

**Workforce Innovation and Opportunity Act
Local Plan
July 1, 2016 – June 30, 2020**

Local Area:

SC Works Trident

Counties within the Local Area:

Berkeley
Charleston
Dorchester

Local Area Administrator and Contact Information:

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Attachment B: Local Plan Requirements

The local plan serves as a four-year action plan to develop, align, and integrate local area service delivery strategies with those that support the State's strategic and operational 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 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

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.**

Information from the Analysis of the South Coast Region report provided by Maher & Maher will be used as a means of ensuring alignment with the South Coast Regional Plan and clusters. Using this way of determining 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 defined the clusters, we prioritized the clusters that present high impact opportunities for career training and overall workforce investment for the South Coast Region.

- Diversified Manufacturing (to include Aerospace, Automotive from the One Region Plan)
- Healthcare
- Information Technology Services (to include Life Sciences from the One Region Plan)

- Transportation, Distribution and Logistics (to include Advanced Logistics from the One Region Plan)
- Construction/Trade
- The Trident region will be adding Hospitality and Tourism based on a request from the Charleston Metro Chamber who conducted the Talent Demand Analysis update.

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 the region to target 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.

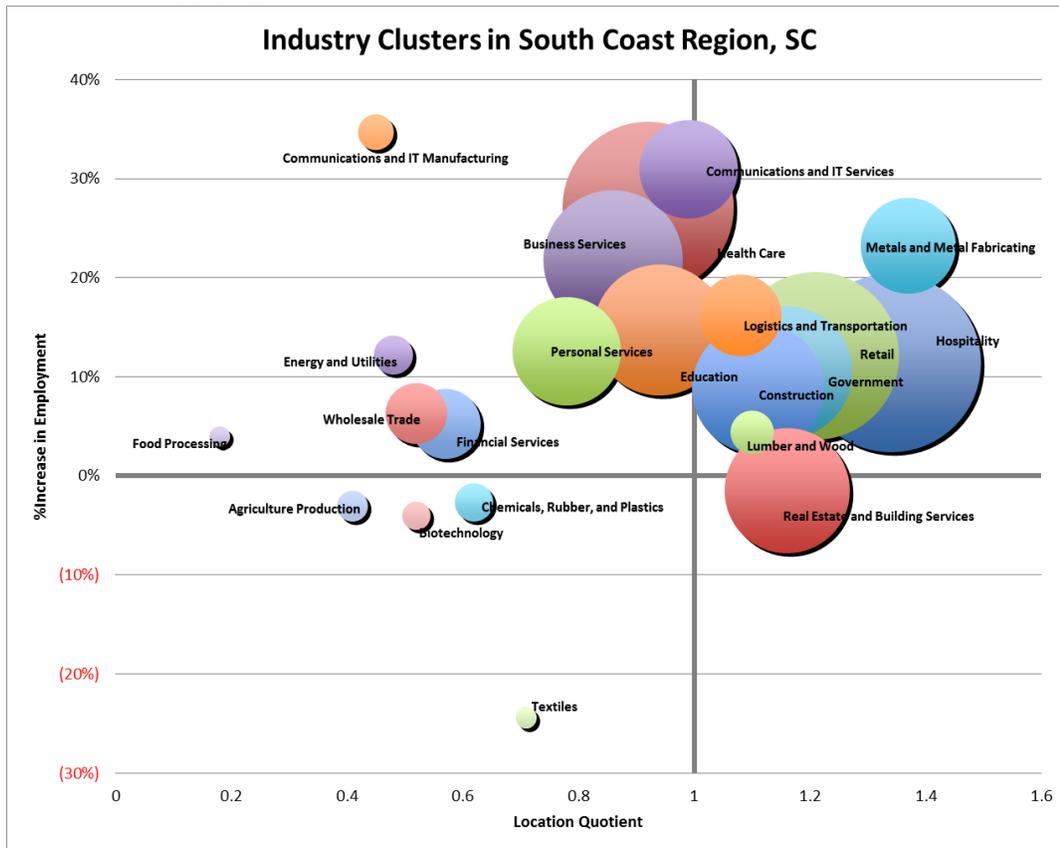
For us, competitive advantage (as measured by the location quotient statistic) is the primary metric for determining priority industries, followed by job growth projections and absolute size of employment in the industry.

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 a 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 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 (Report #1 in the Appendix)**, 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;
- **Highest Ranked Industry Report (Report #2 in the Appendix)**, which ranks the top 50 5-digit NAICS industries (industry drivers) by size and average wage, growth, shift share, and location quotient;
- A document called Summary of **Clusters and Drivers by Region (Report #3 in the Appendix)**, which aligns the driver industries under each cluster title; and
- **Occupational Report (Report #4 in the Appendix)**, which includes a chart with projected occupational openings, another chart with the Top 100 openings, and a chart that organizes the

Top 100 occupations into prospective Career Pathways for occupations that are in multiple industries.



The above bubble chart for the South Coast 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.

The Highest Ranked Industry Report were selected (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.

Industry Analysis

The Regional Planning Committee identified competitive advantage (as measured by the location quotient statistic) as 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 Combusters and Incinerators (2.08)
- Construction (1.11)
 - New Multifamily Housing Construction (6.19)
- Lumber and Wood Products (1.10)
 - Paperboard Mills (20.04)
 - Timber Tract Operations (6.97)
- Logistics and Transportation (1.08)
 - Marine Cargo Handling (11.68)
 - Port and Harbor Operations (8.20)
 - Coastal and Great Lakes Passenger Transportation (9.04)
 - Marinas (2.85)
 - 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, in-demand industries of the larger sectors that are expected to generate good growth numbers over the period being examined. They need to be considered among the priority industries. The in-demand industries 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**)

Custom Computer Programming Services (1,237)

Computer Systems Design Services (1,034)

Wireless Telecommunications Carriers (498)

Education (.94, **4,919**)

Elementary and Secondary Schools (2,235)

Colleges and Universities (1,054)

Health Care (.92, **13,817**)

Hospitals (State Government) (7.81, 753)

Diagnostic Imaging Centers (4.96)

Offices of Physicians (3,214)

Home Health Care Services (1,407)

General Medical and Surgical Hospitals (1,058)

Services for the Elderly and Persons with Disabilities (925)

Continuing Care Retirement Centers (698)

Offices of Dentists (685)

Nursing Care Facilities (653)

Diagnostic Imaging Centers (475)

Business Services (.86, **7,722**)

Temporary Help Services (2,588)

Corporate, Subsidiary, and Regional Management Services (823)

Engineering Services (786)

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

- Personal Services
- 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 driver which is Temporary Help Services) (Growth)

