noted that CNA programs are offered at various high schools in the region through Health Science programs in Career and Technical Education.

Examples for the recommended Diversified Manufacturing occupations include but are not limited to:

- Aircraft Structure, Surfaces, Rigging, and Systems Assemblers
- Inspectors, Testers, Sorters, Samplers, and Weighers
- Team Assemblers

The Diversified Manufacturing Data Committee further recommended, and the team agreed to, analyzing the employment needs for the three remaining target sectors in the near future. The Diversified Manufacturing and Construction Trades sectors have overlapping occupations. Additionally, there are “back office” occupations across all industries. While extensive sector strategies may not be developed for the secondary focus sectors right now, the team feels it is necessary to look at occupations across the board to ensure that all “cross pollination” of skills and training needs are considered. Specific occupations identified in the data analysis are addressed through secondary programs at various high schools in the region.

- Per the Healthcare Data Committee, the South Coast Region should focus on the following healthcare industries (incl. employment change from 2015 – 2025):
  - Nursing Care Facilities Healthcare Assistants – 653 (21%)
  - Home Health Care Aides – 1407 (58%)
  - Hospitals, State – 753 (10%)
  - Dentists – 685 (25%)
  - Physicians – 3214 (32%)
  - Hospitals, Medical/Surgical – 1058 (14%)
  - Physical Therapies – 427 (43%)
  - Ambulance Services – 151
  - Temporary Health Services – 2588
  - Back Office – 640

- Per the Healthcare Data Committee, the South Coast Region should focus on the following healthcare occupations (incl. employment change from 2015 – 2025 and required education/training):
  - Registered Nurse – 1570 (associates degree or higher)
  - Personal Care/Home Health Aide – 1873 (less than high school)
  - Nurse Assistants – 765 (certificate)
WIOA Local Workforce Plan

- Medical Assistants – 639 (certificate)
- Medical Secretaries/Office Clerk General/Receptionists - 1216
- First Line Supervisors/Office Administrative Support Workers – 665 (high school diploma/equivalent)
- EMT/Paramedic – 226 (non-degree/certificate)
- Patient Care Technician (PCT) (Phlebotomy - 103, ECK,
- Dental Assistants - 204
- Dental Hygienists - 176
- Customer Service Representatives – 287

• Per the Diversified Manufacturing Data Committee, the South Coast Region should focus on the following manufacturing occupations:
  - Aircraft Structure, Surfaces, Rigging, and Systems Assemblers
  - Inspectors, Testers, Sorters, Samplers, and Weighers
  - Team Assemblers
  - Computer-Controlled Machine Tool Operators, Metal and Plastic
  - Machinists
  - Aircraft Mechanics and Service Technicians
  - Industrial Machinery Mechanics
  - Heavy and Tractor-Trailer Truck Drivers
  - Purchasing Agents, Except Wholesale, Retail, and Farm Products
  - Production, Planning, and Expediting Clerks
  - Electrical and Electronic Equipment Assemblers
  - Industrial Engineering Technicians
  - Business Operations Specialists, All Other
  - First-Line Supervisors of Production and Operating Workers
  - Laborers and Freight, Stock, and Material Movers, Hand
  - Welders, Cutters, Solderers, and Brazers
  - Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic
  - Secretaries and Administrative Assistants, Except Legal, Medical, and Executive
  - Avionics Technicians
  - Tool and Die Makers
  - Aerospace Engineering and Operations Technicians
  - Electrical and Electronics Engineering Technicians
  - Engineering Technicians, Except Drafters, All Other
  - Computer User Support Specialists
  - Electrical and Electronics Repairers, Commercial and Industrial Equipment

• It was noted that some of the occupations listed in the manufacturing sector cross over into other sectors as well (e.g., construction trades) and need training programs to fill positions in multiple sectors. Therefore, the data team recommended obtaining the staffing patterns for the
remaining sectors (IT, TDL, and Construction Trades) right away to be analyzed and fused with the existing recommendations.

- Additionally, it is essential to cross-reference the manufacturing occupations chosen for priority focus with data used by the SC Department of Commerce

**Challenges**

Challenges to recruiting employers include, accessibility to interstates, tax regulations, and infrastructure. For example, sectors such as manufacturing experiencing retirees in the workforce.

Other challenges include:
- Transportation
- Commuting
- Sharing/Marketing of these lists to various entities to create buy-in
- Aligning our Workforce vocabulary across all core programs and partners
  Messaging needs to start early with visual tools to show skills needed and importance

**Strengths and Weaknesses: Lowcountry**

<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
<th><strong>Weaknesses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderate job growth</td>
<td>Pockets of geographic locations where access to education is extremely limited</td>
</tr>
<tr>
<td>Industries/employers</td>
<td>Large segments of the regional population lack reliable transportation</td>
</tr>
<tr>
<td>have a desire to partner</td>
<td>There is a general lack of awareness of the available workforce system service</td>
</tr>
<tr>
<td>with workforce</td>
<td>repertoire</td>
</tr>
<tr>
<td>development entities</td>
<td>Lack of broadband internet services in rural areas and slow connectivity with</td>
</tr>
<tr>
<td></td>
<td>satellite internet</td>
</tr>
<tr>
<td>Excellent geographic</td>
<td></td>
</tr>
<tr>
<td>location and superb</td>
<td></td>
</tr>
<tr>
<td>quality of life.</td>
<td></td>
</tr>
<tr>
<td>Outstanding training</td>
<td></td>
</tr>
<tr>
<td>institutions for all</td>
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</tr>
<tr>
<td>sectors</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Opportunities</strong></th>
<th><strong>Threats</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Efficiently address the</td>
<td>Lack of complete system</td>
</tr>
<tr>
<td>&quot;boardroom to mail</td>
<td>buy-in for sector strategies</td>
</tr>
<tr>
<td>room&quot; disconnect</td>
<td></td>
</tr>
</tbody>
</table>
- Rebranding and change in marketing strategy for the chosen priority sectors
- Scale existing sector work/projects to a regional level

- Funding for education in South Carolina is low in comparison to other states
- COVID-19 Unemployment Driver, Impact on small business closures, In person services limited.

**Employer’s Needs:**
The [US Bureau of Labor Statistics](https://www.bls.gov) indicates the Lowcountry had 7199 job openings in August 2022 with an unemployment rate of 3.0%. Soft skills are those attributes not defined by technical accomplishments or certifications attained. Analysis of data over the past three years indicates that many soft skills are listed as a part of the job postings, such as communication skills, integrity, team-orientation, detail-orientation, problem solving skills and self-motivation.

**Education and Skill Levels**
The current educational levels in the South Coast Region are provided by data from SC [DEW Community profile June 2020](https://www.dew.sc.gov) [Power Team Labor Study](https://www.dew.sc.gov/power-team-labor-study). The information is presented with seven levels of educational attainment for each county. — Less than 9th grade, 9th to 12th No Diploma, High School Graduate, Some College, Associate’s Degree, Bachelor's Degree, Graduate Degree. In the Lowcountry area the degree of education is as follows: 4.60% have less than 9th grade, 6.16% are 9th to 12th No Diploma, the highest group is the high school graduates with 36.51%, 17.81% have some college, 9.51% have an Associate Degree, 13.90% have a Bachelor's Degree and 8.56% have a Graduate Degree.
Groups with barriers to Employment:
The Lowcountry Workforce Development Area is diverse. Different population groups often face varying challenges and barriers and may need more services to meet their employment and training needs. There are many programs and services described in the Workforce, Education and Training Analysis that address the needs of individuals with barriers to employment. Additionally, measures are being taken to further improve programmatic and physical accessibility for Limited English Proficiency (LEP) individuals and individuals with disabilities, and to improve overall education and employment outcomes for all individuals, especially individuals with barriers to employment.

Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians **other islanders**; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers;
farmworkers; eligible individual for the Temporary Assistance for Needy Families program (TANF); single parents (including single pregnant women); and long-term unemployed individuals. Veterans, unemployed workers, youth, and others that the state may identify.

The required partners within SC Works Lowcountry Workforce system work collaboratively to increase accessibility to workforce programs and services for diverse and minority populations who live in the region. These individuals include the following:

**Hispanics**

The Hispanic population has grown significantly in the region and state. This population more than doubled from 2000 to 2010 and has continued to grow. Though the growth has slowed, there is still a growing need for programs that serve the Hispanic community.

**Homeless**

There are a growing number of homeless individuals in the Lowcountry and South Coast Region. This includes a number of homeless Veterans that need special programs devised to meet their needs. For many, the living arrangements make it less conducive to become employed because of restraints with transportation.

Based on the information provided by the SC Department of Employment and Workforce, the homeless data is a point in time count of the sheltered and unsheltered homeless population. Based on information from the South Carolina Coalition for the Homeless, 2016 point in time report conducted by the Continuum of Care in South Carolina reported on the Lowcountry (Berkeley, Charleston, Beaufort, Colleton, Dorchester, Hampton, and Jasper counties): Emergency shelter was 1,834, Transitional Housing was 1,515 and unsheltered was 1,689.

**Veterans**

According to the 2017 American Community Survey, South Carolina had 362,000 civilian veterans aged 18 or older, comprising 9.3 percent of the state’s civilian adult population. Veterans had a higher percentage having some college education or an associate’s degree compared to the population aged 25 and older as a whole (37.7 percent for veterans, 29.8 percent for all). Veterans had a lower unemployment rate at 4.5 percent than the civilian population aged 18 to 64 (5.7 percent).[5]

Veterans may have to overcome stereotypes employers may have such as thinking that all post-9/11 veterans have post-traumatic stress disorder (PTSD). However, veterans have a great deal to contribute to any company. Many veterans have job skills that transfer directly to the civilian world, such as integrity, attention to detail, leadership, problem-solving, and a team-player
mentality. COVID-19 has impacted the employment rate for veterans; however, it is still too early to know the outcomes.

**Ex-Offenders**
As of June 30, 2022, South Carolina had an inmate population of 15,985. For the FY (July 1, 2021 – June 30, 2022), S.C. Department of Corrections (SCDC) had 5106 total releases from its base population. The average age of an inmate was 38.5 years old. African-Americans made up 60 percent of the total with whites at 37 percent and other races at 3 percent. The average sentence length is 14 years. Forty-nine percent of inmates do not have a high school diploma or GED upon incarceration.

The SCDC had numerous individuals reaching achievements in FY 2018, including 324 GED/High School Diplomas earned and 2,333 vocational certificates earned. The SCDC has been authorized as a Department of Labor (DOL) Apprenticeship site, awarding 36 DOL apprenticeship credentials in FY 2018 and 636 Work Keys certificates.

Beginning July 1, 2018, SCDC, in partnership with the Department of Employment and Workforce, transitioned to the new WIN Learning – Ready to Work certification program. WIN replaced Work Keys with similar skills assessment (Applied Math, Reading for Information, and Locating Information) while adding a soft skills component that will be of profound benefit to inmate's post-release. Currently the WINS Assessment is not being offered by the SC Department of Workforce in its partnership with the SCDC.

People who have been imprisoned face several challenges re-entering society, such as overcoming their past criminal history when seeking employment. Lack of education, poor computer skills, poor people skills, low self-esteem, substance abuse problems, and access to reliable transportation are problems that may be faced by an ex-offender during the job search. The following table shows admissions to and releases from SCDC base population FY 22

| ADMISSIONS TO AND RELEASES FROM SCDC BASE POPULATION FY 2022 |
### ADMISSIONS

<table>
<thead>
<tr>
<th>Source of Admission</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
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<tr>
<td><strong>NEW ADMISSIONS FROM COURT</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indeterminate Sentence (YOA)*</td>
<td>1,066</td>
<td>83.1%</td>
<td>98</td>
<td>89.9%</td>
<td>1,946</td>
<td>81.0%</td>
<td>490</td>
<td>90.3%</td>
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<tr>
<td>Straight Sentence (Non-YOA)</td>
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<td>76.5%</td>
<td>91</td>
<td>83.5%</td>
<td>1,874</td>
<td>78.0%</td>
<td>470</td>
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<td>Other Jurisdiction</td>
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<td>0.6%</td>
<td>2</td>
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<td><strong>PROBATION REVOCATIONS</strong></td>
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<td>5.2%</td>
<td>5</td>
<td>4.6%</td>
<td>278</td>
<td>11.6%</td>
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<td>7.1%</td>
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<td><strong>PAROLE REVOCATIONS</strong></td>
<td>119</td>
<td>5.0%</td>
<td>4</td>
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<td>104</td>
<td>4.3%</td>
<td>12</td>
<td>2.2%</td>
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<tr>
<td>Youthsdel Offender Act (YOA)</td>
<td>12</td>
<td>1.4%</td>
<td>2</td>
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<tr>
<td>NON-YOA</td>
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<td>1.8%</td>
<td>92</td>
<td>3.8%</td>
<td>12</td>
<td>2.2%</td>
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<td>ISS REVOCATIONS</td>
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<td>123</td>
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<td><strong>SUPERVISED RE-ENTRY REVOCATIONS</strong></td>
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<td>0.0%</td>
<td>8</td>
<td>0.3%</td>
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<tr>
<td>SF/EPA VIOLATIONS</td>
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<td>COMMUNITY SUPERVISION REVOCATIONS</td>
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<td>39</td>
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<td>RE-SENTENCED*</td>
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<td>0.4%</td>
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<td>DEATH ROW**</td>
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<tr>
<td><strong>TOTAL ADMISSIONS</strong></td>
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<td>100.0%</td>
<td>109</td>
<td>100.0%</td>
<td>2,403</td>
<td>100.0%</td>
<td>547</td>
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### OTHER MALES

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<tr>
<th>Other Classification</th>
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<th>Percent</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
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<tr>
<td>104</td>
<td>86.7%</td>
<td>8</td>
<td>88.9%</td>
<td>4,618</td>
<td>83.1%</td>
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<td>11</td>
<td>9.2%</td>
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<td>0.0%</td>
<td>234</td>
<td>4.2%</td>
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<tr>
<td>93</td>
<td>75.5%</td>
<td>8</td>
<td>88.9%</td>
<td>4,353</td>
<td>78.4%</td>
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<td>5</td>
<td>4.2%</td>
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<td>451</td>
<td>8.1%</td>
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<td>2</td>
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<td>5</td>
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<td>127</td>
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<td>2</td>
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<td>12</td>
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<td>0</td>
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<td>0</td>
<td>0.0%</td>
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<td>0.0%</td>
<td></td>
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</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>0.0%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>120</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>9</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>5,553</strong></td>
<td><strong>100.0%</strong></td>
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</tbody>
</table>

### RELEASES

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<thead>
<tr>
<th>Source of Release</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXPIRATION OF SENTENCE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(LESS GOOD TIME &amp; WORK/EDUCATION CREDITS)</td>
<td>616</td>
<td>25.8%</td>
<td>58</td>
<td>49.0%</td>
<td>795</td>
<td>38.1%</td>
<td>196</td>
<td>46.9%</td>
</tr>
<tr>
<td><strong>MAXOUT - YOA</strong></td>
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<td>0.0%</td>
<td>15</td>
<td>0.7%</td>
<td>3</td>
<td>0.7%</td>
</tr>
<tr>
<td><strong>PLACED ON PROBATION</strong></td>
<td>542</td>
<td>14.3%</td>
<td>11</td>
<td>11.8%</td>
<td>662</td>
<td>22.2%</td>
<td>87</td>
<td>20.8%</td>
</tr>
<tr>
<td><strong>PARoled TO INTENSIVE SUPERVISION SERVICES</strong>*</td>
<td>210</td>
<td>8.8%</td>
<td>4</td>
<td>4.3%</td>
<td>69</td>
<td>3.3%</td>
<td>18</td>
<td>4.3%</td>
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<tr>
<td><strong>PAROLED BY YOA PAROLE BOARD</strong></td>
<td>45</td>
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<td>21</td>
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<td>0.0%</td>
</tr>
<tr>
<td><strong>PAROLED BY DPPPS</strong>**</td>
<td>129</td>
<td>5.4%</td>
<td>10</td>
<td>10.8%</td>
<td>120</td>
<td>5.8%</td>
<td>97</td>
<td>23.0%</td>
</tr>
<tr>
<td><strong>RE-SENTENCED</strong></td>
<td>1</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

WIOA Local Workforce Plan - 24 | Page
COMMUNITY SUPERVISION RELEASE
(UNDER TRUTH-IN-SENTENCING STATUTE)
582 24.4%     20 21.5%    261 12.5%    38 8.4%
SUPERVISED RE-ENTRY
352 14.8%     6 6.5%    293 14.1%    25 6.0%
DEATH
39 1.6%       0 0.0%    51 2.4%      1 0.2%
DEATH-EXECUTED
0 0.0%       0 0.0%    0 0.0%      0 0.0%
RELEASED TO EPA
0 0.0%       0 0.0%    0 0.0%      0 0.0%
COURT ORDERED, PAID FINE, APPEAL BOND,
PARDON, AND REMANDED TO COUNTY
13 0.5%       0 0.0%    8 0.4%      1 0.2%
TOTAL RELEASES
2,385 100.0%  93 100.0%  2,085 100.0%  418 100.0%

OTHER MALES   OTHER FEMALES   TOTAL
Number  Percent  Number  Percent  Number  Percent
42  35.9%     2  25.0%  1,689 33.3%
0  0.0%       0  0.0%    77  1.5%
14 12.0%      3  37.5%    919 18.0%
11  9.4%      0  0.0%    307  6.0%
3  2.6%       0  0.0%    60  1.2%
2  1.7%       0  0.0%    318  6.2%
0  0.0%       0  0.0%     1  0.0%
35 29.9%      3  37.5%    936 18.3%
0  0.0%       0  0.0%    685 13.4%
1  0.9%       0  0.0%    92  1.8%
0  0.0%       0  0.0%    92  1.8%
0  0.0%       0  0.0%    92  1.8%
0  0.0%       0  0.0%    22  0.4%
117 100.0%    8 100.0%  5,106 100.0%

Note: Percentages may not add up due to rounding.

* The Youthful Offender Act provides for indeterminate sentences of 1 - 6 years for offenders aged 17 - 25.
** Death Row admissions figures represent placements to death row, includes new admissions, resentenced and returned inmates.
*** Intensive Supervision Administrative Release Authority (ISARA) assumed YOA Parole Board duties on February 1, 2013.
**** Department of Probation, Parole, and Pardon Services.

South Carolina Department of Corrections
**Juvenile Offenders**

In Fiscal Year (FY) 2016-17, the S.C. Department of Juvenile Justice (DJJ) handled 13,591 new cases, down from 15,429 in 2015-2016. The top five offenses putting a person into DJJ custody are assault and battery, shoplifting, public disorderly conduct, simple marijuana possession, and disturbing school.

DJJ’s Career Readiness Center (CRC) had a total enrollment of 1,423 for its training classes in FY 2016-17. Students at JRTC took classes in financial literacy, culinary arts, leadership, interviewing skills, public speaking, interpersonal skills, and in many other areas related to life skills and job placement. During FY 2016-17, 901 youth completed job-readiness training in DJJ’s 16 community job-readiness training sites, located throughout the state. DJJ doubled its number of training sites from the previous fiscal year and nearly doubled the number of participants.

**Limited English Proficiency**

The 2012 American Community Survey lists 98,188 people of foreign-born status in S.C. who were identified as having Limited English Proficiency (LEP). Noncitizens were more likely to have LEP than citizens (foreign-born but naturalized).

**Migrant/Seasonal Workers**

According to the U.S. Department of Labor’s National Agricultural Workers Survey for the 2009-2010 survey period, 74 percent of all farm workers in the U.S. were born in Mexico, 82 percent were Hispanic, and 72 percent spoke English less than “well.” Sixty-three percent had less than a high school education.

In its Migrant and Seasonal Farmworkers (MSFW) Report for Program Year 2012, the U.S. Department of Labor highlighted that South Carolina’s One Stop Centers had taken 1,931 job applications for MSFWs and placed 1,271 (66 percent) into a job. South Carolina Legal Services, a nonprofit organization providing legal services to low-income state residents, notes that there are 28 registered migrant worker labor camps in 12 counties in the state.

**Foster Care**

The average time a child spent in foster care was 15.9 months in FY 2013, the lowest average during the past four years. In FY 2013, there were 1,220 children waiting for adoption. As of June 2013, there were 3,734 children receiving in-home foster care services.
Temporary Assistance for Needy Families (TANF)
For FY 2012-2013, the number of TANF households served decreased to 415,475, a 6.5 percent decline from the previous fiscal year. The average wage of a TANF recipient employed through a S.C. Department of Social Services program was $8.27 per hour.15

Individuals with Disabilities
Although many programs and collaborative efforts are in place to expand competitive, integrated employment opportunities for individuals with disabilities, data shows that a continued focus on increasing rates of employment and labor force participation is necessary. It is also necessary for more partners to collaborate and create more employment opportunities for individuals with disabilities by providing needed resources such as transportation, to make employment a reality.

The diversity of disabilities ranges from those seen such as necessitating the use of a wheelchair or cane, to those unseen, invisible disabilities such as mental illness or substance use disorders. Although many innovative programs and collaborative efforts are in place in South Carolina to expand competitive, integrated employment opportunities for individuals with disabilities, data shows that a continued focus on increasing rates of employment and labor force participation is necessary.

Estimates from the American Community Survey in 2017 show that 14.8 percent of the state’s civilian, the non-institutionalized population was disabled.[9] The disabled employed equaled nearly 123,000 people aged 18 to 64. Nearly 18,600 more people were unemployed, yielding a disabled unemployment rate of 13.2 percent, substantially over the state’s average unemployment levels. The ambulatory difficulty was the most common disability for both those employed and those not in the labor force, while a cognitive difficulty was reported as the most common disability for those who were unemployed.[10] Therefore, this group will continue to need focused services to overcome substantial barriers to employment.

Employment and Unemployment
An important component of the economy is the labor force. The labor force measures people at their resident location and equals the sum of the employed and the unemployed. The trends in the labor force, the number of people employed, and the number of people unemployed from 2005 forward. Employment in The South Coast region declined sharply during the recession. The steady increases in employment encouraged more individuals to join the labor force and since early 2014, the region’s labor force has experienced solid growth.

Unemployment
By early 2008, conditions began to deteriorate, and unemployment skyrocketed to a high in June, 2009. It then began a slow decline to March 2014. The unemployment rate is the percent of the labor force that is unemployed. In the Lowcountry area in early 2008, the rate began to climb and accelerated in the fall of that year to reach an all-time high by December 2009 and January 2010.

The unemployment rate then began to fall, reaching 5.6 percent in early 2014. The rate continued to decline reaching 5.3 percent by 2015. In 2018, the unemployment rate in SC Works Lowcountry was at 3.4% and in September of 2019, it was at an all-time low of 1.9%. Due to the impact of COVID-19, unemployment numbers started to increase in March 2020 and steadily rose to 9.0% in June 2020. As of August, 2022 post-Covid, the Lowcountry’s unemployment rate is 3.0%.

October 19, 2022, the U.S. Bureau of Labor Statistics (BLS) released new state-level Job Openings and Labor Turnover Survey (JOLTS) data for August 2022. These figures show that the state’s labor market remains dynamic as it has been throughout much of the economic recovery from the height of the pandemic. Seasonally adjusted data are shown in the below table with month-over-month and year-over-year comparisons included for reference.

| Month            | Job Openings |  |
|------------------|--------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
|                  | Count        | Rate            | Count            | Rate            | Count            | Rate            | Count            | Rate            |
| August 2021      | 183,000      | 7.8%            | 111,000          | 5.1%            | 64,000           | 3.0%            |                  |                 |
| July 2022 (revised) | 176,000      | 7.3%            | 114,000          | 5.1%            | 76,000           | 3.4%            |                  |                 |
| August 2022 (preliminary) | 174,000      | 7.2%            | 108,000          | 4.8%            | 81,000           | 3.6%            |                  |                 |

**Occupations Requiring High School but Filled by More Educated Employees**

It is possible for more than just recent graduates to be able to fill the projected job openings. The oversupply of graduates overall may partially explain why many occupations are filled with overqualified candidates.

The following data provides a snap shot of the LWA employment trends, unemployment rates, area job openings, unemployment insurance characteristics and educational attainment. This data is instrumental in the development of effective workforce strategies to assist customers in Our local workforce area.
Monthly Unemployment Rate (Unadjusted)

Past 13 Months

<table>
<thead>
<tr>
<th>Period</th>
<th>Lowcountry</th>
<th>South Carolina</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 2022</td>
<td>3.0%</td>
<td>3.2%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Jul 2022</td>
<td>3.0%</td>
<td>3.2%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Jun 2022</td>
<td>3.2%</td>
<td>3.4%</td>
<td>3.8%</td>
</tr>
<tr>
<td>May 2022</td>
<td>2.8%</td>
<td>3.1%</td>
<td>3.4%</td>
</tr>
</tbody>
</table>
### Source: S.C. Department of Employment & Workforce

Monthly Unemployment Rate (Unadjusted)

II. Area Job Openings

<table>
<thead>
<tr>
<th>Period</th>
<th>Employed</th>
<th>Unemployed</th>
<th>Unemp. Rate</th>
<th>Job Openings</th>
<th>Employed</th>
<th>Unemployed</th>
<th>Unemp. Rate</th>
<th>Job Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug-22</td>
<td>111,695</td>
<td>3,513</td>
<td>3.0%</td>
<td></td>
<td>2,320,187</td>
<td>74,539</td>
<td>3.1%</td>
<td></td>
</tr>
<tr>
<td>Jul-22</td>
<td>112,646</td>
<td>3,514</td>
<td>3.0%</td>
<td>7,714</td>
<td>2,323,963</td>
<td>75,661</td>
<td>3.2%</td>
<td>106,932</td>
</tr>
<tr>
<td>Jun-22</td>
<td>113,570</td>
<td>3,799</td>
<td>3.2%</td>
<td>7,495</td>
<td>2,326,245</td>
<td>77,941</td>
<td>3.2%</td>
<td>113,366</td>
</tr>
<tr>
<td>May-22</td>
<td>113,506</td>
<td>3,258</td>
<td>2.8%</td>
<td>7,665</td>
<td>2,321,969</td>
<td>79,129</td>
<td>3.3%</td>
<td>99,073</td>
</tr>
<tr>
<td>Apr-22</td>
<td>112,562</td>
<td>2,732</td>
<td>2.4%</td>
<td>7,227</td>
<td>2,312,654</td>
<td>79,165</td>
<td>3.3%</td>
<td>102,064</td>
</tr>
<tr>
<td>Mar-22</td>
<td>110,922</td>
<td>3,533</td>
<td>3.1%</td>
<td>7,705</td>
<td>2,303,599</td>
<td>80,747</td>
<td>3.4%</td>
<td>106,264</td>
</tr>
<tr>
<td>Feb-22</td>
<td>109,245</td>
<td>4,506</td>
<td>4.0%</td>
<td>6,278</td>
<td>2,295,733</td>
<td>82,614</td>
<td>3.5%</td>
<td>96,487</td>
</tr>
<tr>
<td>Jan-22</td>
<td>109,005</td>
<td>3,832</td>
<td>3.4%</td>
<td>4,765</td>
<td>2,292,300</td>
<td>82,242</td>
<td>3.5%</td>
<td>100,688</td>
</tr>
<tr>
<td>Dec-21</td>
<td>109,818</td>
<td>3,437</td>
<td>3.0%</td>
<td>5,361</td>
<td>2,286,561</td>
<td>84,737</td>
<td>3.6%</td>
<td>109,493</td>
</tr>
<tr>
<td>Nov-21</td>
<td>109,496</td>
<td>3,259</td>
<td>2.9%</td>
<td>5,852</td>
<td>2,285,949</td>
<td>85,167</td>
<td>3.6%</td>
<td>98,004</td>
</tr>
<tr>
<td>Oct-21</td>
<td>109,654</td>
<td>3,322</td>
<td>2.9%</td>
<td>5,753</td>
<td>2,284,207</td>
<td>86,523</td>
<td>3.6%</td>
<td>95,466</td>
</tr>
</tbody>
</table>
Labor Supply versus Labor Demand

September 2022 Labor Supply versus Labor Demand

Online job advertisements in South Carolina, as reported by the Conference Board's Help Wanted Online® (HWOL) data series, showed a decrease of 3,073 ads from August 2022 to September 2022. Compared to September 2021, South Carolina had an increase of 8,453 ads. Across the United States, online ads saw a decrease of the last month.

Labor demand in the Trident Workforce Area (Berkeley, Charleston, and Dorchester counties) was greatest with 31,425 posted advertisements. The Midlands Workforce Area (Fairfield, Lexington, and Richland counties) followed with 20,272 online ads. Statewide, the labor supply (the unemployed versus demand (online advertisements) ratio remained at 0.7:1.

Supply-Demand Ratio by Workforce Area for September 2022

<table>
<thead>
<tr>
<th>Workforce Area</th>
<th>Labor Supply</th>
<th>Labor Demand</th>
<th>Supply-Demand Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trident</td>
<td>109,395</td>
<td>2,280,234</td>
<td>0.47</td>
</tr>
<tr>
<td>Midlands</td>
<td>110,871</td>
<td>2,276,348</td>
<td>0.49</td>
</tr>
<tr>
<td>Statewide</td>
<td>228,266</td>
<td>4,553,582</td>
<td>0.49</td>
</tr>
</tbody>
</table>

Source: S.C. Department of Employment & Workforce & The Conference Board's Help Wanted OnLine® data series
<table>
<thead>
<tr>
<th>Workforce Area</th>
<th>Job Openings</th>
<th>Unemployed</th>
<th>Unemployed per Opening Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catawba</td>
<td>7,775</td>
<td>6,419</td>
<td>0.8:1</td>
</tr>
<tr>
<td>Greenville</td>
<td>9,350</td>
<td>6,739</td>
<td>0.7:1</td>
</tr>
<tr>
<td>Lowcountry</td>
<td>6,669</td>
<td>3,219</td>
<td>0.5:1</td>
</tr>
<tr>
<td>Lower Savannah</td>
<td>5,534</td>
<td>4,807</td>
<td>0.9:1</td>
</tr>
<tr>
<td>Midlands</td>
<td>20,272</td>
<td>10,140</td>
<td>0.5:1</td>
</tr>
<tr>
<td>Pee Dee</td>
<td>3,120</td>
<td>5,430</td>
<td>1.7:1</td>
</tr>
<tr>
<td>Santee-Lynches</td>
<td>2,891</td>
<td>3,159</td>
<td>1.1:1</td>
</tr>
<tr>
<td>Trident</td>
<td>31,425</td>
<td>10,899</td>
<td>0.3:1</td>
</tr>
<tr>
<td>Upper Savannah</td>
<td>2,448</td>
<td>3,484</td>
<td>1.4:1</td>
</tr>
<tr>
<td>Upstate</td>
<td>4,381</td>
<td>5,948</td>
<td>1.4:1</td>
</tr>
<tr>
<td>Waccamaw</td>
<td>5,656</td>
<td>6,635</td>
<td>1.2:1</td>
</tr>
<tr>
<td>Worklink</td>
<td>3,911</td>
<td>5,120</td>
<td>1.3:1</td>
</tr>
<tr>
<td>South Carolina (SA)</td>
<td>100,689</td>
<td>75,424</td>
<td>0.7:1</td>
</tr>
</tbody>
</table>

(SA) Seasonally Adjusted

The Conference Board Help Wanted OnLine® (HWOL) data series measures online jobs advertisements (rounded) from about 16,000 major Internet job sites and smaller job sites that serve niche markets and smaller geographic areas. Online job advertisements may or may not have multiple job openings. The level of ads in print and online can change for reasons not related to overall job demand.
## 20 Largest Employers

*(Listed Alphabetically)*

<table>
<thead>
<tr>
<th>Corporation Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEAUFORT COUNTY SCHOOL DISTRICT</td>
</tr>
<tr>
<td>BEAUFORT MEMORIAL HOSPITAL</td>
</tr>
<tr>
<td>BILO LLC</td>
</tr>
<tr>
<td>CARECORE NATIONAL LLC</td>
</tr>
<tr>
<td>COASTAL CAROLINA MEDICAL CENTER INC</td>
</tr>
<tr>
<td>COASTAL STATES AUTOMOTIVE GROUP MAN</td>
</tr>
<tr>
<td>COLLETON COUNTY GOVERNMENT</td>
</tr>
<tr>
<td>COLLETON COUNTY SCHOOL DISTRICT</td>
</tr>
<tr>
<td>COUNTY OF BEAUFORT</td>
</tr>
<tr>
<td>DEPARTMENT OF DEFENSE</td>
</tr>
<tr>
<td>HAMPTON COUNTY SCHOOL DISTRICT ONE</td>
</tr>
<tr>
<td>HARGRAY COMMUNICATIONS GROUP INC</td>
</tr>
<tr>
<td>JASPER CO BD OF DISABILITIES</td>
</tr>
<tr>
<td>LOWES HOME CENTERS INC</td>
</tr>
<tr>
<td>MARINE CORPS COMMUNITY SERVICES</td>
</tr>
<tr>
<td>PUBLIX SUPER MARKETS INC</td>
</tr>
<tr>
<td>SITEL OPERATING CORPORATION</td>
</tr>
<tr>
<td>TENET PHYSICIAN SVCS OF HILTON HEAD</td>
</tr>
<tr>
<td>THE KROGER COMPANY</td>
</tr>
<tr>
<td>WAL-MART ASSOCIATES INC</td>
</tr>
</tbody>
</table>

Source: S.C. Department of Employment & Workforce - 2020 Q2
Section II: Strategic Vision and Goals

1. A description of the local board’s strategic vision to support regional economic growth and self-sufficiency, including:

Goals for preparing an educated and skilled workforce, including youth and individuals with barriers to employment.

The Lowcountry Workforce Development Board (LWB) is dedicated and determined to align its vision with the State and Regional vision for strategies and goals in support of regional economic growth and self-sufficiency.

The Vision of the LWB is that every business in the South Coast Region has access to a skilled workforce and every resident in the local area has access to meaningful employment, resulting in regional economic vitality. In alignment with this vision, the LWB goal is to facilitate opportunity for anyone who is interested in increasing their value and relevance to the labor force with an emphasis on assisting youth and individuals with barriers to employment. The desired outcome is not limited to customers gaining entry to the workforce, but also equipping them to grow and advance thereby supporting economic growth for their community and economic self-sufficiency for themselves. The LWB commitment to this vision is to pass all performance indicators; as they are a demonstration of the effectiveness of the programming and services.

The LWB is committed to aligning with the State Goals, Objective and Strategies as follows:

**OBJECTIVE 1:** Identity, invest in, and support educational and developmental strategies to better prepare and expand a skilled workforce for current and emerging jobs.

STRATEGY 1.1 Increase participation in work-based learning activities, including registered apprenticeships.

STRATEGY 1.2 Increase the formal assessment of soft-skills and provision of soft skills training.
STRATEGY 1.3 Increase resource investment into direct services for job seekers through results-oriented discretionary grants.

**OBJECTIVE 2**: Align resources, policies, and strategies between state, local, and regional systems to improve outcomes for businesses, partners, and individuals, including those with barriers to employment.

STRATEGY 2.1 Increase co-enrollment across partner programs.

STRATEGY 2.2 Develop and implement cross-partner staff training to enhance service delivery to businesses and job seekers.

STRATEGY 2.3 Streamline intake systems and referral processes.

STRATEGY 2.4 Implement strategies that increase access to reliable transportation, affordable housing, and identification and vital records.

STRATEGY 2.5 Increase the number of regional, industry-led, sector partnerships.

**OBJECTIVE 3**: Identify current and future workforce needs of South Carolina business and industry to support career pathways in growth sectors.

STRATEGY 3.1 Identify the challenges and opportunities in rural communities.

STRATEGY 3.2 Develop career pathway tools and templates.

**OBJECTIVE 4**: Engage job seekers, employers, and other workforce partners through marketing and outreach and articulate a value proposition specific to each.

STRATEGY 4.1 Share best practices across partner programs to increase awareness of partner services, promote a workforce of growth and continuous improvement, and encourage a system viewpoint.

STRATEGY 4.2 Improve strategic outreach to employers.

A. **The continuation of preparing citizens for Career Readiness Certification.**

Initiative will assist economic developers and new businesses in finding the right location with the workforce that has the skills they need. The utilization of Work Keys/Worldwide Interactive Networks (WIN)®, Ready to Work (R2W) assessments creates a skills-based credential for job seekers and associated job profiles (Work keys only) assist employers in finding skilled candidates for vacancies. This is aligned with the ReadySC™, Evolve SC and other state initiatives as well as in assessing all public secondary school students in South Carolina.
A driven strategy that emphasizes the maintaining of South Coast Region counties remaining ACT certified Work Ready. As of July 1, 2018, WINS Career Readiness Courseware and Credentials became the assessments of choice to sustain the career ready certified communities of South Carolina by adding the Soft Skills assessment in addition to Applied Mathematics, Reading for Information and Locating Information. *(WIOA currently does not fund Soft Skills)*  SCDEW currently is not contracted to offer WINS or Workkeys Assessments to customers or participants.

B. The collaboration of core programs under WIOA.
The solidifying of partnerships at the state, regional, and local levels to coordinate workforce initiatives and programs. The passing of state workforce legislation will provide an opportunity to further strengthen existing workforce development strategies to meet the growing needs of employers in the state.

Providing Multiple Measures of Assessments to provide LWB Partners the ability to make data driven decisions to ensure a cycle of continuous improvement.

- Counties will secure and maintain ACT and WIN Work Ready Status *(WIOA no longer pays for ACT assessments)* WINS is no longer supported financially by WIOA in SC
- SC High School Diploma.
- SC High School Equivalency Diploma.
- Post-secondary degree, diploma, and certification.
- Obtained employment.
- Continued employment of customers.
- Measurable skills enhancement.

C. Creation of Education and Career Pathways.
The career pathways approach offers a sequence of education and/or training credentials aligned with work readiness standards. Sector-based education and career pathways require that education and training systems be seamless in order to meet employers’ needs for skilled workers. This will be accomplished by transforming and aligning the disconnected components of educational processes to optimize student/job seeker success.

Career Pathways also provide a sustainable pipeline of employment. Measurable student and job seeker success is a core value of the LWB partners. Opportunities for dual enrollment and information will be provided beginning in middle school and
continue through high school, Adult Education, the Technical College of the Lowcountry and additional Lowcountry and Regional public and private providers. The customer will be provided with information and opportunities to earn nationally recognized certification for in demand entry level to high level occupations in the South Coast Region. All Lowcountry Adult Education providers provide Integrated Education, Distant Learning and Training offering contextualized and concurrent instruction in collaboration with post-secondary training and education providers as required by WIOA.

DEW, Vocational Rehabilitation and the Department of Education are working closely together to refine the messages to K-12 students and parents about middle skills jobs, high-demand and high-growth jobs, and different paths to post-secondary education options. Additionally, the Technical Colleges and businesses are working to align their non-credit programs with nationally recognized credentials and certifications that make their graduates marketable for the existing jobs.

D. Development of One, Consistently Delivered, Competency-Based Soft Skills Curriculum.
Successful placement in the workforce requires both the technical skills for job performance and a broad spectrum of social and interpersonal skills often referred to as “soft skills.” Both trade and soft skills are important in hiring and retention decisions across all industry sectors.

Recognizing the need for a common, consistent soft skills training curriculum that all agencies can use to train prospective job seekers, the State Workforce Development Board, the WIOA Core Programs, and the State Technical Colleges have partnered to identify and recommend a soft skills curriculum that could be adopted across agencies. This includes use of universal design principles and consideration of accessibility for all potential customers. The curriculum would be based on core competencies, with the ability for agencies to tailor the classes based on the unique needs of their client populations.

E. Enhancement of school-to-work transition and youth-focused programs.
A significant focus of WIOA includes strategies to strengthen school-to-work transition programs and youth programs. This includes specific activities conducted within the secondary school system for students to better prepare them for employment, post-secondary education or post-secondary training. There are also provisions within WIOA to address the needs of out-of-school youth to ensure that they are connected with the services needed to achieve competitive, integrated employment. Strong partnership with local education agencies, VR service delivery
capacity for school-to-work transition services, workforce development programs for youth, and connection with stakeholders involved in student, youth and parent engagement are being deployed in South Carolina. The work of these partnerships will help to prepare the next generation of job seekers for the emerging employment opportunities before exiting school settings, in keeping with the education and career pathways development. Career Development Facilitation (CDF) will prepare customers to enter and retain employment in middle level income occupations within the Southcoast Region. Increased focus on youth workforce engagement, school-to-work transition, career pathways development, and youth apprenticeship opportunities. Each Lowcountry Adult Education provider, provides Integrated Education, Distant Learning and Training offering contextualized and concurrent instruction in collaboration with post-secondary training and education providers as required by WIOA.

**F. Develop and implement systems and strategies designed to support effective employer engagement to better ensure job placement and long-term retention.**

WIOA places increased emphasis on the successful provision of employer engagement activities. LWB will work to refine its communication, support and collaboration with employers and industry groups to ensure their industry-based needs are understood and met, and to aid in the efficient placement of job seekers possessing requisite skills.

The LWB is committed to the strategic development of working relationships with both the mandated and community partners to better serve job-seekers and business customers. The LWB is committed to working toward ensuring a skilled and qualified workforce that is key to successful economic development. It is planned that the synergy of partnering agencies working together will result in the effective use of resources and the development of new strategies and or support of effective existing strategies and will result in the preparation of a skilled and trained workforce.

**G. Utilize new technologies and data sources to help guide and support all workforce development and employer support strategies, and to provide visibility into performance measures.**

Investing in the use of new systems to improve the efficiency and effectiveness of WIOA service efforts. This includes use of labor market data to keep pace with, and adjust to, changes in local market conditions; use of innovative technology tools that support evaluation data collection, service delivery, data sharing, and management across all strategies; and use of client-centered feedback to support the refinement of efforts over time.
H. Develop strategies and provide career services targeted to individuals with significant barriers to employment.
LWB recognizes the need to implement career services to those demonstrating significant barriers to labor force entry. Efforts related to this goal include the provision of more work-based learning opportunities, access to in-demand industry certifications, job readiness training, and relevant skill building efforts. In addition, we will seek to widen access and tailor career services to people with disabilities, veterans, out of school youth, young adults with limited work history, those facing language barriers, those with criminal justice involvement, or who have experienced homelessness.

I. Develop Sector Partnerships to increase focus on growing market segments and to drive the specification of career pathways.
LWB will work with companies, education, economic development and community-based organizations to understand the needs of these growing sectors, support partnership efforts and to specify the training and education requirements needed to move job seekers toward employment. This will result in the development of relevant career pathways for each sector. Sector partnerships currently for our region is identified as healthcare and manufacturing.

A description of how the local board will work with core and required partners to align local resources to achieve the strategic vision and goals referenced above.

The LWB is committed to the strategic development of working relationships with the mandated and community partners to better serve job seeker and business customers. The LWB is committed to working toward ensuring a skilled and qualified workforce that is a key to successful economic development. It is planned that the synergy of partnering agencies working together will result in effective use of resources and the development of new strategies and/or support of effective existing strategies and will result in the preparation of a skilled and trained workforce.

LWB will align with partner agencies to design a seamless approach in preparing the local/regional workforce beginning in the K-12 school system through Post-secondary educational and training providers to provide nationally recognized training and certification opportunities valued by job seekers and employers of middle wage employees. Students in the K-12 system and Adult Education are expected to receive an educational experience that meets the SC Department of Education, Profile of the South Carolina Graduate. All job seekers will be provided the instruction and opportunity to take the WIN© assessments and earn a National Career Readiness Certificate while in high school or enrolled in the local adult education program. Technical College of the Lowcountry along with USC Salkehatchie and other regional private providers will provide certification in middle wage occupations to include Diversified Manufacturing, Healthcare,
Transportation, Logistics IT, and Culinary Arts. Partnerships will be reorganized to provide the customer, job seeker and employer with a seamless system that is results-oriented and employment driven. All Adult Education providers provide Integrated Education, Distant Learning and Training offering contextualized and concurrent instruction in collaboration with post-secondary training and education providers as required by WIOA.

The LWB boasts strong ties with the local Technical college systems within the Regional area and the vast majority of the WIOA training dollars are spent with the technical college programs. The partnerships that exist between workforce staff and the technical college system representatives have proven successful with the recruitment, retention, and job placement of common customers. The tech colleges have been responsive with sectors strategies-based initiatives in collaboration with both local and regional workforce development, economic development and K-12 agency partners.

The LWB has and will continue its collaboration with SCVR via strengthening the co-enrollment process for individuals with disabilities. SCVR is co-located in the Comprehensive SC Works Centers in Beaufort and Colleton SC at least one day per week which allows for onsite referrals for SCVR participants. Business Service personnel from both organizations serve jointly on the Local Integrated Business Service Team and has formed partnerships with employers by utilizing both agencies On the Job Training programs to market participants with disabilities. The LWB fully supports the Disability Committee whose Chair person is the local Director for SCVR and its efforts to educate all partner agencies on best practices serving folks with disabilities. LWB will continue to promote co-enrollment in DSS SNAP and TANF programs along with SC Palmetto Goodwill Good Jobs Initiative Program.

The LWB will continue to promote quarterly partner’s meetings to share information, leverage resources where needed, enhanced referral opportunities as well as panning future community events. These meetings also allow non-traditional partner agencies and opportunity to share information about their services so that the information can be shared with job seekers, clients, family and friends.

**Section III: Local Area Partnerships and Investment Strategies**

1. A description of the planning process undertaken to produce the local plan. The description must include how the chief elected officials, local board and core and required partners were involved in the development of the plan.

The Lowcountry Workforce Board (LWB) assigned out sections of the local plans to fellow board members and workforce staff and non-core partners. Each person was responsible for providing information related to their area of expertise to insert in the plan. Board members and partners communicated by phone or email to formulate ideas when needed. The Local plan team consisted
of board members that represented Secondary and Post-Secondary Education, Business, State Agencies- Department of Employment and Workforce, Vocational Rehabilitation and Labor Organizations. Once information was received by board team members, workforce admin staff would insert information into the Local Plan. At the completion of the plan, it was then sent to the Chief Elected Officials of Beaufort, Colleton, Jasper and Hampton Counties for review and also by the entire county council for review an acceptance. Once reviewed the plan was placed on each county council agendas and formally presented to council and the public by the Lowcountry Workforce Area Workforce Director. Each council voted to accept the Local Plan as written, with the understanding that it would be a changing document based on final approval from SCDEW and reviewed again in two years. The plan was posted on lowcountrycog.org website for public comments for 10 days. The LWB approved the plan on September 23, 2020.

Time line:
Core and required partner’s input: October 10, 2022 - October 21, 2022
Core and required partner’s review: October 22, 2022 - October 28, 2022
Local elected officials review: November 1, 2022 - December 1, 2022
Public Comment: November 10-17, 2022
County Councils presentations: November 17-2022 - December 17, 2022
Approval by LWB: NLT November 09, 2022
Send to DEW for review: January 13, 2023

2. A description of the workforce development system in the local area, including:

Identification of the programs that are included in the system.

The LWA One Stop Workforce Centers are high-capacity sites serving the general job-seeking population as well as businesses. One Stops serve both Adult and Dislocated Workers and have active participation from the core WIOA partners.

Partner Agencies provide services to job seekers and businesses, differing from One Stops in that they are smaller and may serve a smaller geographic area or special population.

Sector Centers are business service hubs concentrating on business and job seeker services related to a specific industry sector and are responsible for educating the other WIOA partner agencies on aspects of the given sector.

Business Intermediary is an entity that provides business services and activities to regional business customers and job seekers by working with the SC Works staff and partner agencies to enhance business services and develop training initiatives in response to current demand and growing trends to better meet employers’ needs.
Career Pathway Training Programs are cohort-based, skills training programs that are demand driven within LWA focus industry sectors and may also include bridge programs designed to serve individuals with basic skills deficiency and/or limited English skills.

Agency partnerships staff work together to create and maintain a comprehensive workforce development system that effectively and efficiently serves job seekers and businesses throughout Lowcountry Area. This collaborative system includes multiple entry points for both businesses and job seekers to access the full range of workforce development services and benefits.

WIOA is also designed to assist job seekers to access high-quality career services, education and training and the supportive services to obtain good jobs and retain their employment and to match employers with the skilled workers they need to compete in the local and global economy. Under WIOA and through the One-Stop center system, jobs and training activities will be targeted to:

- Providing job seekers with the skills and credentials necessary to secure and advance in employment with sustaining wages;
- Providing access and opportunities to all job seekers, including individuals with barriers to employment such as persons with disabilities, low-income or disadvantaged, the homeless, the ex-offender, the basic skills deficient or the limited English speaker;
- Enabling businesses and employers to identify with ease and hire qualified, skilled workers and access other supports, including education and training for their current workforce;
- Participating in rigorous evaluations that support continuous improvement of the local one-stop system by identifying which strategies work better for various populations; and;
- Ensuring that high-quality integrated data inform decisions by local policy makers, board members, local area management, employers and job seekers across the core partners and optional partners.

Overview of Core Programs Title I – Adult, Dislocated Worker, and Youth Programs Title I of the Workforce Innovation and Opportunity Act (WIOA), including the Adult, Dislocated Worker, and Youth programs, is administered by the S.C. Department of Employment and Workforce (DEW) and operated locally in 12 workforce development areas. These areas provide a variety of education and training activities that are tailored to the needs of job seekers and employers in each local area.

Title II – Adult and Family Literacy Act Program South Carolina supports and encourages adult education and family literacy through fifty-one school district programs and five community-based organizations. The primary function of the S.C. Department of Education (SCDE) Office of Adult Education (OAE) is to provide technical assistance and consultative services to local adult education programs to enhance the quality of services and ensure that these programs meet their goals and objectives. The OAE has the responsibility to monitor and assess local programs for
compliance with state and federal laws and regulations. Adult Education offers a range of program accessibility, certified instructors, current curriculum materials, especially computer-based materials, instructional resources, and career transition services/resources. Programs provide individual learning plans supported by individual instruction. Instruction is delivered in small groups, whole groups, and in contextualized classroom learning. Program staff consistently monitors attendance and readiness for assessment to move students toward a high school diploma (HSD), high school equivalency degree (HSED) and/or National Career Readiness Certificate (NCRC), as well as transition them to post-secondary education and/or employment as expeditiously as possible.

Title III – Wagner-Peyser Employment Services Program DEW administers the Wagner-Peyser Employment Services program, which provides all job seekers access to job search preparation and placement assistance, including: individualized skill assessments, career counselling, job-matching assistance, and skill development workshops aimed at improving employability.

Employers may also benefit from recruitment services including, but not limited to, listing a job, screening applicants against job listings, hosting job fairs, and administration of specialized testing or assessments. Services are available through SC Works Centers across the state and online through SC Works Online System (SCWOS).

Title IV – Vocational Rehabilitation Act Programs. The S.C. Vocational Rehabilitation Department (SCVRD) and the S.C. Commission for the Blind (SCCB) are the state administrators of the Vocational Rehabilitation Act program (Title IV WIOA services).

S.C. Vocational Rehabilitation Department SCVRD provides individualized services across the state through a network of area offices, job readiness training centers, comprehensive evaluation centers, substance abuse treatment centers and staff that serve clients at various itinerant sites such as SC Works, local high schools, and community mental health centers. SCVRD transitioned 6,747 individuals with disabilities into employment in 2014 - 2015, a 5.7% percent increase from the previous year. The department served a total of more than 36,500 people (including all applicants and clients whose services may have carried over from previous years.)

People with disabilities who exit the SCVRD program with a successful employment outcome enhance the quality of their lives and their families’ lives by earning paychecks, lessening their reliance on government assistance, and stimulating the state’s economy by paying taxes, making purchases, and ultimately contributing to the state’s return on its investment in their services. Based on a cost-benefit analysis, it is estimated that these rehabilitated clients will pay back $4.54 for every dollar spent on their services by becoming taxpayers.

S.C. Commission for the Blind SCCB is the state administrator of the Rehabilitation Act program for the blind and visually impaired providing individualized services across the state through a
network of district offices. SCCB also operates the Ellen Beach Mack Rehabilitation Center in Columbia, S.C. where eligible individuals receive comprehensive vocational evaluation services, adjustment to blindness services, low-vision services, assistive technology evaluation and training services, and pre-vocational training.

SCCB offers services to businesses through the business relations program. These services include: helping businesses assess their human resource needs which in turn helps the agency prepare consumers to meet those needs, and matching qualified job-ready consumers with businesses seeking to hire. Staff educates employers on the benefits and incentives of hiring people who have a disability such as blindness.

In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans’ Employment Representatives and Disabled Veterans’ Outreach program, National Farmworker Jobs program, Senior Community Service Employment program, Temporary Assistance for Needy Families (TANF) (unless the Governor determines TANF will not be a required partner), DSS STARS, Trade Adjustment Assistance programs, Unemployment Compensation programs, and Youth Build. Workforce development activities may include a wide variety of programs and partners, including educational institutions, faith- and community-based organizations, and human services.

How the Local Board will support the strategies for service alignment among the entities carrying out workforce development program in the local area.

The SC Combined State Plan for program Years 2020-2023 identifies many strategies and entities carrying out core programs and other workforce development programs. The LWB and its staff are partnered with many workforce partners and CBO’s and support the service alignment of these programs with core WIOA programs. The Lowcountry will continue to promote the following programs in all communities in the local area. The State plan identifies these programs as follows:

- Sector Strategies and Career Pathways Project that aims to align strategies, resources and services delivery on a regional economic basis across workforce development, economic development, education and other partners to maximize value for employers and improve career opportunities for students, jobseekers and workers.

- The Lowcountry has several partner stakeholders that are actively involved in Sector Strategies initiative that was spearheaded via Maher and Maher in 2016 and now Next Gen Partnership in the Southcoast Region. Employer led
focus groups - allow Sector Partners to understand the ever-growing needs of today’s employer. Career clusters of Manufacturing, Transportation, Distribution and Logistics, Healthcare, Technical and Culinary Arts are Sectors identified by the board that support career pathways that will lead to sustainable employment and mid-level entry wages.