SC Works Trident local area 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 have identified 4-5 clusters that will be our priorities going forward and identifying one that we will fully develop in the course of this plan. The local plan will incorporate the sectors from the South Coast Regional plan with the addition of Hospitality & Tourism as a request from Charleston Metro Chamber for our local area. The sectors that the Trident Workforce Development area has chosen are:

- Diversified Manufacturing
- HealthCare
- Information Technology
- Transportation/Logistics
- Construction Trades
- And Hospitality & Tourism is an addition to the local plan

Knowledge and Skills:

Existing and Emerging In- Demand Industry Sectors and Occupations

The Trident Workforce region has made significant progress in recovering from the recession of the 2007-2010 periods. Most economic indicators now point to increasing employment and economic activity. The region has bounced back strong in manufacturing and transportation/logistics industries due to companies such as Boeing and Mercedes-Benz. Recently, Volvo Car Corporation selected the Charleston, S.C. area for the location of it

first North American plant. Certainly, these companies 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 since the recession. 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 & Demand Analysis 2016 update, The South Coast region will create nearly 26,000 new jobs. The occupations forecasted to grow are software & IT, Production, Mathematics, Marketing, Engineering, Communications, Business and Medical. The Clusters with the highest employment are Medical, Production and Software & 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 & Food Services, Administrative, Support & Waste Management & Remediation Services and Manufacturing. The region saw 288 new startup firms in 2015 Q4 and the top five occupational openings are Registered Nurses, Heavy & 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 & Food Services, Administrative & Support and Waste Management and Remediation Services, Retail Trade, Healthcare & Social Assistance and Construction. **Industries with the highest turnover** are Accommodation & Food Services, Administrative & Support and Waste Management and Remediation Services, Agriculture, Forestry, Fishing & Hunting, Arts, Entertainment & Recreation and Construction. The top average annual wage by Industries is Professional, Scientific & Technical Services, Manufacturing, Finance & Insurance, Utilities and Wholesale Trade. **The labor market projections by industries** top five are retail Trade, Accommodation& Food Services, Healthcare & Social Assistance, manufacturing and government. Data is based on information provided in the Community profile from the SC Department of Employment and Workforce. 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 & maintenance, food preparation & serving related occupations, healthcare practitioners & technical occupations, office & administrative support occupations and sales& 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 & IT, Production, mathematics, Marketing, Engineering, Communications, Business and Medical. The clusters with the highest employment are Medical, Production and Software & 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. Other industries' growth rates, concentration, and size were also analyzed. Additionally, the group considered questions such as:

- Analysis of Current Workforce
- Should Real Estate and Building Services be a cluster with its large number of part-time workers and relatively low wages for wage earners?

- Should Hospitality and Retail be included because of its tendency to grow low-skill, low-wage jobs with ill-defined career pathways?
- Should Business Services be a cluster, given that it appears to be driven by the Temporary Help Industry?
- Analysis of Workforce Development Activities

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
- Medical Secretaries, General Office Clerks, and Receptionists

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, analyze 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 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

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)

- 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

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:

Strengths of the Trident area

- Abundant job growth: In the last few years, SC Works Trident has seen tremendous job growth with Boeing, Volvo and soon Mercedes-Benz coming to the area. These companies have created great opportunities for both our business and individual customers.
- Partnership and collaboration: The strengths of the Trident system are demonstrated through collaborative efforts with core partners and local providers. Our job seekers have full access to allowable training services. Registered apprenticeship programs are available through local employers and in-demand training courses are provided through the local technical college and private providers. There is a genuine sense of working together to develop a customer-focused and outcome driven workforce delivery system. Partnerships have been developed with partners co-located located in the SC Works centers as well as those outside of the centers. SC Works Charleston, the comprehensive center, has a number of partners co-located in the center, which provides easy access for customers. The Business Services Team is in the process of building strong relationships with local employers to create more On-the-Job (OJT) and work-based learning opportunities.
- Industries and employers have a desire to partner with workforce development entities and to work with the workforce system in meeting their employment needs. More employers are seeking the services of SC Works Trident to find a skilled workforce.
- Excellent geographic location and quality of life

Weaknesses of the Trident area:

Although there are many strengths and positives, there are weaknesses that have been identified in the Trident area as follows:

- Lack of reliable transportation in the rural areas to get to employment opportunities: The BCDCOG has been working non-stop to address this issue through the TriCounty Link Rural Transportation. They have engaged in ideas around adding routes and re-organizing existing routes. The BCDCOG also have a mobility transportation manager that can assist individuals with transportation needs.
- Lack of awareness of the available workforce system services/job seekers not interested in the in-demand occupations and industries: Although WIA and now WIOA has been around for a while, there are still many customers, both employers and individuals that are not aware of the workforce services and assistance available to them.
- Limited program alignment and coordination: Our education partners are co-located in the comprehensive centers; however, we need to better align with the partners that are not co-located. Having all partners operate on one system would also help the partners to better align services.

Capacity

SC Works Trident is positioned to provide high quality workforce development programs and prepare our customers for in-demand sectors and career pathways. WIOA staff is located in the Comprehensive Center as well as the two satellite sites to deliver services related to the Adult, Dislocated Worker and Youth programs. These centers provide services to residents in the Berkeley, Charleston and Dorchester counties. Staff coordinates referrals and resources with our partners and provides outreach to counties and customers in the community. In addition to having WIOA staff located in the centers, Wagner-Peyser services are delivered in each county and each location. Our center in Dorchester County is located within the Dorchester Adult Education learning center, which makes it easier for customers to receive one-stop services. In Berkeley County, the new location for SC Works Berkeley will be directly across the street from Berkeley Adult Education, which will allow for further collaboration. Vocational Rehabilitation and Wagner-Peyser programs are currently co-located in SC Works Berkeley and will continue with the move to the new location.

Employer's Needs:

The Community Profile indicates the region had fifteen thousand one hundred and forty six job openings in June 2016 with an unemployment rate of 5.0%. SC Works Trident had twelve thousand two hundred and sixty job openings during the same time. 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. The information is presented with seven levels of educational attainment — Less than 9th grade, 9th to 12th No Diploma, High School Graduate, Some College, Associate Degree, Bachelor Degree, Graduate Degree. 4.01% have less than 9th grade, 7.89% are 9th to 12th No Diploma, the highest group is the high school graduates with 22.33%, 20.47% have some College, 8.45% have an Associate Degree, 20.47% have a Bachelor Degree and 11.23 have a Graduate Degree.

Groups with barriers to Employment:

The South Coast region's workforce 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. The required partners within the Trident Workforce system is working collaboratively to increase accessibility to workforce programs and services for diverse and minority populations who live in the region. These individuals include the following:

Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; 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. The state may identify other groups with barriers to employment such as Veterans, unemployed workers and other youth.

SC Works Trident serves a very diverse population. Different groups face various challenges to employment and training. SC Works Trident address the needs of individuals with barriers to employment through the many programs and services in the Workforce, Education and Training services offered through the WIOA and partner programs. WIOA adult, dislocated worker and youth programs provide career, training and follow-up services to individuals with disabilities and barriers to employment as well as referrals to partner programs that can provide additional services to help remove barriers to employment.

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 is a growing number of homeless individuals in the South Coast Region. This includes the number homeless Veterans that need special programs devised to meet their needs. For many, the living arrangements make it less conducive to become employed to restraints with transportation. Based on information provided by SC Department of Employment and Workforce, the homeless data is a point in time count of sheltered and unsheltered homeless population. The South Coast region point in time count of 606 is 11.3% of the State's homeless population.

Veterans

According to the U.S. Census Bureau's Current Populations Survey, Annual Average 2014, there were 402,000 civilian veterans aged 18 or older in South Carolina and 185,000 of those are in the labor force. The unemployment rate for this group was 3.5 percent.

Ex-Offenders

As of June 2013, the state had an inmate population of 22,168 with 9,623 inmates being released in 2013. The average age of an inmate was 37 years old. The average sentence length is almost 14 years, with the average time actually served being approximately five years. More than half—55 percent—of inmates do not have a high school diploma or GED. Inmates age 17-21 without a high school diploma or GED is mandated to attend school and is assigned to one of the S.C. Department of Corrections' 10 high schools. Inmates older than 21 who are not high school or GED graduates are served in Corrections' Adult Education programs. For

Fiscal Year (FY) 2011, more than 5,700 inmates received credentials in education programs including GED/high school academics (1,209), vocational courses (2,769), and WorkKeys® training (1,756).

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). SC Works Trident has developed a LEP plan in order to provide services to individuals with LEP. The region will work collaboratively with partners in the community and in the centers in order to implement the plan and ensure appropriate services are available when needed.

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. SC Works Trident is working with partners in order to provide services for those about to or have aged out of the foster care system.

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.

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. Through the Disability Committee, action items have been created to address two of the largest issues individuals with disabilities face, which are transportation and employment.

South Carolina Data at a Glance:

74.0% of persons without disabilities aged 18 to 64 are employed.

29.0% of persons with disabilities aged 18 to 64 are employed.

There remains a 45 point gap in the labor force participation rate (LFPR) between people with and without disabilities.

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 South Coast region 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.

Employment declined from January 2008 to November 2009 as the recession intensified. Since that low, employment has steadily risen from 376,566 to 444,781 in 2015 for the South Coast region. This number continues to grow as new job opportunities come to the region.

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.

Again, The SC Works Trident area will align with the Regional plan as well as the One Region and Talent Demand Update report.

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; and**
 - **A description of the Local Board's strategy to work with entities that carry out the core programs and required partners to align local resources available to the area to achieve the strategic vision and goals referenced above.**

Purpose

Workforce planning is an organized process for identifying, acquiring, developing, and retaining employees to meet the needs of the workforce. It includes an analysis of the current workforce to compare against future needs in an effort to identify gaps and surpluses. It is a proactive strategy to project workforce requirements for the future and plan how organizations will meet both global and unique business needs. It also provides managers with a strategic basis for making human resource decisions, and to address issues that are driving workforce change, resulting in more effectively run organizations.

The TWDB aims to align resources in order to resolve the workforce skill gaps of local industries thereby enhancing their competitive advantage and producing additional high skill, high pay, and high demand jobs.

Vision

The Trident Workforce Development Board is an integrative force, bringing together business and industry, education, economic development and other public entities striving to ensure adequate investment in today's workforce; and preparing tomorrow's workforce to ensure they have the skills to meet the demand of the region's growth sectors. In essence, the vision of the Trident Workforce Development Board and its partners is to ensure the regional economy's demands are met and exceed and align with the One Region vision to act as a unified region to be a globally competitive place where people and businesses flourish.

In an effort to align the TWDB with the Board Certified standards, this four year plan identifies the following principal goals and strategies to align with the One Region and the State Unified Plan goals and strategies:

1. To strengthen the Workforce Pipeline by:

- Nourishing the health of the region's existing business through the Integrated Regional and Local Business Service Team
- Validate data from the One Region Plan and Talent Demand Analysis update as well as conducting a focus group or survey with employers
- Ensure residents have access to quality learning opportunities from K-12 through higher education to include services provided through the SC Works Trident Core Programs.
- Adopt a shared Business Services approach for all three counties and the region
- Create more business friendly policies and services
- Re-engage adult learners in the workforce by conducting more outreach services
- Develop opportunities for those identified in the barriers to employment population

2. Align current Workforce Development Resources to ensure a customer-centered delivery system by ensuring that

- SC Works Trident builds awareness of services
- Become a Certified SC Works Center

Local Industry Sectors

The SC Works Trident local area has adopted the following clusters as the local industry sectors, which align with South Coast Region Sectors and the One Region high impact clusters:

- Diversified Manufacturing (to include Aerospace, Automotive from the One Region Plan)
- Healthcare
- Information Technology Services (to include Life Sciences from the One Region Plan)
- Transportation, Distribution and Logistics (to include Advanced Logistics from the One Region Plan)
- Construction/Trade
- In addition, Hospitality and Tourism will be added as a request from the Charleston Metro Chamber who conducted the Talent Demand Analysis update.

The sectors will also include office operations or what has become known as "Back Office" positions that will have a high impact opportunity for the local area.

The TWDB is committed to aligning with the State and Regional goals:

A. The continuation of the SC Work Ready Communities.

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 WorkKeys® assessments creates a skills-based credential for job seekers and associated job profiles 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 data driven strategy that emphasizes the maintaining of the Trident region counties remaining ACT certified Work Ready.

B. The collaboration of core programs under WIOA.

WIOA programs are solidifying 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 TWDB Partners the ability to make data driven decisions to ensure a cycle of continuous improvement.

- ❖ Counties will secure and maintain ACT Work Ready Status.
- ❖ 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 TWDB partners. Opportunities for dual enrollment and information will be provided beginning in middle school and continue through high school, Adult Education, Trident Technical College and additional Trident 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.

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 Trident region. Increased focus on youth workforce engagement, school-to-work transition, career pathways development, and youth apprenticeship opportunities.

F. 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 will help 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.

G. Develop strategies and provide intensive services targeted to individuals with significant barriers to employment.

TWDB recognizes the need to implement intensive 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 core 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.

H. Develop Sector Partnerships to increase focus on growing market segments and to drive the specification of career pathways.

TWDB will work with companies, education, economic development and community 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.