In 2018, SC Department of Employment and Workforce (SCDEW) launched Phase III of the Sector Strategies, which is Sector Partnerships with Next Gen Consulting team helping to facilitate and guide the regional teams through Phase III. The goals of Phase III are as follows:

- Develop regional, industry-led sector partnerships that will serve as coordinating Bodies for multiple public partners to collaborate effectively with one another and with industry.
- Develop a collaborative state strategy for jointly supporting sector partnerships across SC Department of Commerce, SC Commission on Higher Education, SC Technical College System, SC Department of Employment and Workforce and other key state-level stakeholders.
- The agenda is entirely driven by business leaders and not defined by parameters of grants and existing programs.
- Focus on industry competitiveness and growth versus workforce only.
- Business leaders personally champion priorities and have stake in solutions versus providing input only.
  A long-term way to respond to changing needs of industry versus a one-time focus group
- Go-to shared table to understand and respond to industry’s needs versus one more meeting; it is a way of doing business versus a grant or special initiative and;
- Regionally based versus jurisdiction-based.

We utilized the Next Generation Sector Partnerships model to accomplish this. The South Coast Region launched a Healthcare industry-led sector partnership in the summer of 2019. It is being modeled after similar, successful partnerships across the country. For businesses, the launch is a forum to identify shared issues, to network together, and to define solutions going forward. For public partners in the South Coast Region, they become a really effective way for the many different economic development, education and training programs in our region to jointly understand the needs of the healthcare industry, and also help implement shared solutions. Manufacturing will be the next the next sector partnership for the South Coast Region to implement the priorities that come out of the Partnership might be related to specific training needs, talent attraction, or retention strategies, it could be related to regulatory challenges, technology needs or care coordination. We will learn more after the launch meeting.
The LWB is committed to the continuation of its working relationships with the mandated and community partners to better serve job seeker and business customers. The LWB is committed to working toward ensuring a skilled and qualified workforce that is a key to successful economic development. It is planned that the synergy of partnering agencies working together will result in effective use of resources and the development of new sector strategies and/or support of effective existing strategies and will result in the preparation of a skilled and trained workforce. The LWB is committed to aligning with the State’s Plan and regional goals of agency partner collaboration and integration of services to better serve priority populations and all other job seekers.

3. A description of how the strategies and services that will be used in the local area to:

*Expand access to employment, training, education, and supportive services for eligible individuals, including individuals with barriers to employment;*

The LWA stresses that all customers are given access to high-quality One Stop services and affiliate sites that connect them with the full range of services available in their communities. Career coaches work with clients to overcome any barriers to employment and self-sufficiency. Additionally, bridge programs for participants who are basic skills deficient ensure access to career pathways.

The Lowcountry SC Workforce Centers are designed to increase access to, and opportunities for, the employment, education, training, and support services that individuals need to succeed in the labor market, particularly those with barriers to employment. One Stop centers provide career services that motivate, support and empower customers, including individuals with disabilities and other barriers, to make informed decisions based on local and regional economic demand and effectively attain their personal employment and education goals. All customers are given access to high-quality One Stop centers that connect them with the full range of services available in their communities, whether they are looking to find jobs, build basic educational or occupational skills, earn a postsecondary certificate or degree, or obtain guidance on how to make career choices.

Partner agencies provide in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals. Career coaches work with clients with barriers to create an IEP that is a plan of action for how they will together overcome any barriers to employment and secure employment leading to self-sufficiency. Supportive services are made available for all clients and are encouraged as a means to eliminate any barrier that hinders opportunities for sustainable long-term career employment.

*Improve access to activities leading to a recognized post-secondary credential, including an industry-recognized certificate or certification that is portable and stackable.*
The LWB will continue the development of career pathways, while improving access to activities leading to a recognized post-secondary credential, including an industry recognized certificate or certification that is portable and stackable. The LWB will continue to partner with the local technical colleges and four-year colleges to improve access to activities leading to recognized postsecondary credentials including industry-recognized certificates, certifications, portable and stackable credentials as well as diplomas. The local technical colleges will continue to be actively involved at the locations where the workforce investment activities are being provided, to be visible and readily available to the clients.

The LWB will continue its focus on strengthening the partnership with both secondary and Post-Secondary stakeholders to provide detailed career pathway guidance beginning in K-12 for current in demand career occupations and future growth occupations. Occupational skills training that will lead to an industry recognized certificate or certification that is both portable and stackable will be emphasized in current and future career clusters. The South Carolina Department of Education’s implementation of mandatory Work keys and new WIN testing for all high school juniors statewide will be instrumental in directing future and current job seekers towards career pathways that will recognize both portable and stackable credentials.

The LWB will also continue to develop partnerships with employers and training providers to develop specific career pathways. LWB will continue partnering with program providers to provide supportive services such as transportation assistance, work uniforms, etc. to eligible individuals with barriers to employment LWB has developed great partnerships with several career and technical education institutions that are approved to provide training.

Facilitate engagement of employers in workforce development programs, including small employers and employers in in-demand industry sectors and occupations;

Lowcountry SC Works Centers will continue to partner with the Economic Development and the local area Chambers to coordinate a unified message and marketing to area employers both large and small. Multi-sector, mini job fairs are being organized to offer optimal employer exposure and cooperation and to also maximize applicant response. Employer Round Tables have been organized to better inform employers and gain employer insight on the need of employer involvement in “mock interviews” that will enhance applicant knowledge of expectations as well as create a venue for pre-screening potential employees. Virtual job fairs and hiring events will be implemented once local technology is updated and internet access has become more readily available in the rural communities.

Sector Strategies Phase II focused on and employer centered design approach that allowed both local areas and the South Coast Region to host employer Convenings locally and regionally. These convenings allowed employers an opportunity to share their concerns on what issues kept them
up a night as it related to workforce. The information that was shared by the employers at the local convening was then analyzed, ideated by Southcoast team members collectively with pain point solutions discussed and presented to employers at the main convening in January 2019. Phase III of Sector Strategies is centered around an employer lead partnership that drives the discussion of pain points within their industries that is shared with regional partners to assist in finding solutions to various stated issues.

The LWA partners with EvolveSC a program, designed to provide training to current businesses due to: expansion, new technology, retooling, new services/product lines and new organizational structuring or a part of a layoff aversion. Lowcountry Business Service Team has supported the local business community by making Incumbent Worker Training (IWT) grants available on a once-a-year basis.

**Support a local workforce development system that meets the needs of business on the local area:**

The Lowcountry Business Service Team members that include core and none-core partners are actively engage in new business engagement as well as following up with existing businesses. In PY19 the Lowcountry IBST engaged 347-new businesses offering arrange of 1336 services from all core and non-core partner agencies. The Lowcountry in PY 19 has hosted over 200 hiring events in the local SC Works centers that was crucial in employers hiring and meeting critical staffing needs throughout the Lowcountry area. There are plans for multiple cross sector employer focus group summits to get a better understanding of what employers are needing and lacking from today's workforce. Employers are also encouraged to participate on the business service team to provide valuable insight and input up close. The Lowcountry is also working with the local Chambers of Commerce/ Economic Development to address employers needs and is involved with recruiting of new businesses to the local area. Business Service staff will continue to support and participate in workforce activities via outreach human resource services for employers to reduce the time they have to spend outside of their facilities recruiting and interviewing frontline entry level positions.

Lowcountry plans to continue efforts to revise and repurpose marketing materials and outreach strategies. Methodologies being implemented thus far are increasing usage of press releases, especially for stories considered “human interest” such as testimonials. Additionally, workforce staff members will have a goal of at least one entry to the Lowcountry SC Works website per quarter as part of their overall performance. This website will also be included in the marketing materials currently in development. Business Service staff will be ingrained in local chambers, economic development, educational, community interest boards and committees throughout the local area, their involvement provides the opportunity for networking and business engagement well beyond a mailing or flyer. An Outreach Grant provided by the State Workforce Board allowed the Lowcountry to promote the WIOA program and services as well as partners over 11,000 times.
across Cinemax theater screens in the Lowcountry for ten weeks. Also, there are plans to increase technology to do more virtual job fairs and hiring events.

The LWB approved and supported the IBST Coordinator efforts in securing Technology grant funds that allowed the IBST Coordinator to purchased Surface Pro Tablets to assist the IBST with business’s engagement efforts in real time, allowing staff to enter business engagement activities on site such as, employer registrations, job orders, job fair information, registration of employees in to SCWOS for employer convenience for IWT/RRIWT purposes.

*Improve coordination between workforce development programs and economic development; and*

Lowcountry workforce staff specializing in training and workforce development will develop work- based learning opportunities along a continuum including: work experience, internships, apprenticeships and OJT opportunities, coupled with occupationally specific training that results in industry recognized credentials. We will also focus on short term career and technical classroom training. Our objective is to create talent pipelines into demand occupations, satisfying the needs of employers to have access to a skilled workforce and job seekers to have access to upwardly mobile career options.

The Lowcountry Area utilizes a variety of strategies to engage and connect with local businesses, primarily through the Integrated Business Services Team (IBST). These strategies include: Individual company contacts with the IBST staff maintaining and continuing to develop strong individual working relationships with companies in a variety of industry sectors. These contacts come in the form of the provision of services such as individual company account management; recruiting, screening and hiring services, assessments and training (incumbent worker, occupational skills, and on-the-job training); consulting services (labor market information, human resources augmentation, and IBST staff delivered workshops).

Services to multiple companies such as job fairs, hiring events, employer roundtables and similar events are conducted on a regular basis for both individual companies and groups of employers. IBST staffs are involved in local partnerships such as industry specific groups, business retention and expansion program, Chambers of Commerce activities and other partnerships with Workforce and economic development organizations, such as Beaufort Economic Development, Southern Carolina Alliance, Ready SC, and SC Department of Commerce. Local IBST will continue to partner with Economic Development on new prospects per their request.

The LWB supported the first ever Workforce/Education and Economic Development Summit held at the Lowcountry Council of Governments that convened stakeholders from across the state who held ties with the Lowcountry Workforce area. This event was well attended and provided detailed insights to how each stake-holders combined and collective efforts could better serve existing and
new business and industry in the Lowcountry area. Multiple LWB members attended the summit for support and to gain a better understanding of each facet of workforce development. This event was the catalyst for several other partners to hold smaller scale versions throughout the year, with the main event being held at the Lowcountry Council of Governments.

**Strengthen linkages between the SC Works delivery system and unemployment insurance programs.**

In all of the Lowcountry Workforce Centers, individuals that require assistance with unemployment applications are assisted through use of computers and staff assistance. Additionally, the customer is provided information on how to apply for assistance on their own. Phones and computers are also available during the Workforce Centers business hours, Monday through Friday, for job seekers to use to call unemployment. Links to reemployment and future use of the Reemployment Services and Eligibility Assessment programs (RESEA) has allowed staff to interact in a timely manner with individuals receiving unemployment and connecting them with other Workforce Center services. Ongoing training and educating from unemployment representatives will be conducted to help staff members, working with individuals applying for unemployment, be able to better explain how working with the local Workforce Centers adds value to the individual in their job search efforts.

4. **A Description of how the strategies discusses in Question 3 above will be aligned with priorities outlined in the State Plan; specifically:**

**Increasing participation in work-based (WBL) activities, including registered Apprenticeship programs.**

Work-based learning provides more opportunities for workers to earn income while gaining critical job skills. In order to increase participation in work-based activities, including registered Apprenticeship programs, a greater emphasis will be placed on business engagement to provide new opportunities for employers to integrate work-based learning into its business services. The LWA will identify workforce and industry leaders in conjunction with LWB Business Services, who can provide paid work experience/work-based learning opportunities that will lead to economic advancement in demand occupations. The LWA can support the On-the-Job training component and funds can also pay for the cost of related classroom instruction for the work-based learning/apprentice, including tuition, books, supplies, fees, uniforms, tools and other required items. Customized training is another way that funds can support businesses that sponsor work-based learning as well as the apprenticeship program.

**Increasing formal assessment and provision of soft skills training**
The LWA has not created its own formal assessment for increasing soft skills and soft skills training. Lowcountry is anticipating the state to create a uniformed soft skills and training curriculum that will eliminate duplicated efforts from the local area.

Your Next Steps Training SC Works 101 is provided for staff to increase their soft skills attainment which allows staff to carry the information and training over to clients they serve. Clients are also guided to utilize online training that is made available to assist an individual in this critical area for professional growth.

The LWA acknowledges assessments are a key part of workforce development programming. Local area contractor staff will conduct any assessment in compliance with Lowcountry policy PY2020 #11). Local area contractor staff use assessment practices to determine people's readiness for services, their ability to engage in programming, and the course of action most appropriate for someone with their interests and skills. Currently there are three areas of assessment: Academic assessment, Occupation-specific assessment and Interest inventory. The job seekers can utilize the knowledge gained from these different types of assessments to identify their strengths, formulate a career plan, and further their education. For those ready to enter or re-enter the workforce, the LWA will initiate “Boot Camp” Workshops which will utilize a strength-based, personalized approach to improve the soft skills assessment. It will include higher-level and sector-specific tools, updating tools and links to labor market information and greater staff and partner engagement:

**Facilitating the development of career pathways and increasing co-enrollment across partner programs as appropriate:**

The LWB is focused on the development of clear and concise career pathways, particular for eligible individuals with barriers to employment including those with disabilities. The LWB will work with its core and none-core partners to ensure a diverse array of career services, training services and supportive services exist within the WIOA framework via co-enrollment opportunities. LWB has identified the expansion of Apprenticeship models, Work Base Learning, On the Job Training as key strategies for improving access to employment that concurrently prepares individuals with the soft skills and hard skills needed for employment and addressing employer needs.

The LWB recognizes that career pathways help job seekers acquire marketable skills and industry recognized credentials by encouraging increased collaboration between Adult Education, post-secondary education, community partners and WIOA Career Specialist. WIOA Career Specialist are housed in Adult Education facility and the local Technical College to help facilitate both co-enrollments and outlining of career pathways.
Career Pathways is also achieved in the LWA via co-enrollment of workforce partner participants into the WIOA Adult/Dislocated Worker and Youth programs. Agency partners such as Goodwill, Department of Social Services, South Carolina Vocational Rehabilitation, Commission of the Blind Lowcountry Action Agency and others in our local area.

The LWB will continue to promote co-enrollment in order to leverage resources during times of reduced allocations, COVID-19, high unemployment via partner meetings, increased partner referrals, sharing of printed information, utilization of the Integrated Business Service Team in identifying quality OJT or Work Experience participants in each program.

**Implement cross-program staff training to enhance service delivery to businesses and job seekers:**

As part of an integrated system, the LWA will work with partner agencies, serving many of the same customer bases, with training which will provide job seekers and workers with the high-quality career, training, and supportive services they need to obtain and maintain good jobs. The LWA will ensure that all partners and staff are aware of the resources available, the referral process, and the services available. This cross training will increase understanding among partner agencies which will help businesses find skilled workers and access other human resource assistance, including education and training, to meet their current workforce needs.

SC Works 101 Your Next Step Training has been the driving force for staff and partners who make an impact on customers daily. Your Next Step Training gives more insight to the SC Works system and the opportunities for working together to achieve a common goal. SC Works 101 training key points have been: How to meet customers where they are, serve customer with barriers to employment, make effective referrals, represent the system and finally provide high-quality SC Works Customer service.

Conducting annual cross-training with staff, partners, local agencies and CBO’s on the process and procedures needed to sustain the increase number of qualified candidates coming through our Center looking for employment and training which intel, all partners who are listed on the MOU will come together to give training on general information regarding their agency procedure so that any customers who needs general information concerning any of the local agencies help can do so with the adequate information that has been given by each expert in the area. This makes for a better cohesive unit all around and encourages the customer to spread the positive work from the One Stop Centers.

The LWA is slated to participate in a state led pilot program called the Learning Management System which will eventually take the place of SC Works 101, providing the same quality of staff training and curriculum but at a much lower cost.
Streamline intake and referral process

As part of the integrated system, the intake and customer flow will be developed and implemented that responds to customer needs—not program requirements. This integrated flow will include three major functions/goals: welcome assessment, skill development, and employment. These functions will be fulfilled by an integrated well-trained staff with a full understanding of the One Stop system, operations, and responsibilities.

For staff and partners with access to SCWOS, Intake and Referral will be completed online in SCWOS and as described in the MOU and State Instruction 21-04 Required Use of the SCWOS Greeter in SC Works Centers and State Instruction 20-14 Required Use of SCWOS for Referrals. The MOU/IFA agreement provides a standard referral form that is approved by partners of the LWA who do not have access to SCWOS and is used in accordance with the outlined referral process that assist the LWA in reaching the three major functions/goals listed above.

In our efforts to streamline the intake and referral process the LWA supports sharing of best practices across partner programs in order to increase awareness of partner’s services via promoting a workforce environment of growth and continuous improvement, and support system viewpoint.

When in person meetings are not accessible, LWA utilizes virtual meetings or conference calls to continue collaboration efforts among partners to stay abreast of all new and old procedures that still provides relevance in a support system viewpoint.

Developing strategies that increase access to reliable transportation, affordable housing and access to identification and vital records:

In the Spring of 2017, the LWB applied for and receive a transportation grant of one hundred thousand dollars ($100,000) that allowed it to create a new transportation service for individuals needing or lacking transportation to places of employment, workforce training centers or education entities in Walterboro SC. The pilot project was named Walterboro Works. The grant was for one year lasted and has been sustained by the Colleton County Council as a part of their yearly budget item,

- Walterboro Works operates within the City of Walterboro and surrounding urbanized areas of Colleton County, linking residents with a wide variety of training and employment opportunities.
- The service operates a brand-new 15-passenger bus, with a special project logo, six hours a day Monday through Friday, making two circuits during both the morning and afternoon commuting hours to key workforce destinations.
Operated by the region’s only state-designated transit provider, the Lowcountry Regional Transportation Authority (dba Palmetto Breeze), the project takes advantage of both LCOG’s planning and administrative resources and Palmetto Breeze’s operational expertise and capacity to ensure the efficient utilization of funding and to provide a reliable service that is sustainable beyond the demonstration period.

Walterboro has employment opportunities available but residents either may lack the necessary skills to do the jobs or may not be able to get to them because of not having access to either a vehicle or public transit. This in turn makes it difficult to attract new economic development. Providing convenient and reliable public transit services to education and training and to jobs meets those needs and also gives economic development professionals another feature to promote.

The Project

From the decision to select one community and concentrate services there and not scatter some transit to a number of communities or an entire county to route selection and planning, project guided by the goal of making a measurable impact with limited resources. The community selection was largely based on having committed partners and relatively concentrated locations of training/education facilities and employers.

Planning included a specialized approach to origin-destination analysis by focusing on the target markets for the service. In the absence of actual addresses of potential riders, and with only one zip code for the whole city, we mapped the numbers of households with no vehicles, concentrations of low-income housing and the locations of the training facilities and major employers in Walterboro. Pairing those layers with the operational needs of the specified bus and the route development experience of the transit provider, a route and schedules were developed to meet the needs of as many candidate riders as possible.

With Walterboro’s small population (2017 estimate of 5,121) and relatively low-density development, this deliberate and focused approach has produced positive results.

Partners

- Transit Operator: Lowcountry Regional Transportation Authority/Palmetto Breeze
• Training/Education: Colleton County Adult Education, VOC Rehabilitation, Colleton Career Skills Center
  Thunderbolt Career Center
• Employers: VA Victory House, JGR Walterboro
• Local Government: Colleton County Economic Alliance, City of Walterboro, Colleton County
• Advisor: Community Transportation Association of America (CTAA)

The LWA also recognizes the importance of collaborating between partner agencies to empower and assist each customer to envision, develop and achieve his/her career goal by providing opportunities for individualized case management. Partnerships can provide resources, referrals, information on affordable housing and additional services. The LWA will communicate and work with partners to meet customer needs. Emphasis will be placed on maximizing outreach and referrals among partner agencies through cooperative agreements designed to ensure coordination and referral for services. Partner collaboration will occur through One-Stop meetings and e-mail or telephone communication. Partners who may be directly involved with our services include:

• **DSS** (Department of Social Services): To serve by promoting the safety, permanency, and well-being of children and vulnerable adults, helping individuals achieve stability and strengthening families. DSS provides services for children and vulnerable adults, adoption, and foster care services.

• **South Carolina Vocational Rehabilitation Department**: Prepares to and assists eligible South Carolinians with disabilities to achieve and maintain competitive employment. In addition, they offer assessment services to identify and document disabilities that affect employability then work with the customer to address/manage/overcome those barriers through counseling, specialized job training opportunities and job search assistance for employment situations in which they can work and grow professionally.

• **Housing Authority**: Provides low rent housing or free apartments to qualified applicants.

• **Salvation Army**: Provides assistance to approximately 25 million Americans annually. To meet human need without discrimination and are dedicated to doing the most good.

• **Homeless Shelters**: Provide temporary residence for homeless individuals and families.

• **Food Pantry**: Provide food to supplement customers’ resources for those who have
difficulty purchasing enough.

- **Clothing Closets**: Provide required clothing items for free or at a reduced price to men, women, and children in need.

- **Adult Education**: To assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency. In addition, to assist adults who are parents to obtain the educational skills necessary for them to become full partners in the educational development.

- **Youth Build**: a designated agency under the Department of Labor that is primarily concerned with providing programs in the United States and the globe, where low-income young people learn construction skills through building affordable housing for homeless and low-income people in their neighborhoods and other community assets such as schools, playgrounds, and community centers.

- **South Carolina Commission for the Blind**: Under the Rehabilitation Act of 1973, they provide quality individualized vocational rehabilitation services, independent living services to blind and visually impaired consumers leading to competitive employment and social and economic independence.

The LWA will continue to work with non-core partners such as Lowcountry Habitat for Humanity, Beaufort Housing Authority, Department of Health and Environmental Control, SC Housing and other agency partners to identify affordable housing through direct contact with the agencies and community-based organizations in the region who serve the same customer base which we serve though WIOA. We will build additional partnerships and MOU's benefitting economic development as well as additional customer resources.

In the LWA’s efforts to increase access to identification and vital records such as birth certificates SC State Issued ID’s, SC Drivers Licenses, social security cards, military DD-214, and others, each partner agency work in collaboration via co-enrollment or referrals to ensure all customers have a greater understanding of how to obtain these documents.

**Supporting industry-led, sector partnerships:**

The **LWA target sector** strategy will prepare and place all customers in high growth/high demand employment sectors. It will offer customers a clear and reliable course of action for building skills to progress in their careers. There will be a concentration on the Lowcountry area target sectors,
including Diversified Manufacturing, HealthCare, Information Technology, Transportation and Logistics and Culinary Arts. We will support job development and placement which will provide quality outcomes resulting in placement in high-skill, high wage industries. To achieve economic growth, employers need to be convinced that there is a supply of qualified job seekers to enter into these sector industries. The Career Pathways strategy will offer customers a clear and reliable course of action for building skills to progress in their careers. Career Pathways will be organized as steps that lead customers towards job placement with industry recognized credentials, certificates and/or licensures.

The LWA supports sector strategies by encouraging its multiple partners representing workforce, education and economic development to serve as core team members and support team members for both the Healthcare and Manufacturing sector partnerships in the South Coast region. The LWA continues to promote the sector partnerships via direct invites to all employer led convenings held in person or virtually as a result of COVID-19 to decision makers of both industries.

**Sharing best practices across partner programs in order to increase awareness of partner Services, promote a workforce environment of growth and continuous improvement, and support system viewpoint.**

The LWA will work collaboratively with partner agencies to build upon the Lowcountry Area’s values that embrace quality, opportunity, productivity and competitiveness. We will utilize and support a Strategic Planning model in order to engage all partners in identifying service improvement and expansion opportunities, to ensure effective system-wide communication, and to fully implement continuous improvement systems. Utilizing best practices will ensure a commitment whose guiding principles include:

1) Increasing access to education, training, and employment—particularly for people with barriers to employment.
2) Promoting improvement in the structure of and delivery of services.
3) A strong collaboration and streamlining of services between partner and community service agencies, the SC Works Centers, and employers to develop an understanding of the needs of the job seeker and employer community while concurrently identifying and addressing major skill gaps among the business community;

These principles will be in consultation with all partners and regular meetings will provide the opportunity for valuable input for ideas which could positively impact the system.
5. A description of how the local board will work with core, required, and other partners, including economic development, to implement the strategies and services discussed in Question 3.

The LWA service delivery systems will provide an integrated continuum of customer service which will result in:

Strong collaboration and streamlining of services between partner and community service agencies, the SC Works Centers, and employers to develop an understanding of the needs of the job seeker and employer community while concurrently identifying and addressing major skill gaps among the business community;

- As a One-Stop Center, the LWA will provide a model of integrated management of the One-Stop System through a partnership of coordination and collaboration;

- Working with employers to bridge the skills gap through development of training, work experience and work with outside training providers to develop curriculums for specialized job functions; and

- Engaging in partner development to provide additional options to customers obtaining positions in high-skilled fields.

- A career development system that will prepare workers to meet employer expectations through the provision of intensive services and training services supported by quality assessment, job readiness, job development, and job placement services;

6. A description of the Adult, DW, Youth assessment process of soft skills and subsequent Provision of soft-skills training, including descriptions of formal tools or resources utilized.

Soft skills are a simple term for a complex set of personal qualities that help make an individual a positive and contributing member of any organization. Soft skills include personal qualities such as positive attitude, communication, planning & organizing, critical thinking, teamwork and more. These qualities help employees learn how to interact with supervisors and co-workers. They help reinforce the importance of timeliness and build an understanding of how we are perceived by others. Employers value employees who can communicate effectively and act professionally.
In order to better recognize these personal concepts, the Business Service Staff now conducts soft-skills training sessions to develop and identify many of those qualities which include the following: teamwork, problem solving, cooperation, active listening, decision making, conflict resolution, empathy and respect. Some of the workshop activities may include:

Working with your customers to develop a list of two to four soft skills they want to improve or develop. Help them prioritize the list based on how important they are to their future success in the world of work. Google the goals and download information that will help them with those soft skills.

Seeing if your customers can identify any people in their lives that can serve as role models for soft skills they want to develop. Encourage your customers to talk to them about the soft skill and get their input about how to improve it or develop it.

In addition to soft skills training, customers may go online to identify personal skills that are associated with career goals by checking out the following websites.

https://www.onetonline.org/skills/

http://www.nationalsoftskills.org/

The Lowcountry utilizes WIN Essential Soft Skills Courseware for Soft Skills training for its Adult, Dislocated Workers and Youth. The WIN Essential Soft Skills Courseware includes a pre-test Assessment and as identified on the ISS, course instructional content, and a post-test to measure learning gains. WIN Essential Soft Skills helps learners develop and demonstrate attitudinal and behavioral skills that are essential to success in the workplace and school. These competencies are a key component of WIN’s comprehensive approach to preparing learners and job seekers for success and providing future employers with workplace-ready candidates.

Employability and Social Skills in a Career Context

The WIN Essential Soft Skills Courseware consists of four modules:

• Communicating Effectively

  This module identifies ways to improve communication and listening skills for a productive work environment, explains the importance of spoken communication to improve understanding, and assesses the use of communication tools including email etiquette, cell phone use, and social networking. The module also covers how to effectively resolve conflict in the workplace.

• Conveying Professionalism
Learners are introduced to the components of a strong work ethic, including personal images conveyed to colleagues and customers, the benefits of a positive attitude and excellent customer relations, the importance of being on-time and dependable, how motivation affects performance, and practice strategies to build excellent work habits.