I. 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. TWDB 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 TWDB is committed to the strategic development of working relationships with the mandated and community partners to better serve job seeker and business customers. The TWDB 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.

TWDB 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 WorkKeys© assessments and earn a National Career Readiness Certificate while in high school or enrolled in the local adult education program. Trident Technical College and other Regional private providers will provide certification in middle wage occupations to include diversified manufacturing, healthcare, transportation, logistics IT, and construction. Partnerships will be reorganized to provide the customer, job seeker and employer with a seamless system that is result oriented and employment driven.

The TWDB boasts strong ties with the local community college systems within the Regional area and the vast majority of the WIOA training dollars are spent with the community college programs. The partnerships that exist between workforce staff and the community college system representatives have proven successful with the recruitment, retention, and job placement of common customers. The colleges have been responsive with sectors-based initiatives in several areas.

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 and Local Board were involved in the development of the plan.

The Trident Workforce Development Board staff, and the Core Programs that include the Operator for the SC Works Centers (Eckerd Kids), Adult, Dislocated Worker and Youth programs, Wagner-Peyser, Vocational Rehabilitation and Adult Education and Family Literacy came together to formulize the local plan.

Each local area that comprised South Coast region was afforded the opportunity to participate in the development of the Plan. Local Board members served on the committee for the regional plan and also worked on the local plan simultaneously through the process and provided input and collaboration in the creation of the plan. After the plan was developed, it was sent to the Trident Workforce Development and Lowcountry Workforce Boards for review, input and suggestions. The plan was presented to the local chief elected officials and they were given the opportunity to provide feedback, input and suggestions prior to the release for public comments. The local board members approved the plan on September 27th and 28th 2016 and then the plan was released for public comments.

Timeline: Review with local elected officials/County Council Chairs: September 19, 2016
 Approval by TWDB: September 27, 2016
 Approval by LWB: September 28, 2016
 Released for Public Comments: September 28th – October 27th, 2016

A Glossary of Terms is included as an attachment - A

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

- **Identification of the programs that are included in the system; and**
- **How the Local Board will support the strategies outlined in the State Plan to support service alignment among the entities carrying out core programs and other workforce development programs.**

The workforce development system comprises of the six core programs, mandated and other essential partners. The six core programs are WIOA Adult, Dislocated workers and Youth programs, Vocational Rehabilitation, Wagner-Peyser and Adult Education & Family Literacy programs. The mandated programs in the system are Job Corps, Veterans Employment and Training programs, Telamon for Migrant and Seasonal Farmworker Programs, Experience Works for Senior Community Service Employment Programs, Unemployment Compensation, and Department of Social Services for Temporary Assistance for Needy Families (TANF) programs and Trident Technical College for Post-Secondary Education Programs. Second Chance programs are in the process of being developed.

The TWDB will support the strategies outlined in the State Plan to support services alignment among the core programs and other workforce development programs by having co-locations of programs. All core programs are co-located in the SC Works Trident Comprehensive Center, which is the SC Works Charleston Center. In addition, SC Works Dorchester is co-located in Dorchester Adult Education Learning Center that also includes Wagner-Peyser and Vocational Rehabilitation. Co-orientations and information sessions occur between SC Works WIOA programs and Adult Education programs as well. Additional collaborations are in the works with

Berkeley Adult Education and SC Works WIOA programs. In Berkeley County, the new location for SC Works Berkeley will be directly across the street from Berkeley Adult Education, which will allow for further collaboration. Vocational Rehabilitation and Wagner-Peyser programs are currently co-located in SC Works Berkeley and will continue with the move to the new location.

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 expediently 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. 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. SCVRD transitioned 690 individuals with

disabilities into employment in 2014 - 2015, a 6% percent increase from the previous year in the Tricounty area. The department in these three counties served a total of more than 2,000 people including all applicants and clients whose services may have carried over from previous years. 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.

Unemployment Insurance Benefits and Employment Services

DEW is the provider of Unemployment Insurance (UI) and Wagner-Peyser (WP), and is therefore uniquely positioned to help job seekers become reemployed. WP staff provides career services, as defined in WIOA, Sec. 134(c)(2), at all 12 comprehensive SC Works Centers and other affiliate sites. Job seekers can also access labor exchange services remotely through SCWOS. Additionally, staff helps UI claimants file and manage their benefits. When appropriate, referrals are made to partner programs based on individual job seeker needs and individual characteristics.

3. A description of how the Local Board works with the entities carrying out core programs to:

- **Expand access to employment, training, education, and supportive services for eligible individuals, including individuals with barriers to employment;**
- **Facilitate the development of career pathways and co-enrollment in core programs, as appropriate; and**
- **Improve access to activities leading to a recognized post-secondary credential, including an industry-recognized certificate or certification that is portable and stackable.**

Overview of Core Programs

The SC Workforce Trident 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. SC Works Trident 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.

The Workforce Development Board will continue to facilitate the development of career pathways and co-enrollment in core programs and other programs, while improving access to activities leading to a recognized post-secondary credential, including an industry recognized certificate or certification that is portable and stackable. TWDB will continue to partner with the local community colleges and training providers to improve access to activities leading to recognized postsecondary credentials including industry-recognized certificates, certifications, and portable and stackable credentials. The local community 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.

TWDB will also continue to develop partnerships with employers and training providers to develop specific career pathways and leveraging funds by co-enrolling individuals that are appropriate for both youth and adult programs to support training and career pathways. TWDB will continue partnering with program providers to provide supportive services such as transportation assistance, work uniforms, etc. to eligible individual's barriers to employment TWDB has developed long term relationships with several career and technical education institutions that are approved to provide training.

Title I – WIOA Adult, Dislocated Worker and Youth Programs:

The 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:

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.

Title III – Wagner-Peyser Programs:

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.

Title IV- Vocational Rehabilitation and SC Commission for the Blind

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. 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.

Career Pathway, Co-Enrollment, Credential Attainment Adult Education offers: a range of program accessibility, certified instructors, current curriculum materials, especially computer-based materials,

instructional resources, and career transition services/resources. Local 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). This includes academic preparation for successful entry or completion of industry-recognized certificate or certifications that are portable and stackable, as well as transition adults to post-secondary education and/or employment as expediently as possible.

SC Works Trident utilizes the state eligible training provider list to promote occupational skills training that will lead to industry recognized certifications. Customers are presented with this information from orientation through the intake and enrollment process. It is also a part of the assessment and creation of the individual employment plan with adults and dislocated workers as well as the individual service strategy for youth. SC Works Trident has a strong relationship with the local providers especially with Trident Technical College to help build upon existing programs to meet employers' needs.

All core programs are co-located in each SC Works Trident Center and staff works collaboratively to ensure seamless services are provided and make appropriate referrals to services.

The TWDB 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.

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

- **Facilitate engagement of employers in workforce development programs, including small employers and employers in in-demand industry sectors and occupations;**
- **Support a local workforce development system that meets the needs of businesses in the local area;**
- **Improve coordination between workforce development programs and economic development; and**
- **Strengthen linkages between the SC Works delivery system and unemployment insurance programs.**

The Region and Local area are currently working on joint regional business service strategies that will address the following below:

A Regional Integrated Business Services Team (RIBST) with representatives from multiple partner agencies that will work together to deliver coordinated and efficient services to employers. The RIBST will meet regularly to organize employer contacts, job fairs, and hiring events. SC Works Trident has a local Integrated Business Services Team that meets monthly.

Business services staff from both regions will focus on building relationships with employers, trade associations, community, civic and non-profit organizations, and use these relationships to better understand the needs of employers and to provide awareness of the available employer services and resources. Engage with Business Community & Business Organizations.

Strategy 1: Business Services Engagement

The team will engage with the business community to create alliances, relationships, partnerships, and strategic alignments by having a presence and being visible where business leaders are. This will include staff engagement in Chambers of Commerce, trade organizations where appropriate and effective, and Society of Human Resource Management meetings.

Strategy 2: Establish a Business Service Committee

The team will work to establish a regional Business Service Committee consisting of specific membership representing the sectors of: Health Care, Manufacturing, Information Technology, Service Industries, Transportation & logistics and Construction Trade.

This committee will meet quarterly to advise the regional Business Service Team on business relations and the on high demand jobs, credentialing and minimum qualifications, customized training development, job placement and supports, and other business partner needs.

Strategy 3: Business Services & Talent Acquisition & Retention

The RIBST will develop presentations to business leaders helping them understand the array of services that the agency can offer them such as:

1. Talent Acquisition
2. Talent Retention
3. Customized Training
4. Assistive Technology Services
5. ADA Consultation

Talent Acquisition Portal (TAP)

The RIBST will develop resources to enable the agencies to fully utilize the Talent Acquisition Portal (TAP) to connect qualified quality applicants to South Coast businesses who are engaged in the TAP program.

Increase Coordination with WIOA Partner's Business Services

Strategy 4: Coordination of Business Services with WIOA Partners

RIBST will coordinate and collaborate with the core WIOA partner's efforts to build a customer centered delivery system to South Carolina's businesses by linking the Talent Pipeline Project, Job Driven, Sector Strategies, and Talent Pool Development. This will be accomplished by scheduling regular coordination meetings, sharing information and contacts, and collaborating on meeting business needs.

Seek Opportunities for Customized Training Partnerships

Strategy 5: Technical & Community College Relationship Building

During PY 2016, RIBST, in collaboration with WIOA core partners will conduct outreach and relationship building with South Carolina's technical and community colleges to explore potential partnerships for industry responsive customized training initiatives that are accessible to individuals who are blind and visually impaired.

The status of regional collaboration in support of the sector initiatives is imperative for meeting current and future workforce demands. Collaboratively, educators, school leaders and industry representatives discuss opportunities for partnerships and work based learning activities to introduce students to in demand occupations. Through this collaboration and educational advisory committees, teams are able to create and implement strategic long-range plans for students' pathways. These pathways address the areas of shortage and growth opportunities in the region. Specific examples for secondary education include:

- Trident Youth Apprenticeship opportunities
- Career Academies in the Charleston Metro area
- Student-run credit unions on high school campuses

This is in agreement with the analysis and recommendations outlined in the [Charleston Region Talent Strategy](#) and the One Region plan.

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 of our 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.

South Carolina law requires UI claimants to register in SCWOS and perform one job search per week using the system. Wagner-Peyser staff is available to assist individuals with the registration process and the weekly work search if assistance is needed. Workshops on various reemployment topics are also offered at SC Works Trident centers, and anyone interested is able to attend. Job finding and placement services are offered both remotely and in person. To facilitate these services, the SC Works Centers have staff available to assist individuals looking for employment. ES staff post available positions for employers and help individuals match their skills with available positions for which they qualify, including UI claimants. SCWOS also spiders in jobs posted on many other job boards and individual company websites. Because these services are co-located in the SC Works Centers, other core programs are available as needed to the individuals as well.

- 5. 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 and 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 strategic vision and goals.**

One of the top priorities for the Trident 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 as career assessments, work experience and On the Job training (OJT) is 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 JUMMP and SNAP plus working with other populations. With the help of the WIOA OJT program, employers can hire eligible individuals to train to meet their company's needs. The trainee learns the company's procedures and requirements using tools and equipment required on the job. The employee will learn the job while engaged in productive work as outlined in a jointly created training plan. 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. IWT is another way to engage employers to help meet their training needs. The Incumbent Worker Training (IWT) Program provides funding for training needed in current businesses due to expansion, new technology, retooling, new services/product lines and new organizational structuring or as part of a layoff

aversion strategy. IWT may also fund training in new businesses if those jobs are ineligible for assistance through ReadySC™.

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:

Career Pathway

The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

- (A) Aligns with the skill needs of industries as outlined in the Local Plan;
- (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including approved WIOA training /certification programs and registered apprenticeships;
- (C) Includes counseling to support an individual in achieving the individual’s education and career goals;
- (D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster as identified in the Local Plan;
- (E) Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; **and**
- (G) Helps an individual enter or advance within a specific occupation or occupational cluster.

Business Services will continue to focus on services that connect local employers to qualified job seekers, including providing direction and support to SC Works Centers business engagement team. Services include job postings, candidate assessments, hiring events, job fairs and on-the-job training and work-based learning programs. The Business Services team will increase business engagement identifying the top employers in in-demand occupations and initiating and developing relationships with them. The team will work with individual employer to offer customized recruitment services, which will include applicant screening, assessments and training to prepare potential candidates for specific occupations within the business. Business Services will recruit and engage employers in the targeted Sectors listed in Section I. Employment and training opportunities will be widely promoted to job seekers throughout the SC Works Trident area through job postings, job fairs and customized recruitment events. Additionally, SC Works Trident’s Operator, Eckerd Kids, will work with partners such as Wagner-Peyser in order to simplify the process of filling positions by using SC Works Online

System, Social media and other technologies to ensure fast, quality matches between employers and job seekers.

Comprehensive service providers throughout the SC Works Trident area will expand access to a seamless services delivery to eligible individuals through collaboration and partnership with mandated partner agencies and programs. Such agencies include: TANF, Vocational Rehabilitation, and Adult Education.

The Integrated Business Services Team (IBST) will do the following:

- **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 Centers 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 and Trident 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.