• Promoting Teamwork and Collaboration

Learning to be a good team member benefits each of us as well as any organization to which we belong. This module discusses diversity and how it has a positive influence in the workplace, the importance of sensitivity to individual differences, the benefits and challenges of teamwork and collaboration, and the value of strong leadership skills.

• Thinking Critically and Solving Problems

Innovation, creativity, and flexibility in the workplace are more important than ever. In this final module, learners learn to evaluate the elements of critical thinking including evidence, reasoning, and fallacies.

Each area has its own pre-test and provides various scenarios for the participant to consider and answer multiple choice questions. The pass score is 80% for each section. The pre-test establishes the training plan by assigning the lessons. The case manager follows the individual’s and provides additional coaching, counseling, mentoring to assist with their success (score of 80% or more in each module).

Essential Soft Skills offers a blended learning solution. Each fully narrated online module includes a pre-test, course instructional content, and a post-test to measure learning gains. Offline activities are included for group collaborations providing practice and application of material.

Program Facilitator Guide — facilitators and instructors have access to hands-on materials to expand on their knowledge and skills gained from the digital courseware. Facilitator guide includes: instructional units with learning objectives, independent and group exercises, debrief and review, along with formative and summative Assessment and as identified on the ISS.

Along with the interactive digital curriculum, Essential Soft Skills courseware provides practical classroom activities and culminating capstone project to develop the foundational interpersonal skills and work habits for those in need of additional soft skills assistance beyond the digital curriculum, as identified via Assessment and as detailed on the Individual Service Strategy as part of the career readiness support.

WINS is currently not available for WIOA in SC, but the expectations are that availability will return in the near future. The LWA utilizes various workforce development assessments such as the South Carolina Occupational Information System (SCOIS) and Job Genius Video Series to assist with any soft-skills training or workshop curriculum.
7. A description of the strategies and services for employers that may include the implementation of initiatives such as Incumbent Worker Training (IWT) programs, On-the-Job Training (OJT) programs, customized training programs, industry ad sector strategies, career pathways initiatives, utilization of effective business intermediaries, and other business services and strategies designed to meet the needs of regional employers and support the Local Board’s strategies vision and goals.

Integrated Business Services Team (IBST)
The IBST is a critical component of WIOA service delivery, providing direct value to employers, business associations or other such organizations. Customized business services may include the following services and activities:

- **Customized Recruiting and Screening Services**
  - Advertise Job Openings: Provide employers with the opportunity to post employment opportunities throughout the Workforce system. One Stop staff must post job orders through the SC Works job order portal.
  - Provide Access to Space: Provide or secure space for businesses to interview candidates, hold recruiting events, conduct informational meetings, etc.
  - Customized Recruitments: Provide employers with an in-person opportunity to inform job seekers (screened and/or unscreened) about available job openings within their organization;
  - Customized Screening of Applicants: Thoroughly screen job seekers (based on employer skill requirements) and prepare them for interviews, saving businesses time and increasing the likelihood that business will return for more candidates in the future;
  - Conduct Job Fairs: Offer multiple employers the opportunity to meet WIOA enrolled and non-enrolled job seekers. The IBST may assign One Stops to participate in The Partnership-led job fairs and or hiring activities.

- **Information and Technical Assistance**
  - Provide Workforce Education: Educate businesses about services available through SC Works Workforce Regional Partnership agencies, and how to access
these services. In particular, this includes providing businesses in relevant industries with information from and linkages to services at the Sector Centers;
  - Advise on Workforce Issues: Providing informational services to businesses on a variety of workforce topics, including workforce-related and economic development tax incentives; unemployment insurance; labor market statistics; and other workforce-related information identified as providing value to businesses;
  - Provide Layoff Aversion, Downsizing Services and Outplacement: Work with employers making layoffs, and with employees being laid-off, to create re-employment plans. Dislocated Worker delegate agencies will provide these services directly. Rapid response services are coordinated and conducted by the partnership, which may engage any Dislocated Worker agency to participate in employer onsite layoff workshops;
  - Provide Human Resource Consultation: Assistance with writing and/or reviewing job descriptions, orientations for new workers, analyzing employee turnover and customized labor market data.

- **Employer Development Services**
  - Educate businesses on various training offerings available throughout the South Coast Region;
  - Develop and deliver incumbent worker training programs to up-skill existing employees;
  - Provide retention services.
  - Work with employers to design strategies and provide support that helps employees stay on the job or advance after placement.

One of the top priorities for the South Coast region is to ensure all facets of customers such as youth, adults and dislocated workers have accurate, up-to-date knowledge/information concerning Work-Based Learning Programs. For youth, programs such career assessments, work experience and On the Job, Training are designed to lead to towards career pathway choices. Our region/area will be adding additional worksites for work experiences and summer employment opportunities by partnering with other agencies and new/ prior partner employers. This will require networking/partnering priorities to be established to address the ever-changing workplace and its requirements. Real world knowledge is required for the youth to have adequate preparation to be competitive in the workplace. For adults/dislocated workers, our region/ area will be working on increasing the numbers of hard to serve populations in career pathway through various programs such as STARS and SNAP plus working with other populations. Job seekers will be provided career assessments for job placement, establish an increase in on going workshops to provide additional real-world skills so adults can reenter the workplace with skills to compete. Our Business Service staff has a priority to search out opportunities to match employer’s job requirements to increasing skills training such as On the Job Training plus assisting job seekers to
develop a priority to seek employment in high demand sectors. Individual and group soft skills training will be mandatory in ensuring employers are getting job seekers that are truly prepared to succeed in the workplace.

8 A Description of how the local board will coordinate local workforce investment activities with regional economic development activities that are carried out in the local area, including how the local board will provide entrepreneurial skills training and microenterprise services.

Economic Development is vital in the South Coast Region and local area. Economic officials serve as members on our Workforce Boards. This close relationship simplifies the process of combining the two programs. By setting out to examine the needs and interest level four region/local areas we can develop a plan to meet the needs of those interested in self employment. Receiving assistance from the Small Business Administration is another option we can use.

Lowcountry Workforce Board (LWB), as well as workforce staff, is well ingrained in economic development activities throughout the area. Labor market information, accessed through programs such as SC Workforce Info.com and is customized to a targeted area/county, and has fostered stronger inclusion of workforce into the economic development planning functions. Entrepreneurial resources are strongly promoted in the region/local areas, not just through traditional means such as the Small Business Development Centers, but also through grants at the technical colleges and regional economic partnerships.

The South Coast Region is committed to collaborating with economic development with a focus on business as a primary customer of the workforce system. Business creates the jobs but cannot be successful without a skilled and trained workforce. Economic entities realize that in order for business to expand or to start up a new enterprise the partnership with workforce needs to be effective. The workforce system is committed to using its resources to assist business with their expansion or recruitment of new businesses. Strategic conversation between the entities has led to results and commitment to work together in support of additional efforts to assist business. SC Workforce Center staff provides labor market data and meets with “prospect companies” interested in relocating to South Coast Region. Additionally, the Small Business Association assists customers with business plan development and strategies to be a successful entrepreneur. Their assistance will be utilized for appropriate customers.

To further enhance the coordination of services between workforce and regional economic development, the agencies must continue to collaborate, especially when it comes to developing new economic development strategies and feeding that down to workforce to create pipelines for future employees. Another important area of coordination will be to bridge the gaps in expectations between employers and employees. The economic development partners in the
region receive great value from the data provided by the workforce centers as it pertains to regional wage analysis, job trends, unemployment data, and other sources of information that impacts businesses and economic development. In addition, the regional planning group felt that there is a natural three-way partnership between regional economic development, workforce centers, and local human services departments and strengthening the coordination and relationships between these agencies will be a key strategy for the South Coast Region.

Members of the LWB and workforce system staff regularly participate in networking meetings and collaborative events of local economic development entities, and support Economic Development Strategy throughout the region.

Section IV: Program Design and Evaluation

1. A description of the SC Works delivery system in the local area, including:

How the local board will ensure the continuous improvement of eligible providers of service through the system and that the providers will meet the employment needs of local employers, workers, and jobseekers;

The LWB has procured the services of Ross Innovative Employment Solutions Corp. The LWB will continue to ensure that all providers of services develop a working partnership with the Local Integrated Business Service Team (IBST) in order to meet and fully understand the needs of employers via Hiring events, Career Fairs, Workforce Summits, Chamber events, Human Resource Outreach, Job seeker referrals and Customized assessments. The LWB monitors continuous improvement of eligible service providers by following the local areas monitoring policies and procedures in order to adhere to local compliance.

State Instruction Letter 17-07 Conflict of Interest regarding entities performing multiple functions such as oversight/administrative or operational/service delivery went into effect on July 1, 2018. The policy allowed local areas to apply for a one-year waiver to be in compliance with a deadline of July 1 2019 for full implementation into contract services of both Operational and Programmatic services. The LWB applied for the waiver which was approve, and has since submitted and RFP for Operational/Programmatic services for PY19.

The LWB choose Ross Innovation and Employment Solutions Corp (Ross) as the provider of One Stop Operations and WIOA programmatic services following an extensive Review Committee report and recommendation. The Workforce Board voted and approve the selection of Ross and the LCOG board voted and approved the selection of Ross and gave approval for Workforce staff to proceed with contract negotiations. Contract began on June 1st 2019- and has been renewed for PY20 beginning July 1. Sub-recipients’ contracts will be evaluated on a yearly basis to determine
continuation until a new RFP has to be issued. The LWB will issue a Request for Proposals (RFP) for the One-Stop Operator, Adult, Dislocated Worker and Youth Services in 2023. The RFP will be substantially similar to previous procurements with no significant changes to how the local board will ensure the continuous improvement of eligible providers of service through the system and that the providers will meet the employment needs of local employers, workers, and jobseekers.

How the local board will target rural communities, including facilitating increased access to services provided through the SC Works delivery system, through the use of technology and other means;

Lowcountry Workforce Board (LWB) will ensure that SC Works staff uses all forms of social media communication, in order to deliver our message regarding our services and other special events to employers and job seekers in remote areas.

LWB promotes the use of Virtual job fairs, and the virtual workforce centers in local area libraries, Goodwill’s and private owned Career centers to strengthened outreach efforts in a lean and cost-effective manner.

The Workforce Centers in the Lowcountry Workforce Area have and will continue to facilitate access to services including, but not limited to, the following:

- Virtual Job Fairs held in every Center serving specific businesses and job seeker needs
- Job Shadowing Capability through virtual means, phone, email, or in person coaching
- Establishing Video Conferencing (or Web Conferencing) for board members.
- Establishing Interactive Voice Recordings (IVR) emails sent out to partners, businesses and clients to inform of events
- Constant Contact email announcements of events
- Referrals to multiple partner agencies tailored to each specific event
- Internet communication with all partners and system users
- Utilizing local libraries as Virtual Workforce Centers
- Offering services in conjunction with schools and other partner agencies
- Offer workshops and instruction to job seekers on computer literacy
- Responding to layoffs through Rapid Response procedure
- Collaborating with partner agencies to offer programing
- Working closely with partner agencies to serve job seekers effectively

The LWB is planning to utilize technology for distance delivery strategies to include workshops and other training opportunities for both job seeker and business customers. Immediate plans are
to utilize the “virtual job shadowing” technology to assist job seekers in career exploration and decision making.

The LWB will continue to ensure that all providers of services develop a working partnership with the Local Integrated Business Service Team (IBST) in order to meet and fully understand the needs of employers via Hiring events, Career Fairs, Workforce Summits, Chamber events, Human Resource Outreach, Job seeker referrals and Customized assessments. The LWB monitors continuous improvement of eligible service providers by following the local areas monitoring policies and procedures in order to adhere to local compliance.

The customer can use the computer to complete applications, write resumes, and communicate with workforce personnel. Employers and job seekers are able to access virtual job fairs and virtually contact the SC Workforce centers for services.

The LWB will facilitate and increase access to workforce center services through use of technology and cross training of staff. Cross training of workforce center and partnering agency staff utilizing SC Works 101 provides all staff with a better understanding of the SC workforce system. All new hire staff are required to start the SC Works 101 training within the first two months of hire. Full successful completion is a mandate in order to maintain employment or work in the SC Work center as a partner.

The LWB applied for and received Technology grant funds to implement the VOS Greeter, a system designed to streamline the process of connecting clients with staff. It is designed as a visitor check-in system used to assist individuals who initially walk through the door. It allows for customers to identify what they need in the way of services. Individual wait times are tracked as well as how long or short of service they received and by what staff member. The VOS Greeter has been implemented in all Lowcountry SC Works Centers per State Instruction 21-04 Required Use of the SCWOS Greeter in SC Works Centers.

**How entities within the SC Works delivery system, including center operators and partners, will comply with the nondiscrimination provisions of WIOA, if applicable and applicable provisions of the Americans with Disabilities Act of 1990(ADA) and the ADA Amendments Act of 2008 (ADAAA) regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities and;**
All Lowcountry Area SC Works Centers are geographically spread throughout the local area and accessible to public transit routes. The One Stops are supplemented by partner agencies that provide workforce services in additional locations. All of the SC Works and satellite locations are accessible to people with disabilities. Systematic communication, collaboration, and cooperation between partners are paramount in being ADA compliant. Through our established procedures and processes, our recipients (One Stop operators, SC Works Staff, SC Works partners,) receive the required equal opportunity material, information, resources, training and support (e.g. Complaint policy letter, grievance procedures for discrimination complaint and program complaint, complaint forms, incident reporting procedures and forms, request for reasonable accommodation procedures and form, Notice of Rights form, assistive technology resources, language services, local EO poster, State EO poster, Federal EEO poster and general guidance).

Guidance and instruments are provided via Equal Opportunity Monitoring and Compliance. The instruments address and answer the questions on whether the agency facilities are physically and programmatically accessible for individuals with disabilities. It is used to determine if the agency WIOA programs and services are accessible and whether there are policies and procedures in place that address areas such as accessible parking, doors and doorways, signage, request for reasonable accommodation and auxiliary aids, wheelchair accessibility, TTY services, EO Posters, sign language interpreter services, staff acknowledgement of EO/Non-discriminatory policies and procedures.

The instruments are used to address the availability of assistive technology and other resources for individuals with disabilities such as large screen monitors, trackball mouse, scanning/reading software, enlarged keyboards, web-page reading software, adjustable keyboard trays, and alternative formatted materials. The SC Works Operator conducts an inventory review to assess and review the availability of the required assistive technology and alternative sources. EO conducts Site Review and Training to ensure workforce staff familiarity and knowledge of the services that are available for individual with disabilities, how staff assists individuals with disabilities, and understanding of the EO program policies and procedures and non-discrimination policy. The Partnership also assesses the facility to ensure it is accessible regarding race, color, ethnicity, sex or gender, disability and religion.

The Lowcountry SC Works facilities are customer service focused with open resource rooms that ensure public accessibility. Staff promotes services throughout the local communities and ensures accessibility through a variety of means, including the following:

- Operate Monday thru Friday, 8:30 a.m. to 5 p.m. Operations may occur beyond the traditional hours when possible.
- Collaborate with community-based and faith-based organizations, libraries, other government services, and other entities throughout the area surrounding
their site in order to recruit individuals and businesses that can benefit from WIOA services.

- Encourage job-seekers to attend orientation sessions that provide knowledge about the entire WIOA service delivery system. One Stops conduct orientations weekly that are open to the public.
- Conduct regular outreach activities and develop recruitment strategies to inform the community of services available and ensure a steady pipeline of participants coming to the center.
- All SC Works are required to provide sufficient Spanish-speaking staff to serve the local areas Spanish-speaking populations. Other language capacity as appropriate to each SC Works location and potential jobseeker customer population are required.
- Respond to special outreach and recruitment events as assigned by The Partnership. These may include job fairs, service fairs, large scale hiring events, customized training projects for employers, hosting tables at conferences or other public events, and participating in other City/County-sponsored projects and activities.
- Noted partners SC Works partners SCVR, SCCB, Able SC, Walton Options, Hire Me SC.

Identification of the roles and resource contributions of the SC Works partners

The Lowcountry operates under the umbrella of a MOU/IFA:
Which clearly outlines and defines each core and non-core partner’s contribution to the SC Works delivery system. Core partners such as WIOA provides Career and Training Services for eligible Youth, Adult and Dislocated Workers, Vocational Rehabilitation provides individualized services for participants with disabilities leading to career pathway of successfully gained employment. Adult and Family Literacy Act focuses on moving students toward a high school diploma, high school equivalency degree and/or a National Career Readiness Certificate as well as transition them to post-secondary education and/or employment as expediently as possible. Wagner-Peyser Employment Service program, provides all job seekers access to job preparation and placement assistance, including individual skilled assessments, career counseling, job matching assistance and skill development workshops aimed at improving employability. Telamon Corporation is the sole entity in the State responsible for administering or supervising policy for Migrant and Seasonal Farmworker Programs, Technical College of the Lowcountry (TCL) operates under Carl D. Perkins Career and Technical Education Act of 2006, The South Carolina Office of Economic Opportunity carries out Employment and Training activities under the Community Services Block Grant, SC Department of Social Services is the sole entity and designated State agency responsible for administering or supervising activities for Supplemental Nutrition Assistance Program (SNAP), and is the sole entity in the State responsible for administering or supervising policy for Striving to Achieve Rapid Success (STARS) Program, Job Corps employs an holistic
career development training approach which integrates the teaching of academic, vocational, employability skills and social competencies through a combination of classroom, practical and based learning experiences to prepare youth for stable, long-term, high paying jobs.

In addition, Lowcountry Workforce Development is coordinating services with the Department of Social Services (DSS) SC Vocational Rehab (SCVR) to have staff at the SC Works Comprehensive Center for a minimum of two days a week for onsite customer service and also provide referrals and technology services. Similar plans are being made with other organizations participating in the SC Works Memorandum of Understanding.

2. A description and assessment of the type and availability of adult and dislocated worker employment and training activities in the local area.

The Lowcountry Workforce Area (LWA) administers Title I employment and training services for Adult and Dislocated Workers.

WIOA establishes two levels of employment and training services for adults and dislocated workers, simplifying the earlier “tiers of services” approach under WIA and creating greater responsiveness to customers’ needs as presented to service staff. The two new levels of service are Career Services and Training Services. Career Services incorporate Basic Services, Individualized Services, and Follow-up Services, that are available for all adults and dislocated workers. Training services are provided as appropriate in individual career plans to equip individuals to enter the workforce, retain employment, and advance in skill and wage levels to reach levels of family sustainability and self-sufficiency.

Individualized Career Services:
LWA provides Individualized Career Services that determine if it is appropriate and necessary for an individual to obtain, retain, or advance in employment. These include the following services, which are provided by the Workforce Developers and the business relations team:

1. Comprehensive and specialized assessments of the skills levels and service needs of adults and dislocated workers; (Lowcountry Policy PY 2020 #11)

2. Development of an individual employment plan to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including the list of, and information regarding eligible training providers;

3. Group counseling;

4. Individual counseling;

5. Career planning;

6. Short-term prevocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance
skills, and professional conduct services to prepare individuals for unsubsidized employment and/or training;
7. Internships and work experience that are linked to careers;
8. Workforce preparation activities;
9. Financial literacy services as described in WIOA §129(b)(2)(D); and
10. Enrollment in English language acquisition program or integrated basic education and occupational training program.

11. As a result of COVID-19, virtual services are now available 5 days a week for participants if required.

**Training Services:**

LWA is focused on increasing participant access to training and education, particularly courses and programs of study leading to high-value credentials based on labor market needs. Training services are provided to equip individuals to enter jobs, retain employment, and advance in skills in wages. Training is provided by the Agency and its partners in the following ways, either as an independent program element or in combination with other elements, all within the context of the career pathway defined in the participant's career plan:

1. Occupational skills training, including training in non-traditional employment opportunities, provided via Individual Training Accounts (ITAs) or other means;
2. On-the-job training (OJT), apprenticeships, cooperative education and other work-and-learn opportunities sponsored by employers;
3. Incumbent worker training, providing low-wage workers an opportunity to advance to higher skill, higher-wage jobs, and providing opportunities for new entrants to backfill jobs;
4. Employer-sponsored training such as tuition reimbursement programs and up-front training for new hires;
5. Entrepreneurship training;
6. Job readiness training emphasizing foundational workforce skills (soft skills) in combination with other training;
7. Adult education, literacy, and English language acquisition programs, in combination with occupational skill training whenever feasible; and
8. Customized training sponsored by an employer or group of related employers where a commitment to hire is made for successful training completion.

**Follow-up Services:**
Follow-up services are provided by the local area contractor staff per LWB policy (2019 #10) to assist newly hired workers and their employers in addressing any issues that could interrupt employment. These services include counseling on workplace standards of behavior and attachment to any support services that may be appropriate to address personal issues. Services will be available during the first 12 months following the first day of unsubsidized employment.

3. A description of how the local board will coordinate workforce development activities carried out in the local area with statewide rapid response activities;

The Lowcountry Workforce Board (LWB) communicates with and supports the State's Business Service Regional Coordinator collaboration of rapid response activities with the Local Integrated Business Service Team (IBST). The Regional Coordinator is charged with assisting local rapid response teams, local government officials, employers and workers by providing resources such as funding, technical assistance, and labor market information. Generally, the State RRU is the first point of contact for employers for major dislocation events, including WARN and TAA petition notification. Then, the State RRU contacts the local IBST unit to respond to dislocation events by establishing communication with the Local Board and other rapid response partners including the SC Department of Adult Education, Community Colleges, Department of Social Services, SC Works Staff and UI initially by telephone or e-mail. From the initial information available, the State RRU works with the IBST and other designated partners to determine the immediate needs of workers and employers to establish appropriate “first steps” in responding as a workforce system and then formulates strategies for planning and carrying out rapid response. The IBST then invites a local workforce center and/or labor organization as appropriate. To ensure the effective delivery of rapid response services, IBST also provides rapid response workshops, preferably on site.

Rapid response assistance unit includes the following activities (coordinated with the State RRU):

- Consults with the State RRU, state and local economic development organizations, and other entities to avert potential layoffs;
- Determines proposed layoff schedule and what employer plans are to assist the dislocated workers, including the status of any collective bargaining negotiations affecting layoff benefits;
- Coordinates the delivery of rapid response layoff orientations for affected workers in conjunction with the State RRU;
- Arranges for participation by local service providers in these sessions;
- Assesses the needs of the impacted workers as quickly as possible through the use of surveys. A survey is an important tool to determine an affected worker’s skills and education and to identify potential assistance needs.
- Maintains an inventory of available workforce resources for onsite meetings to address the short and long-term assistance needs of the impacted workers;
Consults and coordinates with appropriate labor representatives when planning rapid response activities for those impacted workers covered by a collective bargaining agreement;

Ensures procedures are in place for the timely access and referral to workforce centers, services and information offered by WIOA, UI, TAA, Wagner-Peyser and other programs.

In addition, when the IBST or local partner becomes aware of a WARN-level layoff or closure event, the IBST unit contacts the State RRU coordinator to discuss the event to formulate strategies for carrying out rapid response activities. When IBST or a local partner becomes aware of a layoff or closure event that does not meet the WARN threshold or is not TAA related, it will initiate rapid response per our local operational plan. We will inform the State RRU coordinator of the rapid response event and number of attendees. When rapid response activities are near completion, the local rapid response team notifies and coordinates with the appropriate One Stop operator(s).

4. A description and assessment of the type and availability of youth workforce investment activities in the local area, including activities for youth who are individuals with disabilities, which must include an identification of successful models of such activities.

The Lowcountry MOU provides a description of the type and availability of activities, including youth workforce investment activities in the Lowcountry, including activities for youth who are individuals with disabilities.

Entering Program Year 2015, South Carolina took steps to strengthen its Title I Youth Programs across the state, utilizing the transition to WIOA as an opportunity to transform and reinvigorate youth workforce development activities. South Carolina has placed a higher emphasis on providing quality education, training and employment opportunities for disconnected youth. State instruction 14-03 requires local boards to have a standing committee which provides information and assists with planning, operational and other issues related to the provision of services to youth and to individual with disabilities. The Lowcountry has established a Youth Committee and an Accessibility Committee. The Youth committee has played a critical role in the selection and evaluation of youth service providers, it is still a work in progress. Future plans are to develop and keep an up-to-date comprehensive list of partner services, community resources/service providers in their location. The list will include all relevant contact information, locations, services, hours, cost, requirements, and any other relevant information to ensure all required services are available. Recommendation is for the lists to also be maintained on the Lowcountry Workforce Website.

The Lowcountry does not provide separate activities for youth who are individuals with
disabilities. All fourteen required youth elements are available to every participant as deemed appropriate through assessment and as identified on the Individual Service Strategy-ISS (“Plan”). When the need for an accommodation is identified, it is provided. For example, on a Work-Based Learning a youth with autism has been provided a reduced schedule of hours, a quiet area that he can retreat to in times of high stimulation or when overwhelmed, he was allowed to select and set up his workspace to reduce distraction. The need for accommodation in this case was identified by his case manager and caregiver and was designed with input from the youth, the caregiver and the employer. In most cases the local area will work with the Accessibility Committee, Vocational Rehabilitation or Commission for the Blind to identify and implement accommodation plans.

The most successful model for providing services to youth with disabilities would be the South Carolina Department of Vocational Rehabilitation (SCVR), and the Lowcountry works closely with SCVR to provide co-enrollment and co-funding of individuals. SCVR assists individuals with physical or mental impairments that substantially impedes employment, and individuals must be able to benefit from VR services that would lead to gainful employment. SCVR Colleton/Hampton and Beaufort/Jasper participate in the Lowcountry One Stop system.

SCVR’s youth services work to reduce the dropout rate of youth with disabilities and improve their participation in employment-related activities. These programs focus on building self-esteem, developing personal leadership skills, and preparing young adults with disabilities for life beyond high school.

SCVR Benefits Specialists counsel recipients of Supplemental Security Income (SSI) and/or Social Security Disability Insurance (SSDI) on work incentives and other benefits of working while educating them on the effects of earnings as they plan for employment.

Once eligibility is established, and depending on needs, services are available to assist individuals in preparing for, obtaining, retaining, or regaining employment. Individuals participate fully with their SCVR counselor serving as a guide to help navigate all of the services offered.

Assessment is the first step. An individual's strengths, abilities, interests, types of jobs best suited for, and the services required to help achieve employment success are evaluated.

This may involve job shadowing, working under a mentor or a job tryout. This process leads to identifying a specific vocational goal and the services needed to reach it.

Based on Assessment and individual plan will list the services needed to help the individual prepare for the chosen vocation. The specific services provided are based on individual financial and employment needs.
**Disability management** through speech, hearing, physical, occupational, muscular or aquatic therapy; diagnosis and treatment for mental or emotional disorders like substance abuse at one of SCVR’s residential substance abuse treatment centers; medical procedures, treatment, medications, prosthetics, orthotics, podiatry or dentistry; or rehabilitation technology, such as worksite assessment, assistive devices, technological adaptations, and aids for daily living.

Training to enhance individual professional and soft skills through job preparedness instruction and job readiness training; demand driven training to develop job specific skills; business or information technology training; internships, apprenticeships and on the job training; or post-secondary training, including vocational or technical schools, colleges and universities is available through SCVR.