6. 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 promote entrepreneurial skills training and microenterprise services.

Economic Development is vital in the Trident Region and local area. Economic officials serve as members on our Workforce Boards as well as on the committee to develop the regional and local plans. This close relationship simplifies the process. By setting out to examine the needs and interest level of our 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. Trident Workforce Development Board (TWDB), as well as workforce staff, is well involved in economic development activities throughout the area. Labor market information, accessed through programs such as SC Workforce Info.com and the One Region plan is customized to a targeted area/county, has fostered stronger inclusion of workforce into the economic development planning functions. Entrepreneurial training is part of the youth programs for the Operator of the Center and WIOA programs. The South Coast Region and SC Works Trident 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 committeeman 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 and/or SC Works Trident. 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 and Trident Region.

Members of the TWDB 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 services through the system and that the providers will meet the employment needs of local employers, workers, and jobseekers;**
- **How the Local Board will facilitate access to services provided through the SC Works delivery system, including in remote areas, through the use of technology and other means;**
- **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 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**
- **Identification of the roles and resource contributions of the SC Works partners.**

The Trident Workforce Development Board (TWDB) will support the efforts of the SC Works Center staff and partner staff of Adult Education, Vocational Rehabilitation and TANF/SNAP and Jumps programs to ensure that all residents, and particularly those with barriers such as low educational attainment, disabilities and barriers associated with low income status (housing, child care, mental health concerns) will have ready access to the career services offered at the Workforce Centers (WFC's). Every effort will be made to not only assist these individuals in attaining stop-gap employment, but to provide them with the information, advisement and supportive services needed to enter career pathways in Sector partnerships and other industries with in-demand occupations, whether through work based training or occupational certifications. Particularly in areas such as Healthcare, these certifications/licensures meet the criteria of portability and being stackable.

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

The sectors and occupations of Diversified Manufacturing, HealthCare, Information Technology, Transportation & Logistics and Construction Trades were carefully researched and supported by extensive examination of labor market information by the Trident Workforce Board (TWDB). It was determined both regionally and locally that these sectors provided the highest future growth and wage potential for employers, workers and job seekers. The local Eligible Training Provider list is reviewed on at least a quarterly basis by the TWDB. During the review, existing programs whose continued eligibility is subject to renewal are reviews as well as new programs

The TWDB will continue to support continuous improvement through active feedback and performance monitoring of the local area's training providers as specified. The TWDB will be tasked with being more involved to identify needs of local employers, and job seekers. Utilizing the employer

and job seeker recommendations, the staff and board will coordinate with the local training providers to insure the needs of the employers and jobseekers are being met. In partnership with SC Works staff, the TWDB will periodically review training results to determine the effectiveness of programs and make recommendations as to their long term sustainability based on established standards. Those providers who do not meet performance expectations may lose their eligibility standing to provide future training funded by the SC Works Trident center programs.

Trident Workforce Board (TWDB) 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.

TWDB promotes the use of Virtual job fairs, and the virtual workforce centers in local area libraries, Goodwill Industries and private sector operated Career centers to strengthened outreach efforts in a lean and cost effective manner.

The Workforce Centers in the SC Works Trident 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 business' 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 TWDB 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 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 TWDB 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 will start as soon as technology is in place.

All Trident Area SC Works Centers are geographically located throughout the local area and accessible to public transit routes. The SC Works Trident Centers 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 (SC Works Trident operator, 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 agencies facilities are physically and programmatically accessible for individuals with disabilities. It is used to determine if the agencies 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, alternative formatted materials (Large print, Braille, Audio-tape). The SC Works Trident Centers Operator conducts an inventory review to assess and review the availability of the required assistive technology and alternative sources. EO conducts Site Review & Training (Local Office Staff Assessment) 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 SC Works Trident 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. SC Works Trident 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 Centers are required to provide interpreter services for those with Limited English Proficiency.
- Respond to special outreach and recruitment events as assigned. 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.

The SC Works Trident Centers consist of various organizations. Coordinated service delivery strategies include co-location of Wagner-Peyser staff in the One Stops and coordination with Vocational Rehabilitation, Department of Social Services, and Adult Education staff. In addition, the SC Works Centers have monthly center-level meetings with all partners and quarterly meetings with outreach partners. Additionally, SC Works Trident area coordinates service delivery by co-locating other core partner operations at satellite locations and by co-locating SC Works at other partners by offering onsite career services and WIOA orientation sessions as a satellite of the SC Works Center.

The SC Works Trident area will be working with Core Partners and required partners that choose to participate, which will develop a new plan for customer services at the comprehensive One Stop centers. The plan will develop a new onsite customer flow process as well as established a referral process for all of the agencies involved in the Comprehensive SC Works Center. The Center Operator will develop a streamlined efficient referral process as follows:

- ❖ Provide a list of roles and responsibilities
- ❖ Provide an assets map that documents all resources
- ❖ Facilitate meetings with the objective of fully integrating core and required partners in the Letter and spirit of WIOA
- ❖ Provide a complete process and procedures manual.
- ❖ Provide a full SWOT analysis of the combined partners in the WIOA One Stop delivery system.
- ❖ Develop a holistic and customer-centered service delivery system map for providers and users alike.

The local board will utilize the process established by SC Department of Employment and Workforce (SCDEW) to ensure continuous improvement of eligible providers of services. In addition, the TWDB developed an approval process for initial providers and programs as well as a scorecard to continue monitoring the progress of providers to ensure they meet the needs of employers and jobseekers. The initial process is the board established a rating criterion that consists of critical items such as: Credential or Certification received, Program within the in-demand sectors locally or online availability, accredited/Instructor certification and cost per participant. The scorecard allows for an on-going monitoring and review of outcomes of funded WIOA programs that WIOA participants have attended. The scorecard evaluates on the basis of completers, those that receive credentials, placement in employment in the field of training or related field and hourly wage. It consist of the number of participants that successfully complete, receive credentials/certification, job placement and placement in field of training or related field and hourly wage. The scorecard also keeps track of cost expended for trainings. The Board will use this data to make decisions on programs that the SC Works Trident region area will continue to support individual customers attending. Additionally, the board will seek the input of employers as well through surveys and assessments provided through the Business Service team.

Access to services through the SC Works system will be made available through satellite centers and promotion of the SC Works Online System. Recruitment and Outreach efforts through staff and the Business Services team to make individuals and employers aware of services in the SC Works system.

The Center Operator and partners will comply with nondiscrimination provisions of WIOA and provisions of the Americans with Disabilities Act 1190 regarding physical and programmatic accessibility of the facilities, by the making available the State Instruction Letters and policies to the Operators and partner, holding periodic trainings on the provisions for the Operator and partners, conducting self-assessments and conducting annual accessibility monitoring. The staff will also seek the involvement of the Disabilities Committee Members to help with trainings to educate staff, partners and the Operator. Languages other than English are identified through Census language identification cards (Flash Cards) that are disbursed to staff, partners and kept at the entry point of each center. Individuals with Limited English Proficiency (LEP) are provided services through a qualified interpreter service. SC Works Trident has a LEP. See attached.

All partners are identified along with their roles and included in the WIOA information/Orientation Sessions. In addition, a hand-out of the partners and resources are available in the lobby areas of each SC Works Trident Center.

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

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:

The SC Works Trident area 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;
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.

Training Services:

SC WORKS TRIDENT 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 SC Works Trident Center 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 Workforce Developers 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 investment activities carried out in the local area with statewide rapid response activities.**

The Department of Employment and Workforce (DEW) take the lead in Rapid Response efforts across the state. DEW staff will send out notifications of a Rapid Response event and activate the local team that consist of DEW at the state level, Wagner-Peyser, Trade staff and SC Works Trident staff on the local level. If permitted, the team will meet and conduct on-site presentations at the business location. The goal is to provide information sessions and possible enrollment into programs before the lay-off and/or closure takes place. An overview of benefits and services are provided from each partner agency in order to ensure that customer are offered individualized and comprehensive re-employment benefits and services.

The Trident Workforce Board (TWDB) 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 SCVRD provides a robust set of student and youth services to enhance the transition from school to work or post-secondary training opportunities. As indicated in WIOA, SCVRD transition counselors provide pre-employment transition services for students prior to their exit from high school, and SCVRD staff continue to provide services to support placement into competitive employment, or completion of post-secondary training and/or credential-based programs. The number of successful employment outcomes for transition-aged youth has grown by 48 percent over the past two years. In collaboration with DEW and the Department of Education, SCVRD's school-based transition counselors will work together with local education agencies, community partners, and business partners to advise students with disabilities, and their families, regarding available career pathways and educational/training opportunities. The administration of WorkKeys® testing for high school juniors provides another assessment of skills needed for competitive employment. This can assist in identifying career opportunities whether the individual receives a diploma, or completes an occupational course of study or a certificate of completion. Currently in South Carolina, the diploma is the only secondary credential recognized as documentation of high school graduation.

SCVRD considers service provision to high school students with disabilities a significant priority and collaborates with local and state education agencies to serve them. SCVRD serves students with disabilities who have various pre-employment transition needs in their efforts to prepare for, find and maintain competitive employment. From students who pursue high school diplomas and occupational credentials to those who will receive certificates of attendance, SCVRD provides individualized services that will help students successfully enter competitive, integrated employment. SCVRD and the SCDE are signatories and partners in a Memorandum of Agreement (MOA). This agreement expresses a basic commitment on behalf of both agencies to provide comprehensive vocational and educational services to individuals with disabilities. The agreement details each entity's roles and responsibilities, including financial responsibilities, in identifying and serving students with disabilities. Items covered in the agreement include: student identification and exchange of information, procedures for outreach to students with disabilities who need transition services, methods for dispute resolution, consultation and technical assistance to assist educational agencies in planning for school-to work transition activities, and the requirements for regular monitoring of the agreement. Timing of student referrals is individualized based on need but should generally occur no later than the second semester of the year prior to the student's exit from school. Using the SCVRD-SCDE MOA as a model, SCVRD has developed agreements with all local education agencies in the state. These MOAs clarify roles and responsibilities at the local level. There is an SCVRD counselor assigned to each of the high schools in the state whose purpose is to be a resource for career development, participate in school-based meetings as appropriate, and to seek referrals of students who can benefit from SCVRD services. SCVRD also maintains an agreement with the South Carolina School for the Deaf and the Blind. Provision of pre-employment transition services is a cornerstone of the agreements with local education agencies/school districts in terms of SCVRD's role. SCVRD provides a robust set of student and youth services to enhance the transition from school to work or post-secondary training opportunities. As indicated in WIOA, SCVRD transition counselors provide pre-employment transition services for

students prior to their exit from high school, and SCVRD staff continue to provide services to support placement into competitive employment, or completion of post-secondary training and/or credential-based programs.

The availability of youth activities includes the 14 youth elements. The Contractor for the Trident Workforce Development Area is intimately familiar with the service area and executes a strategic recruitment plan to target the neediest youth. They work closely with partner agencies and local businesses that are invested in the success of targeted population and support efforts to educate, train and employ out-of-school youth in the Trident Workforce Development Area.

The staff is equipped with mobile technology that allows them the flexibility to serve youth in outlying areas of Berkeley, Charleston and Dorchester Counties. Our team of Career Coaches has designated access points in the community that serve as a meeting place for participants who live in rural areas. Career Coaches maintain a consistent schedule in these areas and provide a comprehensive list of services to youth where they reside. A lack of transportation creates a barrier in the more rural areas; it is exactly for that reason this strategy has been adopted. The goal is to take our services to those most in need no matter where they are located.

The Youth provider is invested in serving the neediest youth in our communities, including high school drop-outs; foster care youth and offenders face significant barriers that most frequently appear as a result of growing up in poverty and falling behind. The youth provider is committed to serving drop-outs in conjunction with Adult Education. Participants engage in individualized instruction designed to address individual academic weaknesses. Foster care youth is a targeted population that is largely underserved in workforce programming across South Carolina. The youth provider has developed a strong partnership with Carolina Youth Development Center (CYDC) to provide workforce skills and academic training for youth in foster care. CYDC and the youth provider are also working together to create an innovative entrepreneurship program that would teach youth how to turn a business plan into a fully operational business. Youth participants with offenses on their records face a difficult employment outlook and often require the support and guidance of a program like the youth provider to help them gain employment. The youth provider partners with community agencies that specifically work with the offender population and leverage their support to serve this population well. The youth provider partners with Alston Wilkes, YesCarolina Entrepreneurship Program and Pre-Trial Intervention to assess, support and empower youthful offenders with the resources and information necessary to become gainfully employed.

The Trident Workforce area MOU provides a description of the type and availability of activities, including youth workforce investment activities in the Trident area, including activities for you 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. The SC Works

Trident area has established a Youth Committee and the Committee has met several times and 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 insure all required services are available. Recommendation is for the lists to also be maintained on the Trident Workforce Website.

The SC Works Trident area also looks forward to promised guidance from the Department of Labor and the further development of the State Board and Committees, especially in regards to the Priority Population Committee which will provide strategic direction and oversight and set policy with regard to services to youth, individuals, and other populations that face barriers to employment. The Trident is also looking forward to the State's Systems and Performance Accountability Work Group as the WIOA planning process continues this work group will continue to examine other options that will allow all core programs to align data and performance reporting. The Trident will align with the State plan to provide results of an assessment of the effectiveness of the core and other one-stop partner programs beginning with the state plan modification in 2018 and for subsequent state plans and modifications.