Job search helps individuals identify and secure competitive employment. Follow-up, post-employment services and job retention services help the individual if the job is jeopardized because of disability-related factors. In some cases, individuals may receive on-site job coaching to help them get started on the job.

**High school/high tech**, is a youth specific SCVR program available in the Lowcountry. This program encourages youth to set their sights on college and a career in the fields of science, technology, engineering or math. High school student(s) with a disability are provided services through SCRV to give them that extra boost needed to succeed in the job market after graduation with School-to-work transition services. Students with disabilities enrolled in High School/High Tech sites take field trips to science and technology-related businesses and attractions. They’re offered on-the-job experiences through job shadowing activities and internships.

Disability Mentoring Day allows students with disabilities to be paired with employers for one-on-one job shadowing experiences, helping them explore a variety of career options. The event is sponsored nationally by the American Association of People with Disabilities. DMD is designed to expose young adults to a variety of career options and provide them with a better understanding of the work place environment. Participants are given a chance to learn about the day-to-day responsibilities required of a desired occupation and the skills and education requirements specific to a job in that career field. At the same time, employers’ benefit from DMD by understanding what people with disabilities have to offer to the workplace. The event is sponsored nationally by the American Association of People with Disabilities and implemented in SC by SCVRD and its statewide partners.

SCVR clients may also take advantage of the adult education classes at our work training centers that are offered by the local school district, and supported by the SC Department of Education. These include essential work place skills (assessed through Work Keys/ WINS testing), writing, reading and math (assessed through TABE® testing).
As partners in the Lowcountry SC Works System Adult Education/Literacy also offers services and reasonable accommodations as needed. Classes are offered, both day and night, at numerous locations throughout the four-county region. Co-located Adult Education/Literacy services including Assessments (WorkKeys/WINS® and TABE®), Basic Skill Remediation and GED Preparation (instructor led, online, and blended) are offered on-site at the Beaufort comprehensive One Stop (164 Castle Rock Rd., Beaufort, SC 29906) and at the Colleton (1085 Thunderbolt Dr., Walterboro, SC 29488) and Hampton site (54 Tech Circle, Varnville SC 29944).

The Lowcountry workforce board’s Accessibility Committee continues to mature in its role to provide information and assist the local WDB in carrying out its responsibilities, including convening local workforce development stakeholders to identify expertise and resources, promising practices and additional model programs to provide more strategies and resources for meeting the needs of individuals with barriers to employment, including those with disabilities.

5. Descriptions of how the fourteen youth program elements are integrated in the program design, including a description of partnerships or formalized agreements in place for the provision of program elements not provided by the local program

The fourteen youth elements are integrated in program design and are provided by the local program through both direct provision of the service and through the partnerships described in the Local Area MOU agreement. The Fourteen program elements are:

1. Tutoring, study skills training, and instruction leading to secondary school completion, including dropout prevention strategies;
2. Alternative secondary school offerings;
3. Paid and unpaid work experiences (summer employment, on-the-job training etc.);
4. Occupational skill training;
5. Leadership development opportunities;
6. Supportive services;
7. Adult Mentoring;
8. Follow-up services;
9. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or cluster
10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral as appropriate
11. Financial literacy education
12. Entrepreneurial skills training
13. Labor Market and employment information about in-demand industry sectors or occupations such as career awareness, career counseling, career exploration
14. Preparation for and transition to postsecondary education and training
(1) **tutoring, study skills training, instruction**, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential.

- Local area contract staff will refer (as described in the local MOU) appropriate individuals as identified through Assessment and as identified on the Individual Service Strategy (ISS) Plan to Adult Education partners in the local area for services.

(2) **alternative secondary school services**, or dropout recovery services.

- Local area contract staff will refer (as described in the local MOU) appropriate individuals as identified through Assessment and as identified on the ISS to Adult Education partners in the local area for services.

(3) **paid and unpaid work experiences** that have as a component academic and occupational education, which may include—
  (i) summer employment opportunities and other employment opportunities available throughout the school year;
  (ii) pre-apprenticeship programs;
  (iii) internships and job shadowing; and
  (iv) on-the-job training opportunities;

- Local area contract staff will identify individuals in need of paid and unpaid work experiences as identified through Assessment and as identified on the ISS.

- **Local area contract staff will develop work sites with appropriate employers in coordination with local area Integrated Business Services Team members.**

- Local area contract staff will develop and monitor all work experience opportunities except on-the-job training.
  - Local area contract staff are required to identify, prepare and refer an adequate number of appropriate eligible individuals (Adult, Dislocated Worker and Youth) who are in need of and would benefit from OJT services to LCOG Business Service staff.

(4) **occupational skill training**, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in demand industry sectors or occupations in the local area involved, if the local board determines that the programs meet the quality criteria described in section 123;

- Local area contract staff will identify individuals in need of occupational skill training as identified through Assessment and as identified on the ISS.
Local area contract staff will provide occupational skills training as detailed in the contract line-item budgets or will refer (as described in the local MOU) appropriate individuals to local area partners or community resources/service providers.

- The local area contractor is required to develop and keep an up-to-date comprehensive list of community resources/service providers in each location (or virtually). **The local area contractor** will ensure all staff are aware of the resources available and know how to make appropriate referrals. The list will include all relevant contact information, locations, services, hours, cost, requirements, and any other relevant information to ensure all required services are available.

- If local area contract funds are used, the contractor will utilize Individual Training Accounts (ITAs) and the Eligible Training Provider List (ETPL) for Out of School Youth. Local area contract staff will deliver the services service as described in applicable policies and per the contract line-item budgets to ensure training leads to recognized postsecondary credentials that are aligned with in demand industry sectors or occupations in the Lowcountry and to ensure quality criteria described in section 123 are met.

Training costs are paid with ITA vouchers. Any portion of the total training that is paid with resources other than WIOA Title I Funds (i.e., PELL, Lottery, TAA, etc.), will not count toward the training cap. Supportive services are not included in the training cap. **The LWB has established a policy (2018 #8) describing the** training cap or maximum lifetime amount of WIOA Training funds that will be paid on behalf of an Individual. **The most recent modification (7/28/21) to the policy set the maximum at Six Thousand ($6,000) Dollars.** An approved Voucher in SCWOS issued on the applicable SCWOS training activity is the Individual Training Account (ITA).

ITA(s) (approved SCWOS Voucher) must be delivered to the Training Provider in advance of training in order to secure the participant’s “seat” in the training. The issuance of the ITA is the authorization for the Training Provider to invoice the Contractor/Service Provider as detailed on the Voucher. Vouchers must contain detailed information on the training dates, authorized costs, and should have an expiration date that falls within the calendar quarter of the training projected end date.

If grades are issued, Individuals must maintain a 2.0 grade average or the grade average required by the particular training program of study, whichever is higher. Training accounts cannot be used to repeat a class or course. This lifetime maximum includes Youth, Adult, Dislocated Worker training funded through Individual Training Accounts, Youth Scholarships and On-the-Job Training (OJT) contracts.

Training Accounts are valid only for the program of study approved by the Lowcountry. Training Accounts are managed by the Workforce Innovation and Opportunity Act system.
Contractors/Service Providers/Sub-recipients maintain records and pay training providers. Training Accounts are not a guarantee for funding. Individuals in training must attend class, make satisfactory progress and meet with their assigned staff member as scheduled. (See Participant Guidelines & Expectations, Satisfactory Progress for Training and Support Services). Training Accounts may be decreased if the area receives a reduction in funding.

Accounts have expiration dates. The maximum duration of a training account is two years. Only training programs that can be completed within two years will be considered for funding. Full Time training should be utilized as the most efficient and effective means to assist the participant in achieving their Individual Employment/Placement Goal. If part-time training is utilized, it must be justified in the Individual Employment Plan/Individual Service Strategy.

ITAs may only be issued for training that is on the ETPL (PATh) and approved the Lowcountry.

Exceptions to the Lowcountry training cap (over-ride) may be made on an individual basis by the Lowcountry Workforce Development Director (WDD), or assignee, taking into account the availability of local funds, the demand for the occupation, the skills/qualifications of the applicant, the applicant’s participation record, the length of training, the historical success of the training provider and the over-ride amount needed. The WDD may over-ride the local training cap up to the State Defined Participant Lifetime ITA Cap. Override of the Lowcountry training cap is granted upon approval of the ITA, however any override of the State’s ITA Cap must first be approved by the WDD and if approved then sent to the Lowcountry Workforce Investment Board Oversight Committee for a final decision.

Those who receive an ITA, successfully complete their Occupational Skills Training, and are determined to need further assistance in gaining sustainable employment may receive up to an additional Two Thousand Five Hundred ($2,500.00) Dollars for an OJT.

Additional policy considerations: GED and/or basic skill training is not included in the lifetime ITA cap; an ITA application is not required. However, using the most expeditious and cost-efficient means of acquiring these pre-requisites is imperative. Allowing participants to attend training on a part-time basis increases the cost of training and the time it takes to complete training. Therefore, full-time attendance should be the norm.
An Individual may apply to attend training that costs more than the maximum training account amount. However, such Individuals must submit a budget to show how they will pay the difference.

**Local area contract staff will ensure the individual:**
- Utilize services at a One-Stop Workforce Center.
- Work on the immediate steps listed in the Plan (IEP/ISS).
- Go through an Assessment of your skills and interests.
- Review options for training on the Eligible Training Provider List (https://www.scpath.org/); the Individual will review the information provided on the anticipated demand for different occupations, wage rates, other consumer choice information such as completion and placement rates, and select the desired Provider and Course of training.
- Apply for financial aid.
- Be determined eligible for training.
  - Complete and interview, evaluation, or Assessment and career planning and be determined:
    - Unlikely or unable to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment through WIOA services;
    - In need of training services to obtain or retain employment leading to economic self-sufficiency or wages comparable to or higher than wages from previous employment and;
    - Have the skills and qualifications to participate successfully in training services;
    - Select a program of training services that is directly linked to the employment opportunities in the local area or the planning region, or in another area to which the individual is willing to commute or relocate;
    - Are unable to obtain grant assistance from other sources to pay the cost of such training, including such sources as State-funded training funds, Trade Adjustment Assistance (TAA), and Federal Pell Grants established under Title IV of the Higher Education Act of 1965, or require WIOA assistance in addition to other sources of grant assistance.
    - If training services are provided through the adult funding stream, are determined eligible in accordance with the State priority system in effect for adults under WIOA sec. 134(c)(3)(E) and §680.600.
- Complete an Individual Training Account Application.

ITAs may be submitted **up to 90 days prior**, but NO LATER THAN THREE (3) WEEKS PRIOR to the Projected Start Date of the Activity.
When an Individual Training Account Application is completed, the assigned staff member will email it (.pdf) to a supervisor, manager, or their assignee, for review who will notify the assigned staff member of the decision of any deficiencies and/or to fund or not fund the ITA, the assigned staff member is responsible for correcting deficiencies and if necessary, re-submitting the ITA. The Assigned staff member is also responsible for notifying the applicant of the decision in writing or in person (case note) as soon as possible, but no less than one week prior to the scheduled start date of the training.

The assigned staff member is responsible for meeting the Individual face-to-face the week before the scheduled start date of the training to confirm the Individual is prepared for training, and is willing and able to attend as scheduled. This meeting will include a review of the Participant Guidelines/Satisfactory Progress, a review of support service needs/award, and pre-requisites for the training to ensure they have been met, and giving the Individual Attendance records and ensuring the Individual understands how to fill them out, how to submit them and when to submit them.

Contractors/Service Providers/Sub-recipients will be responsible for issuing and maintaining Individual Training Accounts (SCWOS Voucher). Individual Training Account agreements will be signed by the Assigned staff member (case manager) and the Individual and Management/Supervisor. The agreements will have language that states that awards do not guarantee funding. Should funding for the area be reduced in the future, Individual Training Accounts may be unilaterally reduced. Continued funding for ITA activities is dependent on the progress an Individual makes towards goals set in their Individual Employment Plan/Individual Service Strategy. (See Participant Guidelines & Expectations, Satisfactory Progress for Training and Support Services).

Contractors/Service Providers/Sub-recipients will track the amount obligated with ITA’s to ensure the total does not exceed the funds earmarked in their contract for ITA’s. Contractors/Service Providers/Sub-recipients will monitor expenditures to make sure Individuals do not exceed the amount set in their agreement. When Individuals complete training or all necessary funds have been expended, Contractors/Service Providers/Sub-recipients will deobligate the remainder of the training account. The financial tracking components of the SC Works Online Services (SCWOS) system must be utilized their full extent and detail. The local area contractor must utilize the Advanced Fund Tracking (AIFT) module in the state MIS system per State Instruction 21-01, Change 1 - Advanced Individual Fund Tracking Module.
Contractors/Service Providers/Sub-recipients will make payments to training providers in a timely manner. Before making payments, Contractors/Service Providers/Sub-recipients will make sure attendance documentation and other information is current in SCWOS.

(5) education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

- Local area contract staff will refer (as described in the local MOU) appropriate individuals as identified through Assessment and as identified on the ISS to Carl Perkins (Technical College of the Lowcountry) and/or Adult Education partners in the local area for concurrent education services.

(6) leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;

- Local area contract staff will identify individuals in need of leadership development opportunities through Assessment and as identified on the ISS and will deliver the services directly or will refer (as described in the local MOU) appropriate individuals to local area partners or community resources/service providers.
  - The local area contractor is required to develop and keep an up-to-date comprehensive list of community resources/service providers in each location (or virtually). **Local area contractor staff** will ensure all staff are aware of the resources available and know how to make appropriate referrals. The list will include all relevant contact information, locations, services, hours, cost, requirements, and any other relevant information to ensure all required services are available.

(7) supportive services;

- Local area contract staff will identify individuals in need of supportive services as identified through Assessment and as identified on the ISS.

- Local area contract staff will provide supportive services as detailed in the contract line-item budgets or will refer (as described in the local MOU) appropriate individuals to local area partners or community resources/service providers.
  - The local area contractor is required to develop and keep an up-to-date comprehensive list of community resources/service providers in each location (or virtually). **The local area contractor** will ensure all staff are aware of the resources available and know how to make appropriate referrals. The list will include all relevant contact information, locations, services, hours, cost, requirements, and any other relevant information to ensure all required services are available.

- If local area contract funds are used, the contractor will deliver supportive service as described in applicable policies and per the contract line-item budgets.
WIOA funds may only be used for supportive services when they are not available through other agencies or organizations and that the supportive services are necessary for the individual to participate in Title I activities.

For Adults and Dislocated Workers, supportive service may only be provided to individual participating in career or training activities.

For Youth, supportive services may be provided by during participation in WIOA activities, as well as during the required 12-month follow-up period after exit.

For Youth, the Lowcountry will limit the supportive services available to youth during follow-up to critical, emergency, short-term services (preferably 1 day and no more than 1 month) that are directly related to the Youth’s Placement and Credential Attainment. Availability of funds for currently active (not exited) youth clients is a priority. Youth should receive services to remove or mitigate barriers while they are active participant clients, therefore follow up supportive services should only be necessary if a youth has experienced an unplanned change in circumstance after exit.

Assurance of non-duplication and necessity: Only if a client cannot obtain services elsewhere should supportive services be provided by or procured by the WIOA-system.

Supportive Services must not be provided for costs incurred by the participant prior to their “participation date” into the program.

To receive any supportive services, participants must:
- have a need for the supportive service identified on their Individual Service Strategy (ISS)/Individual Employment Plan (IEP), and
- be eligible, registered/enrolled and actively participating in WIOA Services (including Youth Follow Up services), and
- have a case note entered in the stateside MIS System (currently SCWOS) documenting that the supportive services are:
  - Necessary for the client to participate in WIOA services, and
  - The supportive services required are not available elsewhere
  - Must indicate any referrals and results to other programs providing such services.

The LWB has established a policy (2016 #5) describing the maximum lifetime amount of WIOA Support Services that may be paid on behalf of an Individual. The most recent modification (7/28/21) to the policy set the maximum at Four Thousand ($4,000) Dollars, with additional detailed limits per category further described in the policy.

A system will be maintained by the contractor/providers/service providers to ensure that the maximum number of services and line-items are not exceeded. The system must allow
for a clear audit trail that includes check records, copies of Bills, Receipts, Invoices, etc. The local area contractor must also utilize the Advanced Fund Tracking (AIFT) module in the state MIS system per State Instruction 21-01, Change 1 - Advanced Individual Fund Tracking Module.

In addition to the paperwork stated above, as applicable, participant files must contain the Application for Supportive Services and/or Training, Child Care Vendor Agreement, Child Care Customer Agreement, Child Care Invoices, Transportation Application, Mileage calculation (Map Quest, etc.), Attendance Sheets, and justification for paying the supportive service on the IEP/ISS, case notes.

TRANSPORTATION ASSISTANCE
Direct Transportation
If a client is unable to attend an activity or training because he or she lacks a driver’s license and/or access to a car, an Intensive Services Contractor/provider can provide or procure transportation. Transportation may be provided temporarily while clients make a transition plan to provide their own transportation. Direct transportation may be provided for the duration of the activity. Services Providers/Contractor should consider cost when procuring transportation. Public transportation should be utilized when available. Arrangements may be made with other agencies that transport clients and for-profit businesses may be utilized. The Services Provider/Contractor should have an agreement with the transportation provider specifying the cost, and billing arrangements. Contractor/providers may choose to pay private individuals selected by the client to provide transportation. Prior to using a private individual to provide transportation, the contractor/provider must verify the individual has a valid driver’s license and insurance. Contractor/providers may arrange for transportation of groups for services/workshops/youth field trips, etc. If the contractor/provider arranges for group transportation, individual clients will not be required to develop a transportation plan.

Transportation Reimbursement
Clients not receiving direct transportation services may receive transportation assistance to help defray the out-of-pocket expenses associated with attending activities/training. The mileage covered is the total distance from the client’s home to the activity site and back. A Transportation Assistance Application must be completed by each client PRIOR to the activity begin date. The Case Manager will complete the form including the signatures of both the client and the case manager and will ensure the mileage calculation is the most efficient route. The customer receives a copy and the original is maintained in the client’s file, a copy will also be transmitted to LCOG Administrative staff responsible for making transportation assistance payments. A new application will be completed and submitted as outlined above any time a client moves or changes training location. In order to receive payment a completed (all signatures and dates) Lowcountry Attendance form must be
submitted to document each day of attendance. Payments are made to the client according to the distance driven, round-trip, per day.

- Between 10.0 and 50.9 miles per day will be paid at $10.00 a day
- 51.0 miles per day and above will be paid at $20.00 a day

CHILDREN ASSISTANCE
Clients who have out-of-pocket childcare expenses associated with attending training or activities may receive childcare assistance to help defray the out-of-pocket expenses associated with attending activities/training. The client selects the childcare provider and must submit a Child Care Application to request approval of child care supportive services. Reimbursements are linked to attendance. If a client is absent from training or activities, a reimbursement may not be made for that day. Payments for childcare will be made to the provider not the client. After the client’s child care supportive service application is approved, the Provider is required to furnish a completed W-9 and an executed Child Care Vendor Agreement prior to receiving payment. The client is responsible for the balance of any child care costs above the approved assistance. In order to receive payment a completed (all signatures and dates) Lowcountry Attendance form and Child Care Invoice must be submitted to document each day of attendance and child care.

- $20.00 a day per child 12 years old or younger

LEGAL AID SERVICES
Expungement
Expungement of records requires working with the local solicitors’ office and there may be different forms, fees, procedures in each circuit and for adult records and juvenile records. South Carolina solicitors can only expunge charges filed in South Carolina. Information on eligibility, contacts and process for payment of fees can be found on each Circuit Solicitor’s website. The following contains a guide to expungement in South Carolina, including a list of all solicitors’ offices and contact information. Please note the guide was last modified in August of 2013 and the guide is not the application for expungement which must be obtained from the appropriate solicitor’s office. http://scjustice.org/wp-content/uploads/2013/10/full-expungement-guide.pdf.
Payment for expungement of records will be made by money order to the appropriate solicitor’s office.

- The maximum amount that may be paid for expungement of South Carolina records on behalf of a client is $250.

MEDICAL ASSISTANCE
Limited funding is available to provide medical services required for an individual to participate in services, training or to obtain or retain unsubsidized employment. Medical assistance may include pre-employment/training physicals, and required immunizations. Payments for medical assistance will be made to the provider not the client.
• The maximum amount that may be paid on behalf of a client is $600.

WORK CLOTHING
Assistance with required uniforms or other appropriate work attire and required work-related tools, including such items as eyeglasses and protective eye gear. Required training or work clothing and related equipment such as steel-toed shoes, hard hats and helmets may be purchased for clients if the employer/training provider does not furnish them. Payments for work clothing will be made to the provider not the client.
• The maximum amount that may be paid on behalf of a client is $500.

EDUCATION SUPPORT
Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; Assistance with educational testing, payments and fees for employment and training-related applications, tests, and certifications. Miscellaneous costs generally associated with certification, registration or licensing (for example NCCT examination fee for Certified Patient Care Technician, driver's licensing fee, etc.); study materials (for example Adult Education requires the purchase of a GED book, etc.); Driver's Education; Post-Secondary/Advanced Training fees and testing that are not included in tuition. Payments for Education Support will be made to the provider not the client.
• The maximum amount that may be paid on behalf of a client is $700.

OTHER
Limited funding is available to provide other services required for an individual to participate in services, training or to obtain or retain unsubsidized employment. Other assistance may include housing, utilities, car repairs, insurance, registration, reasonable accommodations for youth with disabilities, may be requested. Payments will be made to the provider not the client.
• The maximum amount that may be paid on behalf of a client is $400.

LODGING
Lodging may be applied for if a client attends a training facility that is located more than seventy-five (75) miles from their home (one-way) AND the client is scheduled to attend training three or more days per week. The lodging facility must be approved in advance by the LCOG Administration. Payments will be made to the lodging facility not the client.
• The maximum amount that may be paid on behalf of a client is $1,800.

Exceptions to the policy contained herein may be granted upon written approval from the Lowcountry Workforce Area (LWA) Administration. Approval, including approval of exception, occurs when a Voucher is issued.
(8) **adult mentoring** for the period of participation and a subsequent period, for a total of not less than 12 months;

- Local area contract staff will identify individuals in need of adult mentoring through Assessment and as identified on the ISS and will deliver the services directly or will refer appropriate individuals to local area partners (as described in the local MOU) or community resources/service providers.
  - The local area contractor is required to develop and keep an up-to-date comprehensive list of community resources/service providers in each location (or virtually). The local area contractor will ensure all staff are aware of the resources available and know how to make appropriate referrals. The list will include all relevant contact information, locations, services, hours, cost, requirements, and any other relevant information to ensure all required services are available.

(9) **follow up services** for not less than 12 months after the completion of participation, as appropriate and per State Instruction 20-11 **Follow-Up Services for WIOA Title I Program Participants and Lowcountry Instruction 2019 #10**,.

- Local area contract staff will provide follow up services for not less than 12 months after the completion of participation, as appropriate and as detailed in the Lowcountry Follow Up Policy.

Follow-up services should be provided to WIOA Title I Youth program participants for twelve (12) months after exit and may be extended beyond the 12-month period if the Provider or Case Manager determines this to be appropriate for the individual. The types of services provided, and the duration of services provided during Follow Up must be determined based on the needs of the individual and align with their Individual Service Strategy (ISS) Plan. As a result, the type and intensity of follow-up services may differ for each participant.

Follow Up services must be completed for all quarter beginning with the first quarter after the exit date. Quarters include three months, grouped as follows: • January, February, March • April, May, June • July, August, September • October, November, December for example: if the participant’s Last Date of Service was on August 30, their first Follow Up will be during October, November, or December.

Follow Up activities and services can be discontinued if:
- If the participant declines to receive Follow Up Services (must be documented in SCWOS case note); Or
- The participant cannot be located after a period of 90 days and five contact attempts have been documented in SCWOS; Or
- Individual meets exclusion criteria (see below).
Follow-up services do not trigger the exit date to change or delay exit for performance reporting as per guidance issued by DOL in TEGL 10-16-2.

- Youth: May be provided support services during follow up in accordance with the most recent Lowcountry Support Service Policy in effect.

Follow-up services for system-exited WIOA Title I program participants are two-way exchanges between the service provider or case manager and the individual. Follow-up services must include more than only a contact attempted or made for securing documentation in order to report a performance outcome. Follow Up Services are a separate and distinct services that provide value to the individual as opposed to the collection of documentation and reporting of Federal Performance Outcomes which are also required, but do not provide value to the individual.

Federal Performance Outcome Activities are required Follow Up activities that include contacting or attempting to contact an exited participant for the purpose of securing documentation for the case file in order to report a performance outcome. Reasonable effort to contact the participant on separate occasions must be attempted: In-person, telephone, email, text, or by letter. The Provider or Case Manager must make reasonable effort to vary the time of day, day of week, and method of contact. Performance data for every quarter after exit must be entered in SCWOS. All SCWOS data entry for federally reported performance must strictly adhere to TEGL 26-16.

Each exit of a participant during a program year counts as a separate period of participation if a participant has more than one exit in that program year the follow up applies to each separate period of participation.

EXCLUSION:

If a participant meets one of the criteria listed below, a “hard exit” is required. The Provider or Case Manager must contact the Lowcountry Area SCWOS Coordinator for written authorization to Exclude.

These individuals are excluded from performance and additional Follow Up services.

A. Institutionalized: the participant exits the program because he or she has become incarcerated in a correctional institution or has become a resident of an institution or facility providing 24-hour support such as a hospital or treatment center during the course of receiving services as a participant.

B. Health/Medical: the participant exits the program because of medical treatment and that treatment is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation in the program.

C. Deceased: the participant is deceased.
D. Reserve forces called to active duty: the participant exits the program because the participant is a member of the National Guard or other reserve military unit of the armed forces and is called to active duty for at least 90 days.

E. For Youth only: The participant is in the foster care system as defined in 45 CFR §1355.20(a), and exits the program because the participant has moved from the local workforce area as part of such program or system.

DATA ENTRY and PROCESS:
Follow Up contacts and attempts to contact must be entered in SCWOS on the Program tab in the appropriate Follow Up section (1st Quarter, 2nd Quarter, 3rd Quarter, 4th Quarter).

- This is the source of all Supplemental Data reported to DOL and data entry must be in compliance with all applicable aspects of TEGL 26-16 including the collection and maintenance of required verification documents, the timing for collection and the timeframe covered by the verification documents that must be included in the participant file.

Follow Up services are designated with the letter ‘F’. Data Entry of the activity code should be based the most recent applicable State Activity Code Definitions documents to ensure accurate data entry of the correct service code (F-type codes). The services are 1 Day Maximum and must be entered in under the Services/Activities Tab in SC Works Online Services (SCWOS) as they are provided. Details of services provided must be included in case notes.

For all exited participants, the Follow Up Tab in SCWOS must be completed in a timely manner with accurate information and applicable back-up documentation in accordance with TEGL 26-16 as it may impact performance.

Successful and unsuccessful contacts must be recorded in SCWOS in the Contact Attempt section under the appropriate Follow Up Quarter and detailed in SCWOS case notes.

Case Closure/Outcome/Exit
- When a participant has completed their Plan (IEP/ISS) – Planned Exit:
  1. Case Manager/Service Provider (CMSP) will conduct a Case Closure interview with the participant. CMSP will provide information to the participant that they are entering 12 months of follow-up services – they are NOT done with service, just entering a different phase for the next 12 months/4 quarters. This session will cover:
     a. How and when services will occur for the next 12 months and agreed to a plan to stay in touch (phone, email, text, etc.), the participant’s responsibilities during this time (to respond/stay in touch and to communicate any changes in Placement, Credentials, Contact Information (including Alternate Contact changes).
b. CMSP will confirm all Contact and Alternate contact information is correct and will update data entry in SCWOS (Individual Profile>Personal Profile>General Information and/or Staff Profile>General Profile>Activities>Alternate Contacts).

(2) CMSP will review the participant’s social security card and will check it against the social security number recorded in SCWOS to ensure accuracy since UI wage records are reported by social security number.

(3) CMSP will obtain and record Placement information on the WIOA Case Closure screens in SCWOS.
   a. If it is determined that the Placement is covered under UI, collection of supplemental documentation will not be required. In addition, the quarterly follow-up screens will not need to be completed. However, participants should be advised to contact the CMSP in the event they lose their job or should job-related problems arise.
   b. Supplemental data in compliance with TEGL 26-16 should be collected for four quarters following exit for participants who are self-employed, working for an employer not covered under UI, or working in another state, or for Youth Placement in Education or Training. The individual’s Placement status must be recorded and verified (required verification documentation on file) on the appropriate quarterly follow-up screens in SCWOS.

(4) CMSP will close out all Objectives and Goals on the Plan

(5) CMSP will then close the Plan

(6) CMSP will Close out all activities on the Program tab (Actual End Date, Completion Status)

(7) Create a Case Closure – enter all applicable data
   a. For those who received Training, this includes a CAREFUL review of the Training O*NET Code to the O*NET Employment Code
      i. A match on the first 4 digits of Training O*NET and Employment O*NET will result in the “Training Related Employment” setting to “YES”. If CMSP believes the Training and Employment should match, but the system doesn’t set to “YES”, send written notice to the Lowcountry SCWOS Coordinator.

(8) Create a Case note a wrap up/summary that briefly reviews all important information (training, credentials, employment, placement details, etc.).

(9) Begin required monthly follow up services (12 required monthly follow-ups, case notes, and applicable F-code data entry)
   a. Complete the required 4 Quarterly follow-ups with information obtained from the monthly follow-ups.

NOTE: The Case Closure is a place-holder, a way for everyone to easily see who is placed, where they are placed, when they were placed, etc. Actual Exit/Outcome will only happen after 90 days with no service that extends exit. If within 90 days of the last service that extends exit, when no Exit/Outcome exists and the individual’s situation changes, CMSP may Delete the Case Closure and begin delivering WIOA
services in accordance with the IEP/ISS (Plan update will be required upon deletion of the Case Closure).

For more information on Case Closure, please go to SCWOS Staff Online Resources>How to Guides>SCWOS Staff User Guide>Section 6: Programs – WIOA Case Closure.

- When a participant has not completed their Plan (IEP/ISS) and an Unplanned Exit/Outcome (soft-exit) has occurred:
  1. CMSP will close out all Objectives and Goals on the Plan
  2. CMSP will then close the Plan
  3. Create a Case note a wrap up/summary that briefly reviews all important information (training, credentials, employment, placement details, etc.)
  4. Begin required monthly follow up services (minimum of 12 required monthly follow-ups, case notes, and applicable F-code data entry)
     a. If contact is successful, Case Manager/Service Provider (CMSP) will conduct a Case Closure interview with the participant. CMSP will provide information to the participant that they are entering 12 months of follow-up services – they are NOT done with service, just entering a different phase for the next 12 months/4 quarters. This session will cover:
       i. How and when services will occur for the next 12 months and agreed to a plan to stay in touch (phone, email, text, etc.), the participant’s responsibilities during this time (to respond/stay in touch and to communicate any changes in Placement, Credentials, Contact Information (including Alternate Contact changes).
       ii. CMSP will confirm all Contact and Alternate contact information is correct and will update data entry in SCWOS (Individual Profile>Personal Profile>General Information and/or Staff Profile>General Profile>Activities>Alternate Contacts).
       iii. CMSP will review the participant’s social security card and will check it against the social security number recorded in SCWOS to ensure accuracy since UI wage records are reported by social security number.
       iv. CMSP will obtain and record Placement information on the WIOA applicable WIOA Follow Up screens in SCWOS.
  1. If it is determined that the Placement is covered under UI, collection of supplemental documentation will not be required. In addition, the quarterly follow-up screens will not need to be completed. However, participants should be advised to contact the CMSP in the event they lose their job or should job-related problems arise.
  2. Supplemental data in compliance with TEGL 26-16 should be collected for four quarters following exit for participants who are self-employed, working for an employer not covered under UI, or working in another state, or for Youth Placement in Education or Training. The individual’s Placement status must be recorded and verified (required
verification documentation on file) on the appropriate quarterly follow-up screens in SCWOS.

(5) Complete the required 4 Quarterly follow-ups with information obtained from the monthly follow-ups.

Additional CMSP Case Closure Responsibilities (for both Planned and Unplanned Exits):
(1) Review all data entry and case notes (including Documents) for completeness, accuracy and data validation. All necessary Change Request forms must be sent to the Lowcountry SCWOS Coordinator. This review must include:
   - Educational Functioning Level for Measurable Skills (EFL for MSG)
     Are all EFL gains entered and a match to supporting documentation scanned in the Electronic Data Management System (EDMS) module?
   - Measurable Skills Gain (MSG)
     Are all MSGs entered and a match to supporting documentation scanned in the Electronic Data Management System (EDMS) module including correct identification Skill Type, Date Skill Attained, and Type of Achievement?
   - Credential
     Are all Credentials entered and a match to supporting documentation scanned in the Electronic Data Management System (EDMS) module including correct identification of the Date and type of Credential?
   - Actual Start and End Dates for activities are correct and supported by documentation (case notes or attendance as applicable)

(10) comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;
   - Local area contract staff will identify individuals in need of comprehensive guidance and counseling through Assessment and as identified on the ISS and will deliver the services directly or will refer appropriate individuals to local area partners (as described in the local MOU) or community resources/service providers.
     o The local area contractor is required to develop and keep an up-to-date comprehensive list of community resources/service providers in each location (or virtually). The local area contractor will ensure all staff are aware of the resources available and know how to make appropriate referrals. The list will include all relevant contact information, locations, services, hours, cost, requirements, and any other relevant information to ensure all required services are available.
(11) financial literacy education;
- Local area contract staff will identify individuals in need of financial literacy education through Assessment and as identified on the ISS and will deliver the services directly or will refer appropriate individuals to local area partners (as described in the local MOU) or community resources/service providers.
  - The local area contractor is required to develop and keep an up-to-date comprehensive list of community resources/service providers in each location (or virtually). The local area contractor will ensure all staff are aware of the resources available and know how to make appropriate referrals. The list will include all relevant contact information, locations, services, hours, cost, requirements, and any other relevant information to ensure all required services are available.
  - Local area contractor staff when delivering financial literacy services directly to individuals will utilizes the FDIC Money Smart Money Smart financial education tools https://www.fdic.gov/consumers/consumer/moneysmart/index.html to help people of all ages enhance their financial skills and create positive banking relationships.
    - Train-the-Trainer videos, newsletter, podcasts, free resource CDs, and webinars ensure staff are correctly implementing the curriculum and have up to date information on the curriculum
- Money Smart for Adults instructor-led curriculum provides participants with practical knowledge, skills-building opportunities, and resources they can use to manage their finances with confidence. Instructors can use it to deliver unbiased, relevant, and accurate financial education whether they are new to training or experienced trainers.
- The curriculum consists of 14 modules that cover basic financial topics. Each module has a staff guide on what to say and do. The materials are available for immediate download on the FDIC Money Smart website or on catalog.fdic.gov.
- Segments offer options to make training relevant. The curriculum is divided into 14 modules, each on an important financial topic, that are subdivided into sections. Instructors can present the modules in any order or combination depending upon an audience’s interests and knowledge.
- An emphasis on real-life skills and choices. Money Smart for Adults provides participants with practical knowledge and resources they can use to manage their finances.
- Individuals will participate in appropriate modules available:
  - Module 1: Your Money Values and Influences
  - Module 2: You Can Bank on It
  - Module 3: Your Income and Expenses
  - Module 4: You’re Spending and Saving Plan
  - Module 5: Your Savings
  - Module 6: Credit Reports and Scores
• Each of the 14 Money Smart for Adults modules includes:
  o Instructor Guides that include what you need to prepare and deliver Money Smart training, including easy to follow cues, script, and interactive exercises. It includes practical tips for planning, marketing, and delivering training. It also includes information to make training accessible and welcoming for everyone, including people with disabilities.
  o PowerPoint Slides to assist staff present training content in an engaging manner.
  o Participant Guides with tools and information that participants can use during your training and afterwards.
  o Realistic scenarios. Short scenarios featuring consumers in a variety of financial situations provide opportunities to practice using financial knowledge and skills with confidence. An array of practical tools and resources:
    ▪ “Try It” activities give participants opportunities to practice what they learned in a variety of contexts. “Apply It” activities help participants apply what they have learned to their own lives, either during or after the training.
• Disability-Related Topics (catalog.fdic.gov) can help staff become familiar with topics in the curriculum information and scenarios relevant to people with disabilities.
• The FDIC’s Money Smart for Young People series consists of four free curriculum products. Each age-appropriate curriculum includes lesson plans for educators along with guides for parents and caregivers or older individuals.
• Money Smart for Older Adults program raises awareness among older adults and their caregivers on how to prevent elder financial exploitation and encourages advance planning and informed financial decision-making. Money Smart for Older Adults was developed jointly by the Federal Deposit Insurance Corporation (FDIC) and the Bureau of Consumer Financial Protection.

(12) entrepreneurial skills training:
• Local area contract staff will identify individuals in need of entrepreneurial skills training through Assessment and as identified on the ISS and will refer appropriate individuals to local area partners (as described in the local MOU) or community resources/service providers.
  o The local area contractor is required to develop and keep an up-to-date comprehensive list of community resources/service providers in each location (or virtually). The local area contractor will ensure all staff are aware of the resources available and know how to make appropriate referrals. The list will include all relevant contact information, locations, services, hours, cost, requirements, and any other relevant information to ensure all required services are available.
  o Local area contractor staff will supplement entrepreneurial skills training by facilitating instruction using the FDIC Money Smart Money Smart financial education Money Smart for Small Business (MSSB) curriculum in order to provide the individual an introduction to topics related to starting and managing a business. MSSB was developed jointly by the Federal Deposit Insurance Corporation (FDIC) and the U.S. Small Business Administration (SBA). The materials are available for immediate download at Money Smart – Teach – For Small Business.

(13) services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services;
• Local area contract staff will identify individuals in need of labor market and employment information through Assessment and as identified on the ISS and will refer appropriate individuals to local area partners (as described in the local MOU) or community resources/service providers.
  o The local area contractor is required to develop and keep an up-to-date comprehensive list of community resources/service providers in each location (or virtually). The local area contractor will ensure all staff are aware of the resources available and know how to make appropriate referrals. The list will include all relevant contact information, locations, services, hours, cost, requirements, and any other relevant information to ensure all required services are available.
• Local area contractor staff when delivering labor market and employment information directly to individuals will utilize the resources available in SCWOS and https://scworks.org/labor-market-information.

(14) activities that help youth prepare for and transition to postsecondary education and training.
• Local area contract staff will identify individuals in need of activities that help youth prepare for and transition to postsecondary education and training through Assessment and as identified on the ISS and will deliver the services directly or will refer appropriate
individuals to local area partners (as described in the local MOU) or community resources/service providers.

- The local area contractor is required to develop and keep an up-to-date comprehensive list of community resources/service providers in each location (or virtually). The local area contractor will ensure all staff are aware of the resources available and know how to make appropriate referrals. The list will include all relevant contact information, locations, services, hours, cost, requirements, and any other relevant information to ensure all required services are available.

The local service provider contractor has ensured all required youth services, including the fourteen youth elements are available and accessible; and that these services will improve education and skill competencies, encourage and develop education and employment goals to make the connection between school and work, to provide links to the labor market, community programs, and services that have strong connections between academic and occupational learning to help customers address and resolve problems they may encounter while attaining the education and/or skills needed to obtain and retain employment and advance in the workforce.

The local service provider contractor has ensured the program design will provide customer centered, unduplicated, cost effective, efficient, and high performing delivery of comprehensive WIOA Youth services in Beaufort, Jasper, Hampton and Colleton counties (the Lowcountry, or LWA). All required services must be available while having no duplication. All required services must be available, however not all individuals will receive all services, each individual will receive appropriate services as identified through Assessment, Case Management and as identified in the customer’s Individual Service Strategy-ISS (“Plan”). The required services do not all need to be provided directly by the service provider contractor. The service provider contract must develop formal linkages and established a process for tracking and communication regarding co-enrolled individuals. Every individual will receive the unduplicated services necessary to removed identified barriers, in order to reach their individual goals and objectives as listed on their Plan.

6. If using the basic skills deficient definition contained in WIOA section 3(5)(B), what is the LWDA’s policy that further defines how to determine if a youth s unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society. If your area continues to use TABE for determining youth basic skills deficiency, a local policy is not required.

The Lowcountry Workforce Board has established a policy Lowcountry 2015 #1 change 5 1/26/2022 (see Appendix 10 Lowcountrycog.org) to determine that an individual (youth or adult) is unable to compute or solve problems, or read, write or speak English, at a level necessary to function on the job, in the individual’s family, or in society if the individual meets any of the following criteria:
• The individual has English reading, writing, or computing skills at or below the 8th grade level (8.9 or less) as documented on a generally accepted standardized test; or <4 on the Reading for Information, Applied Mathematics, or Locating Information Work Keys® assessments; or <4 on the Reading for Information, Applied Mathematics, or Locating Information WINS®; or scores NRS level 4 or below on TABE 11-12; or
• The individual is enrolled in Title II Adult Education as an English as a Second Language (ESL) student, and/or the individual presents a Best Plus / Best Literacy test (regardless of score) for those who are Limited English Skills proficient.

For the adult program only, in addition to the above:
• The Individual lacks a high school diploma or equivalent; or
• The individual is enrolled in WIOA Title II Adult Education including English as a Second Language (ESL) student and excluding stand-alone occupational skills training.

It is expected that basic skills status will be determine using an objective, valid and reliable assessment, such as the indicators listed herein. However, in the rare instance when a formal evaluation is not available or practical, Staff Documented Observation, customer acknowledgement, and documented case notes are acceptable. For example, the case manager may observe that the adult is experiencing difficulty in reading or filling out an application form, and these difficulties are not due to poor vision; or has poor English language skills and may be appropriate for ESL. However, an individual should not be determined as basic skills deficient merely because he/she lacks soft skills or the occupational skills needed for a particular job. A detailed case note must be entered that identifies (1) why the administration of a formal assessment is not reasonably available or practical, (2) specifically how the individual qualifies as Basic Skills Deficient, and (3) how staff arrived at the conclusion that the administration of a formal assessment was not reasonable or practical. The case note must provide enough detail for an auditable trail back to the source of information verified.

Self-Certification means an individual’s signed attestation that the information they submit to demonstrate eligibility for a program under title I of WIOA is true and accurate. Where allowable, Self-Certification should only be used by exception. In all cases, attempts to gather required documents and a signed detailed statement of self-certification (self-attestation) as to the specific data element and how the individual qualifies must be documented.

The assessment used to determine Basic Skills Deficient must have a test date (date of test administration) within the last 6 months prior to application. When more than one type of assessment document is presented at application, the most recent (by date) assessment must be used to determine Basic Skills status.
7. A description of how the local board will coordinate relevant secondary and post-secondary education programs and activities with education and workforce investment activities to coordinate strategies, enhance services, and avoid duplication of services.

The LWB promotes and supports the collaboration efforts between The Technical College of the Lowcountry (TCL) and its partnership with local area Adult Education entities to offer Fresh Start, a tutoring program that helps students prepare to take the GED or college placement test by building math, reading, and writing skills. Adult Education’s Fresh Start instructor is housed on TCL’s Beaufort campus several days a week (currently Monday – Thursday) and offers free, one-on-one tutoring and supplemental instruction to learners. Individuals are initially referred to Fresh Start through TCL’s Educational Talent Search (ETS) program for GED prep and the Testing Center in preparation primarily for retaking the placement exam in the area(s) of reading, writing, and/or math (dependent upon the initial placement score).

Fresh Start is conveniently located next to TCL’s Learning Resources Center/Library, enabling TCL’s LRC staff and the Fresh Start instructor to work together to ensure that learners have the tools they need to prepare. The library carries GED and test prep books, available for checkout to all users. TCL’s librarians and tutors also assist Fresh Start students in registering for and navigating learning tools such as Learning Express Library/Prep Step, a free online learning resource for test preparation and academic skills review.

The Lowcountry Workforce Board (LWB) will convene educational workforce stakeholders to further develop career pathways to include basics skills, technical training and practicums or experiential learning opportunities. While classroom instruction provides solid foundational support, the practical application of skills, especially those skills identified by employers, will improve outcomes for individuals with barriers to employment. Incorporating and utilizing work-based training options allowable under WIOA like internships, job shadowing, and transitional jobs will provide a workplace experience that can advance overall learning.

The LWB intends to coordinate sector strategies by convening with industry, educational providers and other stakeholders. This assures that in-demand; industry recognized credentials are available to meet the needs of industry while promoting career pathways for jobseekers in growing/emerging industries in the Lowcountry Area.

The LWB intends to support career pathways as a method through which workers can move up the career ladder by completing short-term certificate training programs that lead to greater credentials and upward mobility in their career of choice. This laddering effect, over time, produces a better trained and qualified workforce for local employers, as well as higher wages for employees, which, in turn, creates a positive economic impact on local communities.
Employers frequently state that access to talent is their most important site-selection factor. Having a skilled workforce can be an essential element in determining whether industries will thrive in a region or if they will migrate to other locations. Rapid changes in technology, scientific discovery, global economics, business strategy, and human demographics require areas to have an educational ecosystem in place that ensures worker availability and skill sets keep pace with business needs.

While the workforce system’s core functions remain focused on employment, WIOA’s legislative intent was to impact state policies significantly and ultimately provide more access to postsecondary credentials than occurs with Workforce and Postsecondary systems working independently. SC Works has an extensive history of effective alignment between workforce programs and public secondary and post-secondary institutions and agencies particularly those within community colleges and technical training institutions. The LWB continues to work collaboratively with the local secondary and post-secondary education programs in the community to fully implement the strategic intent of WIOA.

The LWB has established a referral process with secondary and post-secondary educational providers that allow us to leverage our WIOA funds for students that are just entering training or those who are already actively enrolled. Through our coordination of services, we can evaluate and assess the customers’ need for financial assistance through an ITA and often provide wrap-around supportive services and employment assistance to candidates who have already covered their training expenses, thus reducing the chances of duplicated services.

The Workforce staff reviews customer’s financial analysis, financial aid and can supplement Pell grants with WIOA funds for training that lead to certifications or credentialing.

The Workforce staff coordinates onsite recruitment events to speak directly to new or active students to discuss available services and promote the benefits of participating in WIOA.

The Workforce staff discusses career pathway options with customers and encourages utilization of online assessments to help determine this process. Also, onsite assessment, eligibility determination, case management, ITA’s and supportive services are provided to the customer throughout the duration of training.

The Workforce staff conducts onsite employability skills workshops that teach customers how to register and effectively utilize SC Works and how to do an effective job search. Our role is to educate and equip the customers with the tools, resources, and linkages that they need to be successful in their job search.

The LWB focus is to improve coordination of strategies, enhance services and avoid duplication of services as well as the coordination of relevant secondary and post-secondary education programs to avoid duplication of services.
In summation, the LWB will continue to coordinate education and workforce activities in relation to secondary/post-secondary education programs through coordinated efforts in career pathway development that includes SC Department of Education, SC Technical College System, South Carolina four-year colleges and employer input; as well as collaborative efforts with partners such as faith-based organizations to increase English learning acquisition skills for English language learners.

8. A description of how the local board will coordinate the WIOA Title 1 workforce investment activities with the provision of transportation, child care and other appropriate supportive services in the local area.

Transportation is a significant challenge for the workforce in the Lowcountry. Public transportation is very limited in most of the rural areas. Where there is a bus service available, bus passes are provided by select employers for the first week of employment to attract workers. Supportive services for fuel (if appropriate) is made available to WIOA customers which directly correlate to the distance, estimated mpg and number of times to training or work activities. If there are no other options, then shuttle and taxi services can be utilized. Other supportive services are provided based on state and local policies and which are not available from other community resources. They include interview/work clothing, tools, and study materials for training, select car repairs, child care, and testing and certification fees. Clients needing rental payment for those facing eviction during training, eyeglasses and limited health care expenses, driver’s license document cost, assistance for food, housing are referred to other community resources. Workforce Center staff will work with workforce partners to coordinate and provide support services for individuals that co-enrolled in individual program services to avoid duplication of services. All supportive services are reviewed for applicability in relation to the Individual Employment Plan, and other resources are to be considered exhausted prior to allocation of WIOA funds.

9. A description of plans, assurances, and strategies for maximizing coordination, improving service delivery, and avoiding duplication of Wagner-Peyser Act services and other services provided through the SC Works delivery system;

Wagner-Peyser Act creates public labor exchange systems comprised of services to job seekers and employers with preference for Veterans. Job seekers have easy access to employer listings. Employers have easy access to listing their openings. One-stop partners would have access by referring their participants. In addition to job listings, job seekers would have access to basic computer literacy focusing on job search techniques and use of e-mail. Professional quality services will include job search navigation, job ready assessment, vocational counseling, labor market information and workforce development opportunities Job retention skills and resume building skills would be included. Workshops and assessments are available to customers to assist with their pre-employment ability. From the Business Services staff, current information based on
employers’ wants regarding resume formats and interview questions would be available. In addition to job listings, employers would have access to additional business services provided by Business Services staff through workshops and presentations regarding Wage and Hour Law, tax incentives and similar current information. To support the labor exchange, current and accessible Labor Market Information would be available to assist in career pathway choices. Information available would be jobs in demand, future projections, wage scales and training requirements. Agency Partner meetings as well as team meetings are held frequently to promote services provided by Wagner-Peyser staff to avoid duplication of services. Professional development would be available to Wagner-Peyser staff in order to provide the best services. Goals are for staff to be fully trained in state-of-the-art computer skills, specific computer program skills (Word, Excel), current resume techniques based on employers’ requirements, interviewing skills, vocational guidance skills and current referral information for other agencies both within and outside of the one-stop partners.

Wagner Peyser programs are currently coordinated with the Workforce Innovation and Opportunity Act (WIOA) training programs. Staff from the Workforce Centers are engaged in planning with other mandated partners to develop strategies for the coordination of services and identify ways to reduce duplicative efforts. Staff from the Wagner Peyser programs are also engaged with the mandated partners in planning on how to provide business services and as possible create a single point of contact as well as a process or system for tracking and coordinating services and outreach to businesses.

**10. A description of how the local board will coordinate the WIOA Title I workforce investment activities with adult education and literacy activities under the WIOA II, including how the local board will carry out the review of local application submitted under Title II consistent with WIOA requirement**

The LWA has a long standing and prosperous relationship with its four Adult Education partners in the local workforce area. Adult Education staff are housed in our Comprehensive SC Work Center in Beaufort SC as well as WIOA staff being housed in our Hampton SC Adult Education facility.

This onsite partnership allows each partner to participate directly in each other’s outreach efforts, orientations, testing assessments, business service activities, job fairs and small-scale hiring events. All four Adult Ed’s serve a role as a participating workforce board member or sub-committee members to the board.

The Lowcountry workforce area works very closely with the Adult Education and Literacy. Relationships have been built with all four Adult Education Centers in the local area. **All the Adult Education Centers provide WIN testing for our customers.** Free GED and Tutoring services are being provided onsite currently at the comprehensive center in Beaufort by the Beaufort Adult
Education Center. Offsite Adult Education partners also make available their services through partner referrals. SC Works participates in Job/Career Fairs hosted by the various Adult Education Centers to provide information on SC Works services to their students. SC Works staff also provides workshops on site at the Adult Education Centers when requested; as well as conducts orientation sessions on site at Adult Education for students identified as ready to transition into the workforce.

The Lowcountry Workforce Board (LWB) will work with the South Carolina Department of Education - OAE in utilizing a competitive grant application process to identify, assess, and award multi-year Adult Education grants to eligible providers. The state's Request for Proposals (RFP) instructions will identify eligible providers as:

- Local education agencies
- Community-based or faith-based organizations
- Voluntary literacy organizations
- Institutions of higher learning
- Public or private nonprofit agencies
- Libraries
- Public housing authorities

**Considerations for Funding**

Applicants must demonstrate effectiveness and experience in providing the adult education and literacy services proposed in the application. Applicants must be in compliance with all state laws regarding the awarding of contracts and the expenditure of public funds. In addition, the funding agency shall consider:

- The degree to which the eligible provider would be responsive to regional needs and serving individuals in the community who were identified in the plan as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners.
- The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.
- Past effectiveness of the eligible provider in improving the literacy of eligible individuals to meet state-adjusted levels of performance for the primary indicators of performance, especially with respect to eligible individuals who have low levels of literacy.
- The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan, as well as the activities and services of the One-Stop partners.
• Whether the eligible provider’s program is of sufficient intensity and quality and based on the most rigorous research available so that participants achieve substantial learning gains and whether the program uses instructional practices that include the essential components of reading instruction.

• Whether the eligible provider’s activities, including reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice.

• Whether the eligible provider’s activities effectively use technology, services, and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.

• Whether the eligible provider’s activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete post-secondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and exercise the rights and responsibilities of citizenship.

• Whether the eligible provider’s activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the state, where applicable, and who have access to high-quality professional development, including through electronic means.

• Whether the eligible provider’s activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, post-secondary educational institutions, institutions of higher education, local workforce investment boards, One-Stop Centers, job training programs, social service agencies, businesses, industries, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways.

• Whether the eligible provider’s activities offer flexible schedules and coordination with federal, state, and local support services (such as childcare, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.

• Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance.

• Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.
South Carolina Department of Education - OAE will hold a full and open competition consistent with the standards of CFR 200.319. All eligible agencies will be granted direct and equitable access to apply and compete for grants or contracts. The OAE will be in compliance with all state and federal laws regarding the award of contracts and the expenditure of public funds.

- LWB Board Chair received a letter from the OAE with the following information provided:
  - Notice of the RFP WIOA requirements for proposal review and review process.
  - Indicated date of the LWB proposal review and the review process
  - A request was made for the names of Three Board members that would participate in the proposal review. Minimum of 2-3 board members.
- RFP was released
- Eligible providers submitted letters of intent
- A Bidders Conference and Webinar Technical Assistance was held for eligible providers.
- Proposals were submitted
- LWB Review Committee evaluated Proposals as adequate or inadequate.
- SCDE - OAE reviewed LWB comments and considered the results of the review/evaluation.

11. A description of how local board coordinate with partner programs to conduct affirmative outreach to include members of groups protected by the Equal Opportunity provisions or WIOA 188, including individuals of various religions, racial and ethnic backgrounds, individuals of limited English proficiency, individuals with disabilities, and individuals of different age groups and sexes.

The local board coordinates with partner programs to conduct affirmative outreach in the following manner. Collaborations are made with community-based and faith-based organizations to recruit individuals who can benefit from WIOA services. Core partners such as WIOA provides Career and Training Services for eligible Youth, Adult and Dislocated Workers, Vocational Rehabilitation, Commission of the Blind provides individualized services for participants with disabilities leading to career pathway of successfully gained employment. Adult and Family Literacy Act focuses on moving students toward a high school diploma, high school equivalency degree and/or a National Career Readiness Certificate as well as transition them to post-secondary education and/or employment as expediently as possible. Wagner-Peyser Employment Service program, provides all job seekers access to job preparation and placement assistance, including individual skilled assessments, career counseling, job matching assistance and skill development workshops aimed at improving employability.
Telamon Corporation is the sole entity in the State responsible for administering or supervising policy for Migrant and Seasonal Farmworker Programs. There are a number of training facilities such as Technical College of the Low Country (TCL) who provide training opportunities to individuals to prepare for employment and the local board has ongoing partnerships and communication with these institutions. SC Department of Social Services is the sole entity and designated State agency responsible for administering or supervising activities for Supplemental Nutrition Assistance Program (SNAP), Job Corps employs an holistic career development training approach which integrates the teaching of academic, vocational, employability skills and social competencies through a combination of classroom, practical and based learning experiences to prepare youth for stable, long-term, high paying jobs.

The board coordinates affirmative outreach activities and develops recruitment strategies with the partners above to inform the community, including individuals of various religions, racial and ethnic backgrounds, individuals of limited English proficiency, individuals with disabilities, and individuals of different age groups and sexes, of services available and to ensure access to services.

The LWB supports and promote the current use of flyers, brochures, WIOA Orientation power points designed in Spanish for ESL clients and job seekers and works in collaboration with partner agencies such as Adult Ed, SCVR, DSS and Goodwill to provide agency specific information as well in Spanish. This information is shared among partners to promote affirmative outreach in the Lowcountry Workforce area via information centers on site and referrals.

**Section V: Operations and Compliance**

1. Copies of executed cooperative agreements which 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 SC Works system. This includes agreements between the local board or other local entities with respect to efforts that will enhance the provision of services to individuals with disabilities, such as the cross-training of staff, technical assistance, the use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination.

   - See attached Exhibit 23 lowcountrycog.org website (Adult Education-Literacy MOUs)
   - See attached Exhibit 17 lowcountrycog.org website (One Stop Partner MOU-RSAs)

2. A description of the entity responsible for the disbursement of grant funds as determined by the chief elected official(s).
The chief elected officials of Beaufort, Colleton, Jasper, and Hampton counties entered into an Agreement that determined the entity responsible for the disbursal of grant funds is the Lowcountry Council of Governments (LCOG).

LCOG is one of ten South Carolina councils designed to serve as a connection between the local governments and the State and Federal programs. LCOG works with the local governments to identify and coordinate regional development, strengthen services, and cooperate for the mutual benefit to best serve our citizens. LCOG is a resource to four counties and twenty-five cities and towns within Beaufort, Colleton, Hampton, and Jasper Counties.

LCOG is a public agency guided by a thirty-member board of directors appointed by the participating local governments. LCOG’s activities are organized into four program areas: Aging and Disability, Community and Economic Development, Planning and Transportation, and Workforce Development. LCOG staff members provide assistance to senior citizens and persons with disabilities; community and economic development with a focus on infrastructure improvements and affordable housing programs, grant writing and administration, and creating jobs; planning for future land use in communities and regional transportation; and workforce development assistance for employers and job seekers.

The Lowcountry Region of South Carolina is located between Charleston, SC and Savannah, GA, both having international airports and shipping ports, as well as over 60 miles of Interstate 95. The Lowcountry region is home to Marine Corps Air Station Beaufort, Marine Corps Recruit Depot Parris Island, Hilton Head Island, Beaufort, Bluffton, and the ACE Basin. This allows the area to be well-positioned for growth in domestic and international business.

2. A description of the competitive process that will be used to award the sub grants and contracts for WIOA Title I activities.

The Lowcountry utilizes a competitive process to award sub grants and contract for WIOA Title I activities consistent with the WIOA Act, WIOA Regulations, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Title 2 of the Code of Federal Regulations Parts 200 and 2900). See LCOG Procurement Policy at lowcountrycog.org. Supplies and/or services up to $5,000 are exempt from competitive sourcing. Supplies and/or services costing $5,001 up to $10,000 shall require a written solicitation of at least three (3) written quotations. The lowest responsive and responsible quotation will be used.

For supplies and/or services costing more than $10,000, an invitation for bids shall be issued and shall include specifications or description, and all contractual terms and conditions applicable to the procurement. The invitation to bid shall include (or state where such information is available)
a purchase or project description, together with the contractual terms and conditions applicable to the procurement.

Individual procurement actions that require public advertisement must be advertised a minimum of fifteen (15) calendar days prior to the deadline for submission of proposals, bids, or qualifications. If a longer period is required by a specific program or funding source, the longer advertisement period shall be used. At minimum, all procurement actions requiring public advertisement shall be published in South Carolina Business Opportunities (SCBO) or local paper of general circulation

- LCOG conducts all procurement transactions in a manner providing full and open competition.
- When a solicitation is issued, it is made publicly available and distributed as required and described below. Direct solicitation is also utilized for those entities who have previously requested to receive solicitations from the Lowcountry's workforce division.
- All RFPs identify all evaluation factors and their relative importance.
- Awards are made to the responsive and responsible Offeror(s) and all responses received are honored to the maximum extent practical.
- Procurement requirements must not be artificially divided by governmental bodies so as to constitute a small purchase pursuant to this section.
- When possible, goods and services are purchased from existing state contracts to foster greater economy and efficiency, and in accordance with efforts to promote cost-effective use of shared services or use of common or shared goods and services.
- The Lowcountry maintains written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts. No employee, officer, board or committee member, or agent may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, member or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The officers, employees, members, and agents of the non-Federal entity may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.
- When possible, goods and services are purchased from existing state contracts to foster greater economy and efficiency, and in accordance with efforts to promote cost-effective use of shared services or use of common or shared goods and services.
- The Lowcountry maintains written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award
and administration of contracts. No employee, officer, board or committee member, or agent may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, member or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The officers, employees, members, and agents of the non-Federal entity may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

2 Agree upon local performance goals after negotiations are finalized.

The following are agreed upon performance goals for PY22 and PY23 Lowcountry Program Year 2022 and 2023 WIOA Negotiated Performance

<table>
<thead>
<tr>
<th>WIOA TITLE I – ADULT</th>
<th>Program Year 2022 Goal</th>
<th>Program Year 2023 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment Rate 2nd Quarter After Exit</td>
<td>74.5%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Employment Rate 4th Quarter After Exit</td>
<td>74.0%</td>
<td>74.0%</td>
</tr>
<tr>
<td>Median Earnings in the 2nd Quarter After Exit</td>
<td>$5,650</td>
<td>$5,650</td>
</tr>
<tr>
<td>Credential Attainment Rate</td>
<td>74.6%</td>
<td>74.6%</td>
</tr>
<tr>
<td>Measurable Skill Gains</td>
<td>55.2%</td>
<td>55.2%</td>
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</table>

<table>
<thead>
<tr>
<th>WIOA TITLE I – DISLOCATED WORKER</th>
<th>Program Year 2022 Goal</th>
<th>Program Year 2023 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Program Year 2022 Goal</td>
<td>Program Year 2023 Goal</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Employment Rate 2nd Quarter After Exit</td>
<td>77.5%</td>
<td>78.0%</td>
</tr>
<tr>
<td>Employment Rate 4th Quarter After Exit</td>
<td>68.5%</td>
<td>69.0%</td>
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<tr>
<td>Median Earnings in the 2nd Quarter After Exit</td>
<td>$7,420</td>
<td>$7,470</td>
</tr>
<tr>
<td>Credential Attainment Rate</td>
<td>76.7%</td>
<td>76.7%</td>
</tr>
<tr>
<td>Measurable Skill Gains</td>
<td>63.6%</td>
<td>63.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WIOA TITLE I – YOUTH</th>
<th>Program Year 2022 Goal</th>
<th>Program Year 2023 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education or Training Activities or Employment in the 2nd Quarter After Exit</td>
<td>77.6%</td>
<td>77.6%</td>
</tr>
<tr>
<td>Education or Training Activities or Employment in the 4th Quarter After Exit</td>
<td>70.5%</td>
<td>71.0%</td>
</tr>
<tr>
<td>Median Earnings in the 2nd Quarter After Exit</td>
<td>$3,500</td>
<td>$3,600</td>
</tr>
<tr>
<td>Credential Attainment Rate</td>
<td>66.5%</td>
<td>67.0%</td>
</tr>
<tr>
<td>Measurable Skill Gains</td>
<td>53.9%</td>
<td>53.9%</td>
</tr>
</tbody>
</table>

3 A description of actions the Local Board will take toward becoming or remaining a high-performing workforce area, including:

*The effectiveness and continuous improvement criteria the Local Board will implement to assess their one-stop centers;*
The One Stop Operator (Operator) will be the single point of contact for the system and will lead, coordinate, and be responsible for all phases of the Certification process with the system partners.

The One Stop certification application process will take place after the system conducts a self-assessment and has the opportunity to take any necessary additional actions to prepare for certification, including technical assistance to meet established deadlines.

The certification process begins with a pre-application phase for local partners to conduct self-assessments against the certification standards and measures. Self-assessment is one of the most important and productive components of the certification process, as it serves multiple purposes beyond assessment alone. It creates an opportunity to bring all system partners together to engage in meaningful dialogue and exchange, and thus serves as a learning activity for system partners. As they engage collaboratively in the self-assessment process, partners should take the opportunity to fully map system services and resources and identify areas of duplication and inefficiency. Self-assessment results also serve as the basis for the system’s corrective action and continuous improvement planning prior to entering the certification application process. Self-assessment should be an on-going system partner activity to identify areas for improvement and to ensure continued system certification.

All system partners should work collaboratively to develop the certification application package. In order to request a certification application review, the One Stop Operator on behalf of the system submits, at a minimum, the following components:

a. An executive summary of the results of the system’s pre-certification self-assessment, which should include relevant discussion of how deficiencies identified during the initial self-assessment have been addressed and how the system has met each of the individual benchmarks included in the Standards.

b. Relevant documentation that verifies achievement of applicable benchmarks.

As part of its certification package, the system is encouraged to submit any additional material that may assist the Reviewer(s) in preparation for the certification review. Submitting additional relevant materials increases the amount that the Certification Reviewer(s) can accomplish prior to the onsite visit and thereby increases efficiency and production while onsite. It will also reduce the Certification Reviewers pre-visit desk review burden and enhance their familiarity with the system and the workforce area. These materials should include the Center Operational Plan, Business Plan, a sample of recent employer and jobseeker customer feedback, Process, Procedures,
and Forms, EO Monitoring documentation, Agendas and Minutes, Reports, and/or other documents.

Once the One Stop Operator submits its certification application package on behalf of the system partners to the Lowcountry Workforce Board (LWB), or its designee, the application will be reviewed for thoroughness and completeness. If needed the LWB may requests any necessary additional information from the system.

The LWB will assemble and assign Certification Reviewer(s) to conduct the system’s review. The Certification Reviewer(s) will receive the system’s certification application package with enough advance notice for it to review the package and conducted expected supplementary research prior to its onsite system visit. Staff to the LWB will be responsible for ensuring onsite review scheduling coordination between the system and the assigned Reviewer(s).

Staff to the LWB will work collaboratively with the system and the assigned Certification Reviewer(s) to coordinate a certification review schedule that is agreeable to all stakeholders in the process and includes a pre-visit desk review as well as on site review.

The One Stop system review and certification recommendation process includes the following principles and activities:

   a. The certification Reviewer(s) conduct a desk review (based on the system’s application package) and supplementary research on the application system and its local workforce area in advance of its onsite visit. This desk review will be conducted within a timeframe necessary to meet established deadlines and may be less than, but no more than 60 days following receipt of the system’s complete certification application package.

   b. Completion of the onsite visit and certification recommendation will be conducted within a timeframe necessary to meet established deadlines and may be less than, but no more than 90 days following the desk review.

The onsite review will be as minimally disruptive to system operations as possible and, if feasible, will take place in one full day (but could require more than one day). The onsite review will include, at a minimum:

   i. A walk-through of various parts of the system, as a customer might experience the service delivery flow and referrals;
ii. Interviews with system staff, including system partners and including personnel from the management level to the front-line service delivery level;

iii. Interviews with a sample of customers;

iv. A review of the system’s general materials; outreach and orientation materials, media, and activities; workshop and meeting offerings; and system and Center calendars, as appropriate

v. A review of the system’s facilities, layout, and infrastructure, with an eye toward customer accessibility and customer flow; and,

vi. Any additional on-site review needed to validate status against the certification standards, review of system governance policies and practices, training and professional development plans and activities, customer feedback mechanisms, etc.

c. The Certification Reviewer(s) will meet immediately or as soon as possible following the onsite review to come to a consensus on its observations, identify any additional information required to make a certification recommendation, and define preliminary recommendations.

d. The Reviewer(s) will be prepared to conduct a debrief/exit interview with key system management and staff to share its findings and recommendations, either in person or electronically, as quickly as possible following the onsite review.

e. If the Reviewer(s) determines that additional information or follow-up questions are needed, the Reviewer(s) will re-connect with the system by phone or email as quickly as possible following the site visit.

f. The Certification Reviewer(s) will collaboratively prepare a written recommendation as soon as possible following the system site visit and submit that recommendation simultaneously to the Operator (to share with the system), the LWB Chair, and Lowcountry Workforce Director. The recommendation will be submitted in advance in order to be placed on the Agenda for the next scheduled LWB meeting or 60 days, whichever is earlier. Should the system not meet the requirements for certification the notification will include details of the deficiencies and recommendations for improvement and technical assistance.

g. The LWB will be responsible for considering the recommendation of the Certification Reviewer(s) at its next meeting after receiving the recommendation from the Certification Reviewer(s).
h. The LWB’s certification decision will be made and formally shared with the applicant within 15 days.

Because the system certification review process is designed to support continuous improvement and to ensure the provision of needed technical assistance – giving the system the support they need to achieve the standards – it is not expected that systems will formally appeal the LWB decision with any frequency. However, should the system have a concern with the process followed by the Reviewer(s) or the LWB in making a decision about the system certification, or the LWB’s certification decision, it would have an avenue for appeal to the LWB. It is important to emphasize that the LWB would only be involved in an appeals process if the system were to question the certification recommendation and the decision-making process, not the decision. Should a system not meet the standards for certification it may re-apply in the next certification cycle.

A description of fiscal and program performance goals beyond the federal measures and how progress will be tracked and made publically available;

The Lowcountry Workforce Board has not established fiscal or program performance goals beyond the federal measures. The LWA complies to State or Program Specific Indicators of Performance such as:

Participant Cost Rate

The Participant Cost Rate Policy (State Instruction Letter 17-04, Change 1), requires that each LWDB meet a minimum participant cost rate of 30 percent. The annually evaluated rate is calculated using combined local WIOA Title I Adult and Dislocated Worker program expenditures, including Rapid Response for additional assistance funds.

Fund Utilization

The Fund Utilization Policy (State Instruction Letter 17-05) requires each LWDB to meet an annual 70 percent fund utilization rate for each of the WIOA Title I funding streams (Adult, Dislocated Worker, and Youth). The rate is calculated by dividing total program and administration expenditures by total available funds (carry-in and current annual allocation) for each funding stream.
Obligation Rate

State Instruction Number 21-07, WIOA Obligation and Expenditure Requirements state that the LWDA must obligate at least 80% of the program portion of its current PY/FY allocation for each of the three fund streams—Youth, Adult and Distressed Worker (DW) by June 30th of each program year.

Priority of Service

The Lowcountry Priority of Service Policy PY 2016 #3 revision #2 1/26/2022 and State Priority of Service Policy (State Instruction Letter 15-17, Change 3) requires that, for those Title I Adult participants receiving individualized career services and training, a minimum of Seventy-five (75%) percent be low-income or basic skills deficient. LWDBs are responsible for establishing local procedures to comply with this policy and for conducting outreach to these priority populations. Compliance with the policy is monitored through Ad Hoc Reports from SC Works Online Services.

These measures are tracked on a monthly basis using Financial Status Reports, Budget Reports, Contractor Detailed Balanced Reports. Information is also shared with the LWB and SC Works system partners and public via Board meetings, LCOG website, Community Based Organizations presentations, SC Work partner meetings, Chamber Meetings and social media.

A description of the methodology used by the Local Board to allocate SC Works Center infrastructure funds;

Cost Allocation and Proportionate Share - WIOA and its related regulations and guidance establish, as a starting point, the expectation that Parties will share proportionately in the infrastructure and shared services cost of the SC Works system. The parties to the Lowcountry Memorandum of Understanding agreed that costs will be shared based on the Full-time Equivalency (FTE) model. Shared costs will be allocated on the basis of a partner’s number of staffs assigned to work in a facility (enjoying the benefits of being in the building) on a weekly basis and counted proportionately by day as defined below:

- One Day - .20 (20% of a work week);
- Two Days - .40 (40% of a work week);
- Three Days - .60 (60% of a work week);
- Four Days - .80 (80% of a work week); and
- Five Days - 1 (100% of a work week).

Staff assigned to work only "half-days" in a facility on a weekly basis will be counted proportionately as defined below:

- One Day - .10 (half of 20% of a work week);
- Two Days - .20 (half of 40% of a work week);
- Three Days - .30 (half of 60% of a work week);
• Four Days - .40 (half of 80% of a work week); and
• Five Days - .50 (half of 100% of a work week).

Affiliate locations where services are provided only on a monthly basis will not be included in the proportionate share.

Staffing levels will determine the proportionate share percentage of infrastructure and additional shared services costs for which each Partner will be responsible for by location and program. Staff counts are based on planned staffing levels for the duration of the PY at the time of MOU signature. Permanent adjustments to staffing levels for the duration of the PY (outside those of routinely occurring vacancies) requires modification of the staffing addendum and effective date to be revised and signed by all Parties. Any Party may request a new staffing addendum be executed at any time based on permanent staffing changes.

Any deviations or adjustments made to the proportionate share formulas will be presented in writing and agreed to by all Parties In the form of an addendum to the original agreement.

**A description of the roles and contributions of SC Works partners, including cost allocation.**

The parties included in MOU are the Lowcountry Workforce Development Board (LWDB), Chief Elected Officials (CEO), the Lowcountry SC Works Operator (OSO) and the required partners identified in the Act and other optional partners (hereinafter referred to as "Parties").

The role of the CEO is to appoint LWDB members, designate the local grant recipient and, in partnership with the LWDB, provide of the local workforce delivery system.

The role of the LWDB is to develop the MOU with the SC Works partners; competitive procure SC Works operator(s); strategic planning; and local policy development and oversight.

The role of the OSO is to manage the SC Works system and coordinate the delivery of workforce services delivered through the system.

The role of the SC Works system is to bring together a series of partner programs and entities responsible for workforce development, education, and other human resources programs to
collaborate in the creation of a seamless customer-focused service delivery network that enhances access to the programs’ services.

The Partners have agreed to:

(a) Provide access to its programs or activities through the SC Works delivery system;
(b) Use a portion of funds made available to the partner’s program, to the extent consistent with the Federal law authorizing the partner’s program and with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200 and as supplemented by specific Federal agency Parts and CFRs, to:

(1) Provide applicable career services; and
(2) Work collaboratively with the State and Local Board to establish and maintain the SC Works delivery system. This includes jointly funding the one-stop infrastructure costs through partner contributions that are based upon:
   (i) A reasonable cost allocation methodology by which infrastructure costs are charged to each partner in proportion to use and relative benefits received; and
   (ii) Federal cost principles;

(c) Enter into an MOU with the Local Board relating to the operation of the SC Works system; and

(d) Participate in the operation of the SC Works system consistent with the terms of the MOU, requirements of authorizing laws, the Federal cost principles, and all other applicable legal requirements.

In addition to the above agreements, each partner has agreed to and set out their roles and contributions in writing to the Lowcountry SC Works system, including cost allocation as detailed and defined in the MOU and IFA (Appendix #17).

4. A description of how adult and dislocated worker training services will be provided through the use of individual training accounts (ITA’s), including:

*If contracts for training services will be used;*
Contracts are not utilized in the Lowcountry for Occupational Skills Training. The Lowcountry does utilize contracts to provide On-the-Job Training (OJT).

**How the use of training service contracts will be coordinated with the use of ITA’s; and**

Those who receive an ITA, successfully complete their Occupational Skills Training, and are determined to need further assistance in gaining sustainable employment may receive up to an additional Two Thousand Five Hundred ($2,500.00) Dollars for an On-the-Job Training (OJT).

**How the Local Board will ensure informed customer choice in the selection of training programs regardless of how the training services are to be provided.**

The Lowcountry Individual Training Account Policy requires individuals who have been determined in need of training must review options for training on the Eligible Training Provider List (https://www.scpath.org/); the Individual will review the information provided on the anticipated demand for different occupations, wage rates, other consumer choice information such as completion and placement rates, and select the desired Provider and Course of training.

5. A description of the process used by the Local Board to provide a 10-day public comment period prior to submission of the plan, including an opportunity to have input into development of the local plan, particularly for representatives of businesses, labor organizations, and education.

The required 10­- 7 day public comment period prior to the submission of this plan was accomplished by: Placing both Regional and Local plans on several local websites, social media pages, hard copies at local libraries for in person review. Being placed on the agenda and appearing before all local county councils to present the plan and provided information on how to submit comments. Plans were submitted electronically to CEO's and county councils for review and comments. duly published the meeting notice and agenda and the meetings were open to the public.

Select workforce boards members representing business, labor organizations and education were all assigned a section of the plan to focus on and provide valuable subject matter input, while still adding input across the entire documents. Non board members such as agency partners were asked for input as well.
The Plan was published on the Lowcountry Council of Government's website, http://www.lowcountrycog.org/, for 10 days beginning 11/10/2022-11/17/2022. The information provided also detailed how to submit comments.

A draft copy of the modified plan was distributed to Lowcountry Workforce Board members at least 30 days in advance, it was on the agenda, which was duly published and open to the public, and reviewed at the November 9, 2022—Lowcountry Workforce Board Meeting and included information on how to submit comments.

Notice of availability and a hard copy of the plan was available to the public at the front desk entrance to the Lowcountry Council of Government’s office beginning 11/10-2022-11/17/2022. The information provided also detailed how to submit comments.

All comments are to be submitted to Michael V. Butler Workforce Development Director @ mbutler@lowcountrycog.org.

6. A description of how the local SC Works centers are implementing and transitioning to an integrated, technology-enabled intake and case management information system for programs carried out under WIOA and by SC Works partners.

SC Works centers utilize SCWOS (Geographic Solutions Virtual One Stop) to track and report delivered services to job seekers and employers. SCWOS is an integrated online service component that fulfill the requirements of labor exchange, case management, labor market information, service tracking, fund management, provider services, and federal reporting. The system is integrated with staff, partners, and programs representing all core programs and services.

The SCWOS Greeter module for integrated Intake was implemented in South Carolina per State Instruction 21-04 Required Use of the SCWOS Greeter in SC Works Centers. This module allows customers (both job seeker and employers) to check into a center and indicate the service(s) they are seeking. Appropriate staff are then notified through a message or email and staff can view basic information about the customer and service. This allows for efficient Intake and delivery of the service(s) and eliminates the need for the customer to provide the same information repeatedly to staff on each visit or as they are served by different staff on the same visit. Staff and Partners can view all case notes, Plans, and services provided to ensure continuity and non-duplication. SCWOS saves a significant amount of staff time by determining eligibility of multiple programs through a single form that collects all required data fields.

SCWOS job seekers have access to a variety of useful online tools to help them explore and search for suitable employment opportunities. SCWOS offers self-service and assisted labor exchange services that are designed for users of all experience levels.
• Self-Guided and Assisted Job Searches allows individuals to search and apply for jobs that match their experience and skills through simple or advanced searches.

• Résumé and Letter Builders. Job seekers have the option to either upload an existing résumé or utilize the Résumé Builder wizard. Professional letters can also be generated that can assist in job search efforts.

• Dynamic Matching Technology. After performing a job search, individuals can view the job order details to see how their background, interests, and skills match the job’s requirements, as well as other potential opportunities.

• SCWOS uses proprietary pattern matching algorithms to determine exactly how well a job seeker’s education and experience matches an employer’s requirements. Automatic alerts notify job seekers when a potential job posting meets the job seeker’s virtual recruiter.

• Skills and Interests Assessments. User-friendly self-assessments can identify an individual’s skills, competency with tools and technologies, and interests and values, which can be useful while performing job searches.

• Suitable Training and Educational Resources. Matches a job seeker’s background information and then displays additional skills that may be needed to qualify for the job. Training providers and education program information is also available.

• Current Labor Market Statistics. Labor market data can help job seekers make informed career decisions. Industry and occupation summaries include wage rates, long-term employment projections, actual job openings, and more.

• SCWOS offers employers the ability to post job orders, send automated correspondence, analyze current industry data, and utilize an array of search, screening, and ranking tools to help identify suitable candidates.

• SCWOS uses proprietary pattern matching algorithms to determine exactly how well a job seeker’s education and experience matches an employer’s requirements. Automatic alerts notify employers when a potential candidate meets the qualifications of a posted job listing.

• Mobile application. SCWOS mobile app can be downloaded for free through the App Store or Google Play.

7. A description of how the Local Board ensures compliance with the Adult priority of service requirements under WIOA Title I.

Adults who receive services from WIOA-funded staff beyond self-service and information must be determined eligible, enrolled and considered a participant for WIOA Title I services. Individualized career services and training services must be given on a priority basis, regardless of funding levels, to:

- First Priority: Veterans and eligible spouses who are low-income, to include recipients of public assistance, or who are basic skills deficient;
Second Priority: Individuals who are low-income, to include recipients of public assistance, or basic skills deficient;
Third Priority: Veterans and eligible spouses who are not low-income and are not basic skills deficient;
Last: Individuals outside of the groups given priority.

Eligible individuals who do not meet the above priorities may still be enrolled as participants in the WIOA adult program. However, effective July 1, 2021, seventy-five percent (75%) of newly enrolled adult participants must be low-income, to include public assistance recipients, or basic skills deficient. This priority of service policy is not applicable to participants served as dislocated workers. See attached Appendix #: 8 (LWB Adult Priority of Service Policy)

To ensure compliance the Lowcountry utilizes the Ad Hoc Report Adult Priority of Service. The following is an analysis of the Lowcountry’s Adult enrollment of Priority individuals:
2019 95.6% 2018 92.3% 2017 94.2% 2016 95.2%

8. A description of how the Local Board is serving priority populations, including those with barriers to employment, as required by WIOA.

The Lowcountry Workforce Development Board has established an Accessibility committee of the board to increase access to One Stop services by special populations, including those with barriers to employment. The committee members are board members and non-board members who are subject matter experts on special populations, accessibility, and One Stop. This committee in conjunction with the Youth and One Stop committees and the Board will develop local service strategies to improve outcomes, including education and employment, for youth and individuals with disabilities. The State Workforce Development Board recently formed a Priority Populations Committee that will provide additional strategic direction and oversight and set policy for the state with regard to serving youth, individuals with disabilities, veterans and other populations that face barriers to employment.

The Lowcountry MOU provides a description of the type and availability of activities, including youth workforce investment activities in the Lowcountry, including activities for youth who are individuals with disabilities.

Entering Program Year 2015, the Lowcountry took steps to strengthen its Title I Programs across the state, utilizing the transition to WIOA as an opportunity to transform and reinvigorate workforce development activities. The Lowcountry has placed a higher emphasis on providing quality education, training and employment opportunities for customers, including individuals with barriers to employment. State instruction 14-03 requires local boards to have a standing committee which provides information and assists with planning, operational and other issues
related to the provision of services to individuals, including those with barriers to employment, including disabilities. The Lowcountry has established an Accessibility Committee to address these provisions. Future plans are to develop and keep an up-to-date comprehensive list of partner services, community resources/service providers in their location. The list will include contact information, locations, services, hours, cost, requirements, and any other relevant information to ensure all required services are available. Recommendation is for the lists to also be maintained on the Lowcountry Workforce Website.

The most successful model for providing services to those with disabilities would be the South Carolina Department of Vocational Rehabilitation (SCVR), and the Lowcountry works closely with SCVR to provide co-enrollment and co-funding of individuals. SCVR assists individuals with physical or mental impairments that substantially impedes employment, and individuals must be able to benefit from VR services that would lead to gainful employment. SCVR Colleton/Hampton and Beaufort/Jasper participate in the Lowcountry One Stop system.

SCVR Benefits Specialists counsel recipients of Supplemental Security Income (SSI) and/or Social Security Disability Insurance (SSDI) on work incentives and other benefits of working while educating them on the effects of earnings as they plan for employment.

Once eligibility is established, and depending on needs, services are available to assist individuals in preparing for, obtaining, retaining, or regaining employment. Individuals participate fully with their SCVR counselor serving as a guide to help navigate all of the services offered.

Assessment is the first step. An individual’s strengths, abilities, interests, types of jobs best suited for, and the services required to help achieve employment success are evaluated.

This may involve job shadowing, working under a mentor or a job tryout. This process leads to identifying a specific vocational goal and the services needed to reach it.

Based on Assessment and individual plan will list the services needed to help the individual prepare for the chosen vocation. The specific services provided are based on individual financial and employment needs.

Disability management through speech, hearing, physical, occupational, muscular or aquatic therapy; diagnosis and treatment for mental or emotional disorders like substance abuse at one of SCVR’s residential substance abuse treatment centers; medical procedures, treatment, medications, prosthetics, orthotics, podiatry or dentistry; or rehabilitation technology, such as worksite assessment, assistive devices, technological adaptations, and aids for daily living. Training to enhance individual professional and soft skills through job preparedness instruction and job readiness training; demand driven training to develop job specific skills; business or information technology training; internships, apprenticeships and on the job training;
or post-secondary training, including vocational or technical schools, colleges and universities is available through SCVR.

Job search helps individuals identify and secure competitive employment. Follow-up, post-employment services and job retention services help the individual if the job is jeopardized because of disability-related factors. In some cases, individuals may receive on-site job coaching to help them get started on the job.

SCVR clients may also take advantage of the adult education classes at our work training centers that are offered by the local school district, and supported by the SC Department of Education. These include essential work place skills (assessed through Work Keys® testing), writing, reading and math (assessed through TABE® testing).

As partners in the Lowcountry SC Works System Adult Education/Literacy also offers services and reasonable accommodations as needed. Classes are offered, both day and night, at numerous locations throughout the four-county region. Co-located Adult Education/Literacy services including Assessment (Work Keys® and TABE®), Basic Skill Remediation and GED Preparation. Adult Education offerings include instructor led, online, and blended/hybrid (virtual and in person). Adult Education staff is co-located and present to offer in person services at the Beaufort comprehensive One Stop (164 Castle Rock Rd., Beaufort, SC 29906) and at the Colleton (1045 Thunderbolt Dr., Walterboro, SC 29488) and Hampton sites (301 First Street East, Hampton, SC 29924).

The Lowcountry also works in partnership with SC Department of Employment and Workforce (SCDEW) and Vocational Rehabilitation to provide on-site pre-release services to the special population of offenders by attending the Reentry programs at the local prisons and detention centers. Staff provides Orientation and Informational services on site at the prisons and detention centers. Staff and partners described the applicable eligibility process, services, and where to locate SC Works Offices and partner services so that we can better serve them together.

The Lowcountry encourages enrollment of ex-offenders and enhances successful re-entry by co-enrolling with SCDEW and SC Vocational Rehabilitation. SCDEW maintains a list of employers who are willing to hire ex-offenders and assists with job development and placement activities, including Federal Bonding, resume development and interview skills specific to how to talk about the conviction.

Through informational pre-release services and co-enrollment eligible individuals the Lowcountry provides comprehensive and holistic services that enhance successful re-entry and go beyond the services that would be available to the individual that each program could provide stand-alone.
Further, as the Lowcountry board’s Accessibility Committee continues to mature in its role to provide information and assist the local WDB in carrying out its responsibilities, including convening local workforce development stakeholders to identify expertise and resources, promising practices and additional model programs to provide more strategies and resources for meeting the needs of individuals with barriers to employment, including those with disabilities.

As demonstrated below the Lowcountry serves priority populations, including those with barriers to employment as required by WIOA. An analysis of currently available data (SCWOS Federal Reports PIRL by Program ETA 9169 Rolling 4th Quarter 2021) demonstrates the Lowcountry serves a high percentage of priority populations, including those with barriers to employment as required by WIOA. All individuals are served according to their individual needs, as identified through assessment and as outline on the Individual Service Strategy or Individual Employment Plan.

![Program Year 2021 Participant Barriers to Employment Chart]

**PROGRAM YEAR 2021 PARTICIPANT BARRIERS TO EMPLOYMENT**

9. A description of the local area’s fiscal and programmatic monitoring process

See Lowcountry Instruction PY 2021 # 17 Data Validation
See PY 2022 Monitoring Process and Guide attached as Appendix 21
In order to ensure that programs are operating in accordance with the federal statutes and regulations, state policies, local workforce development area instructions, and contract requirements, the local workforce development area (LWDA) will monitor programs, services, and administrative and financial procedures in accordance with the attached monitoring guide. Monitoring will begin as soon as the contract is fully executed and will be on-going. All areas of the guide that are applicable to a contract will be completed during the contract period. The review will cover all aspects of each contractor’s operation using desk-top and on-site monitoring techniques.

10. Copies of current Local Board policies and definitions, located on www.lowcountrycog.org Website under Workforce Development See Appendix # (App)

- Supportive Services policy; App #6
- On-the-Job Training (OJT) reimbursement policy; App# 9
- Incumbent Worker Training (IWT) policy, when using local funds; - Not Applicable Local funding of Incumbent Worker Training is listed a permissible (not required) local employment and training activity under WIOA Section 134(d)(4). Historically there has not been a need in the Lowcountry for local funding of Incumbent Worker Training. The Lowcountry usually does not obligate or spend the full amount of the IWT State grants available. In the future, if there is a need identified for additional funding of IWT beyond what is available with State IWT or Rapid Response funds and if the local budget would support such a project, the Lowcountry Board would consider development of a policy for the use of local funds for IWT at that time. Any such policy would reserve not more than 20% of funds allocated to the local area under section 133(b) to pay for the Federal share of the cost of providing training through a training program for incumbent workers, it would take into account the characteristics of the participants in the program, the relationship of the training to the competitiveness of a participant and the employer and may include other factors identified by the local board such as the number of employees participating, the wage and benefit levels of those employees, and the existence of other training and advancement opportunities provided by the employer. Any policy would also reflect any recommendations from the Governor or State for providing incumbent worker training that has statewide impact. App#2
- Youth Incentives policy; **App# 7**
- Local training cap policy; **App#3**
- Local definition for youth who “require additional assistance”; N/A
- Adult and Dislocated Worker Self-sufficiency definition(s) for training. N/A

11. **Copies of current local workforce area documents, including:**

- Memorandum(s) of Understanding, including signature sheets; **App# 17**
- Resource Sharing Agreements, including signature sheets; **App# 17**
- All service provider grants, including statements of work and budgets; **App# 20**
- Statements of work for in-house operational staff (where applicable); N/A
- Current or most recent Grant Application Request(s)/Request(s) for Proposals, N/A
- Local Workforce Development Board By-Laws; **App# 16**
- Local Workforce Development Board and Committee meeting schedules; **App# 18**
- Local Workforce Development Board budgets; and, **App# 22**
- Local monitoring schedule, **App# 21**

**Local Plan Signatures**

**Local Workforce Development Board:**
Lowcountry Workforce Development Board  
Name- **Kevin Pak**  
Chair

_______________________________  _____________  ____
Signature  Date

**Local Grant Recipient Signatory Official:**

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**Name- Sabrena Graham**  
**Title**  
LCOG Executive Director

**Signature**  
**Date**

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**TERMS (ACRONYMS) KEY DEFINITIONS:**

**Americans with Disabilities Act (ADA):** A federal law providing for comprehensive civil rights protection to individuals with disabilities in areas of employment, public accommodations, state and local government services and telecommunications. (PL101-336)

**Adult Basic Education (ABE):** Academic instruction and education services below the postsecondary level that increase an individual’s ability to—(A) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; (B) transition to postsecondary education and training; and (C) obtain employment.

**Application:** The process which requires the physical attainment of all necessary eligibility documentation regarding citizenship, age, income, selective service registration (if applicable) plus basic skills assessment for math and reading levels. Upon completion of eligibility determination, and signing of the application, eligible customers are placed into the applicant pool for consideration for enrollment into intensive services.

**Apprenticeships:** An employer-driven model that combines on-the-job learning with related classroom instruction that increases an apprentice’s skill level and wages.

**Assessment:** A judgment of vocational interests, abilities, previous education and work experience, income requirements, and personal circumstances.

**Barriers to Employment (BTE):** Conditions that may make employment difficult for certain individuals. Individuals with such barriers may include: single parents, displaced homemakers, youth, public assistance recipients, older workers, substance abusers, teenage parents, veterans, ethnic minorities, and those with limited English-speaking ability or a criminal record or with a lack of education, work experience, credentials, transportation or child care arrangements.
Basic Education (BE): Instruction usually conducted in an institutional setting that is directed towards imparting the basic skills of communication, computation, problem solving, health, consumer development, and citizenship. Instruction for youth could include, but not be limited to, enrollment in a secondary school. Adult Basic Education (ABE) would include upgrading the same basic skills; however, it is directed towards adults who are generally classified as functionally illiterate, undereducated, or whose inability to speak, read or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their readability. Such instruction is designed to raise the level of education of such individuals with a view to making them less likely to become depend on others, to improving their ability to benefit from occupational training and other wise increasing their opportunities for more productive and profitable employment.

Basic Literacy Skills (BLS): Reading, writing, mathematics, problem solving and interpersonal skills training that enable adults to communicate in English, use math, obtain a high school diploma or GED and become productive, employable citizens Basic Skills Deficient and Deficient in Basic Literacy Skills

Basic Skills Deficient (BSD): An individual has English reading, writing, or computing skill at or below the eighth-grade level on a generally accepted standardized test or a comparable score on a criterion-referenced test. (WIA Section 101 (4)) Deficient in Basic Literacy Skills: Is an individual who, at a minimum, meets the definition of Basic Skills Deficient; or is unable to compute or solve problems, read write, or speak English at a level necessary to function on the job, in the individual’s family, or in society. (20 CFR Part 664.205(a))

Career Pathways (CP): A series of connected education and training programs, work experiences, and student support services that enable individuals to secure a job or advance in an in-demand industry.

Career Services: Career Services Career services for adults and dislocated workers must be available in at least one Job Center in each local workforce development area. There are three types of career services, as identified in §678.430 of the NPRMs: Basic career services; Individualized career services; and Follow-up services.

Case Management/Intensive Service: A customer-centered approach in delivery of services, designed to:
1. Prepare and coordinate comprehensive employment plans, identifying barriers to participation and employment; devise service strategies for customers to ensure access to workforce investment activities and supportive services, using, where feasible, computer-based technologies; and
2. Assist in the enrollment of customers into allowable activities designed to enhance employability (i.e., motivation, assessment, job preparation workshops, educational classes and/or training, and/or employment services), providing job development and placement services, and assisting individuals and families in accessing community services, addressing emergency assistance and crisis intervention and immediate needs (i.e., food, housing, clothing, and transportation);

3. Provide job and career counseling during program participation and after job placement.

**Categorical Income Eligibility:** Categorical Income Eligibility may be used to determine whether a customer is income eligible for career services. The applicant meeting categorical eligibility for income must meet all the other eligibility criteria. Applicants are deemed to have met the income eligibility requirements if the applicant that:

1. Receives or a member of a household that receives, or has been determined eligible to receive, SNAP/food stamps within the six (6) month period prior to applicant to a WIA program;
2. Receives, or is a member of a household that receives cash payments under a Federal, State, or local income based public assistance program such as TANF, RCA, GA or SSI;
3. Homeless;
4. Youth in states sponsored foster care or youth aging out of state-sponsored foster care.

**Chief Local Elected Official (CLEO):** The chief elected executive officer of a unit of general local government in a local area.

**SCWOS:** A website where job seekers can post their resumes and search for job openings. Employers can post job listings in the nation’s largest online labor exchange, create customized job orders, and search resumes.

**Core Services:** Services available to all customers (universal access) of the One-Stop Center or affiliate partner agency. Core services include self-help services and services requiring minimal staff assistance as described under Section 134 (d) (2) of the Act. Note: When staff assistance is required to provide supportive services to Core service customers, registration is required and counted for performance measurement purposes.

**Credentials:** A credential is a nationally recognized degree or certificate or state recognized credential. Credentials include, but are not limited to, a high school diploma, GED, or other recognized equivalents, postsecondary degrees/certificates, recognized skill standards, licensure or industry-recognized certificates (i.e., ASE car repair, Hazmat, CAN, CDL, Boiler Operator, Flag Person, Heavy Equipment Operator, etc.), and all state education agency recognized credentials. (This definition applies to current WIOA statutory adult, older youth and dislocated worker measures only it does not apply to the common measures).
**Customer:** A Customer is any person seeking assistance to find employment or training, whether employed or unemployed, and employers who need qualified workers for their company or training for the workers who are already employed with them.

**Customer-Centered:** Services and improvements to the system are made based on customer feedback.

**Customized Training:**
1. Training that is designed to meet the special requirements of an employer (including a group of employers);
2. Training that is conducted with a commitment by the employer to employ an individual on successful completion of the training; and
3. Training for which the employer pays for not less than 50 percent of the cost of training.

The training may occur at the employer’s site or may be provided by a training vendor able to meet the employer’s requirements. Such training usually requires a commitment from the employer to hire a specified number of trainees who satisfactorily complete the training.

**Disabled Veteran:** A veteran who is entitled to compensation under laws administered by the Veterans Administration, or an individual who was discharged or released from active duty because of service-connected disability.

**Disabled Veteran Outreach Program (DVOP):** Disabled Veterans’ Outreach Program (DVOP) specialists develop job and training opportunities for Veterans, with special emphasis on Veterans with service-connected disabilities.

**Disadvantaged Adults (DA):** Educationally or skills disadvantaged adults are those persons who score below 8th grade level on standardized tests. They required educational assistance to bring their basic skills to a level that would make them eligible for secondary (high school) education or to hold a job with Basic English and math skills.

**Dislocated Worker (DW):** An individual who: has been terminated or laid off from their job, or who received a notice of termination or layoff, from their employer; is eligible for or has exhausted their unemployment payments; or has been employed for a duration sufficient to demonstrate, to the appropriate entity at a one-stop center, attachment to the workforce, but cannot get unemployment compensation because of low earnings or having done work for an employer not covered under a State unemployment compensation law; and is unlikely to return to a previous industry or occupation; has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility or enterprise; is employed at a facility which the employer has made a general announcement that such facility will close within 180 days; or for purpose of eligibility to receive services other than training services, intensive services or supportive services.
is employed at a facility at which the employer has made a general announcement that such facility will close; was self-employed (including employment as a farmer, rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters, is a displaced homemaker; or is the spouse of a member of the Armed Forces on active duty and who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of such member; or is the spouse of a member of the Armed Forces on active duty and who meets the criteria.

**DOL, USDOL:** The U.S. Department of Labor, including its agencies and organizational units.

**Economic Development:** Local planning and zoning commissions or boards, community development agencies, and other local agencies and institutions responsible for regulating, promoting, or assisting in local economic development.

**Eligible Provider (EP):** The term “eligible provider”, used with respect to:

1. Training services, means an organization, such as a public or private college and university, or community-based organization whose application has been approved for the State list of training services as identified;
2. Intensive services, means a provider who is identified or awarded;
3. Youth activities, means a provider who is awarded a grant or a contract;
4. Other workforce investment activities, means a public or private entity selected to be responsible for such activities, such as a one-stop operator designated or certified.

**Eligible Training Provider List (ETPL):** A statewide collection of providers that are approved to give services through the One-Stop system. These lists contain consumer information, including cost and performance information for each of the providers, so that customers can make informed choices on where to use their Individual Training Accounts.

**English as a Second Language (ESL):** English language education for adults whose inability to understand, speak, read, or write the English language is a barrier to their ability to get or keep employment. This also has effects on their real ability to function in society or successfully complete the citizenship application process.

**Firewall:** Separation as a part of the procurement process.

**GED-General Equivalency Diploma:** A high school equivalency diploma, which is obtained by passing the General Educational Diploma Equivalency Test that, measures skills and knowledge generally associated with four years of traditional high school instruction.

**In-Demand Industry Sector or Occupation:** An industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities
for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate.

**Individual with a Barrier to Employment:** A member of one or more of the following populations: displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166; persons with disabilities, including youth who with disabilities; older individuals; ex-offenders; homeless individuals as defined in the Violence Against Women Act of 1994, or homeless children and youths as defined in the McKinney-Vento Homeless Assistance Act; youth/young adults who are in or have aged out of the foster care system; person who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; eligible migrant and seasonal farmworkers; persons within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act; single parents including single pregnant women; long-term unemployed person; and such other groups as the Governor involved determines to have barriers to employment.

**Individual with a Disability:**
1. In general. An individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).
2. Individuals with disabilities. More than one individual with a disability.

**Individual Training Accounts (ITA):** An expenditure account established on behalf of an eligible customer in WIA Title IB adult, youth and dislocated worker programs to purchase training services from eligible providers they select in consultation with the case manager, counselor or coordinator.

**Internships:** WIOA considers an internship to be a form of paid or unpaid work experience, defined as an opportunity for exposure to the requirements of a particular occupation or industry, the work environment and the behavioral expectations for success on the job. Such work experiences are not expected to provide formal training for occupational skills, although some skills may be learned.

**Justice Involved:** An adult or juvenile who is or has been subject to any stage of the criminal justice process, and for whom services under this Act may be beneficial; or who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction

**Labor Force:** The total of all civilians classified as employed and unemployed and members of the Armed Forces stationed in the United States. (Bureau of Labor Statistics Bulletin 2175).
**Labor Market Area (LMA):** An economically integrated geographic area within which individuals can reside and find employment within a reasonable distance or can readily change employment without changing their residence. Such an area shall be identified in accordance with criteria used by the Bureau of Labor Statistics of the Department of Labor in defining such areas or similar criteria established by a Governor.

**Labor Market Information (LMI):** Labor Market Information (LMI) must be provided to customers in every program. LMI generally involves four major areas of information, which include national job trends (including supply and demand), local job opportunities, education and skill requirements for jobs, and job seeking skills (writing resumes, job interview techniques, etc.).

**Life Skills:** Those skills which are included in adult literacy dealing with such topics as consumer economics, government and law, occupational knowledge, community resources, and health that are included into an educational agency's basic literacy skills course of study.

**Local Area:** The local workforce development area(s) designated by a Governor for delivery of WIOA services.

**Local Workforce Development Board (LWDB):** A local workforce development board established under section 107 of WIOA, as one of the 12 federally recognized local areas in South Carolina.

**Low Income Individuals (LII):** The term “low-income individual” means a person who: 1. receives, or is a member of a family that receives, cash payments under a Federal, State, or local income based public assistance program; 2. received an income, or is a member of a family that received a total family income, for the 6-month period before application for the program involved (besides unemployment compensation, child support payments, payments described in subparagraph (A), and old-age and survivors insurance benefits received under section 202 of the Social Security Act (42 U.S.C. 402) that, for their family size, is not more than the higher of—(i) the poverty line, for an equivalent period; or (ii) 70 percent of the lower living standard income level, for a similar period; 3. belongs to a household that receives (or has been decided within the 6-month period before application for the program to be eligible to receive) food stamps according to the Food Stamp Act of 1977 (7 U.S.C. 2011 et seq.); 4. is a homeless person, as defined in subsections (a) and (c) of section 103 of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11302); 5. is a foster child for whom State or local government payments are made; or 6. in cases permitted by rules decided by the Secretary of Labor, is a person with a disability whose own income meets the requirements of a program described in subparagraph (1) or of subparagraph (2), but who is a member of a family whose income does not meet such requirements

**Mature Worker:** An individual age 50 or older.
Migrant Seasonal Farm Worker (MSFW): a migrant farmworker, a seasonal farmworker, or a migrant food processing worker:

Seasonal Farmworkers - is a person who during the preceding 12 months worked at least an aggregate of 25 or more days or parts of days in which some work was performed in farm work earned at least half of his/her earned income from farm work, and was not employed in farm work year-round by the same employer.

Migrant Farmworkers - is a seasonal farmworker who had to travel to do the farm work so that he/she was unable to return to his/her permanent residence within the same date.

Occupational Skills Training (OST): Includes both (1) vocational education which is designed to provide individuals with the technical skills and information required to perform a specific job or group of jobs, and (2) on-the-job training.

ONET: The Occupational Information Network for use matching the title of an occupation with its 5 or 6-digit occupational code (http://online.onetcenter.org/).

On-the-Job-Training (OJT): Training by an employer that is provided to a paid customer while
1. Engaged in productive work in a job that:
2. Provides knowledge or skills essential to the full and adequate performance of job;
3. Provides reimbursement to the employer of up to 50 percent of the wage rate of the customer, for the extraordinary costs of providing the training and the additional supervision related to the training; and
4. Is limited in duration as appropriate to the occupation for which the customer is being trained; taking into account the content of the training, the prior work experience of the customer, and the service strategy of the customer, as appropriate.

Pre-Apprenticeship: Services and programs, often including classroom instruction, designed to prepare individuals to enter and succeed in Registered Apprenticeship programs. These programs should have a documented partnership with at least one Registered Apprenticeship program sponsor and together, they expand the customer's career pathway opportunities with industry-based training coupled with classroom instruction.

Public Assistance: Federal, State or Local government support provided to families for which eligibility is determined by a needs or income test. Includes TANF, childcare, food stamps (SNAP), housing assistance, work subsidies, and allowances or other cash payments to meet living expenses.

Regional Areas: In WIOA, the terms are local area (the 4 federally recognized geographic areas that receive WIOA funding and are responsible for the administration and delivery of WIOA
programs and services) or regional planning area (a group of local areas that have agreed to coordinate service delivery and develop regional WIOA plans).

**Registered Apprenticeships (RA):** An employer-driven model that combines on-the-job learning with related classroom instruction that increases an apprentice’s skill level and wages and is registered/approved with the US Department of Labor.

**Sector Partnerships:** Brings together employers, at a regional level, from the same industry with the education, training and other community support programs needed to implement solutions and services that ensure the target industry thrives.

**Supplemental Nutrition Assistance Program (SNAP):** Provides supplemental food and nutrition assistance to low-income individuals. Replaced Food Stamp program.

**Talent Development:** Developing and guiding customer’s skills, knowledge and abilities through understanding, managing and developing their talents in the best possible way; in conjunction with occupational training, classroom training and work-based learning strategies.

**Temporary Assistance to Needy Families (TANF):** Is a federal program providing cash, medical or food assistance for parents and children.

**Trade Adjustment Assistance (TAA):** Trade Adjustment Assistance service and allowances provided for achieving reemployment of adversely affected workers, including TRA, training, and other re-employment services, and job search allowance and relocation allowances

**Trade Readjustment Allowance (TRA):** A weekly allowance payable to an affected worker with respect to such worker’s unemployment.

**Training Services:** The education and employment training services to be offered at no cost to One-Stop system customers who have been unable to get a job after having received one or more core services and one or more intensive services.

**Veteran:** An individual who served in the active military, naval, or air service, and who was discharged or released from such service under conditions other than dishonorable.

**Veteran (Recently separated):** Any veteran who applies for participation under this title within 48 months after the discharge or release from active military, naval, or air service.

**Vocational Rehabilitation (VR):** Is a process/program which enables persons with functional, psychological, developmental, cognitive and emotional impairments or health disabilities to
overcome barriers to accessing, maintaining or returning to employment or other useful occupation.

**Wagner-Peyser (WP):** Employment Service programs – Employment Service basic labor exchange and other services funding source.

**Welfare and/or Public Assistance Recipient:** A person who, during the course of the program year, receives or is a member of a family who receives cash welfare or public assistance payments under a Federal, State, or local welfare program.

**Workforce Innovation Opportunity Act (WIOA) Adult:** An individual who is age 18 or older.

**WIOA:** Is a comprehensive legislation that reaffirms, reforms, and modernizes the public workforce system, bringing together and enhancing several key employment, education, and training programs. WIOA resources, services, and leadership tools for the workforce system to help individuals find and maintain good jobs and improves employer prospects for success in the global marketplace. It ensures that the workforce system operates as a comprehensive, integrated and streamlined system to provide pathways to prosperity for those it serves and continuously improves the quality and performance of its services.

**Work-based Learning (WBL):** Experiential learning opportunities that take place within a business or onsite with an employer.

**Workforce Development:** Is an American economic development approach that attempts to enhance a region’s economic stability and prosperity by focusing on people rather than businesses. It is essentially a human resources strategy.

**Youth/Young Adults:** Means an individual between ages 18-24 who meets the Title I of WIOA Youth/Young Adult program eligibility.

FUR-Fund Utilization Report

PCR- Participant Cost Rate

ETPL- Eligible Training Provider List

SETA- South Eastern Training Association

BST- Business Service Team

IBST- Integrated Business Service Team
CRM- Customer Relationship Module
SCWOS- South Carolina Works On-line Services
TABE- Testing of Adult Basic Education
IWT- Incumbent Worker Training
RR- Rapid Response
One-Stop- SC Works Center
AJC- American Job Center
IFA- Infrastructure Funding Agreement
PY- Performance Year 7/01-06/30
SIL- State Instruction Letter
SCDEW- South Carolina Department of Employment and Workforce
MSG- Measurable Skills Gain
LCOG- Lowcountry Council of Government
SCCB- South Carolina Commission of the Blind
CAP- Corrective Action Plan
SCSEP- South Carolina Seniors Employment Program.