The Trident Workforce area will follow the recently published State Unified Plan that outlines the basic programmatic standards that must be met by Youth Service Providers:

- ❖ Providers must demonstrate experience and expertise in addressing the employment, training, or education needs of eligible youth, specifically out-of-school or disconnected youth.
- ❖ Providers must demonstrate experience and/or strategies in connecting youth to education, training and employment opportunities with emphasis on career readiness activities and promoting career pathways for participants.
- ❖ Providers must exhibit strong community and business linkages to ensure the ability to develop work-based learning opportunities and meet the skill and training needs for the state's talent pipeline.
- ❖ Providers must demonstrate ability to meet performance accountability measures through program design and strategies
- ❖ Providers must have direct experience in serving priority populations and be able to illustrate strategies that motivate and engage youth with barriers.
- ❖ Youth providers are expected to offer an intensive soft skills curriculum to ensure individuals are prepared for the behavioral aspects of entering the workforce. Providers that incorporate career academy models in conjunction with work-based learning to expose participants to the expectations of employers and workforce needs will increase placements and job retention for the area.
- ❖ Performance measures are an indicator of consistent, effective and sustainable program models. Prospective providers must be able to present data to support their service delivery. Additionally, providers must speak to their ability and strategies to meet the new performance measures for WIOA.

Lastly, the SC Works Trident area is focusing on a holistic, customer centered approach that seamlessly approach and expansion in the delivery of services to out-of-school youth populations. This

model will also increase the annual number of youth to be served throughout the SC WORKS TRIDENT AREA.

SC WORKS TRIDENT AREA will structure and align services and resources across the community into one comprehensive SC Works Trident System. This redesign will create an opportunity to provide an integrated effective operation and delivery of youth programs and services through the following:

- ❖ Providing objective assessments that focuses on academic and occupational skill levels, as well as the service needs and career pathways
- ❖ Partnering with K-12 and other stakeholders to reduce dropout rates for In School youth
- ❖ Prioritizing services to older and out of school youth, specifically disconnected youth
- ❖ Re-engaging disconnected youth through strategic partnerships with highest need secondary schools and postsecondary institutions
- ❖ Increasing the number of youth that attain postsecondary degrees/credentials with a priority on high growth industry sectors as defined by South Carolina labor market information.
- ❖ Partnering with employers, education and other partners to connect youth to work based learning opportunities
- ❖ Co-locating youth programs in SC Works Trident Centers to strategically align and target youth services and resources to populations of highest need
- ❖ Utilizing technology to increase access and services
- ❖ Partnering with local disability-serving agencies and providers as well as health and mental health providers
- ❖ SC WORKS TRIDENT AREA will also partner with other organizations that will foster the participation of eligible youth and may include connections to:
 - Local public housing authorities;
 - Local education agencies;
 - Local human service agencies;
 - WIOA Title II adult education providers;
 - Job Corps
 - Homeless youth programs
 - Youth Build
 - Other area youth initiatives

5. A description of how the fourteen (14) youth program elements are integrated in program design

Youth must be made aware of all 14 youth program elements required under WIOA section 129(c)(2) and 20 CFR 664.410 although not all 14 youth program elements must be provided to every youth participant. The service provider must determine what program elements will be provided based on the participant's objective assessment and individual service strategy. However, each youth will participate in more than one of the 14 program elements required as part of any local youth program, and all youth must receive follow-up services. 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

A brief overview of the 14 elements will be provided at orientation sessions.

At intake, the Career Coaches will review any prior assessments conducted such as basic skills and complete the Assessment Summary in SCWOS. Once all assessment has been completed, the ISS will be completed with the participant to determine which elements are best suited for the individual.

The Operator, Eckerd Kids dba PYC delivers comprehensive services designed to collectively support participants' successful transition into the workforce. PYC believes in developing and participating in fully integrated partnerships that provide participants with the best possible avenue to achieve their goals. Participants are provided access to the following 14 services in an effort to alleviate barriers to employment.

Tutoring, study skills, basic skills remediation: Participants who do not possess the basic reading and math skills necessary to obtain employment, or those who do not possess a high school credential are afforded the opportunity to participate in basic skills remediation and tutoring sessions delivered by Adult Education. Participants will learn study skills, form study groups with their peers, will learn what to expect during their training programs, and will hear from participants who have completed the training.

Alternative secondary school: PYC values its strong relationship with all three School Districts, specifically with Adult Education and the Alternative Schools who serve In-School and Out-of-School youth in Berkeley, Charleston and Dorchester Counties. Through these partnerships, PYC will promote the achievement of a high school diploma or its equivalent, or increasing basic skills to become qualified for job training, work experience or employment.

Leadership Development Opportunities: Leadership development consists of activities that expose a participant to opportunities that provide them with a sense of purpose and increase their maturity skills. PYC currently promotes responsibility, civic engagement, employability skills and networking through their Student Ambassador Program.

Paid and Unpaid Work Experience: Work Experiences are short-term structured learning experiences for young professionals with limited or no employment history. During the first 8 months of PY15, Work Based Learning opportunities have resulted in over 7,700 man-hours of experience for our participants who are engaged in Work Experience activities across the Trident Region. These worksite partnerships with local businesses and agencies provide invaluable opportunities for participants to gain hands-on experience in a supportive and engaging work environment. Summer employment is now part of paid and unpaid work experience.

Occupational Skills Training: Occupational skills training is available to youth who need to acquire advanced skills to qualify for entry-level employment in their chosen career pathway. Occupational skills training provides participants with vocational training for careers that are in demand. Training providers include Trident Technical College, Arc Labs, PST, Miller Motte and other providers listed on the local areas Eligible Training Provider (ETP) list.

Education offered concurrently with workforce preparation activities and training for a specific occupation or occupational cluster: Participants are encouraged to participate in study skills training aligned to the career training they plan to enter. Participants learn study skills, form study groups with their peers, learn what to expect during their training programs, and hear from participants who have completed the training. PYC staff will work closely with the training providers to ensure effective delivery of instruction for each individual training program.

Adult Mentoring: Adult Mentoring is a supportive relationship developed between an adult and a youth over a 12 month period. PYC believes that strong mentoring relationships will support youth in their employment goals and their ability to retain employment long-term. Mentors are recruited from local agencies and businesses across the region.

Comprehensive Guidance and Counseling: Our Career Coaches understand youth who have significant barriers can be easily distracted and need a “Coach” who will help them stay focused on their individual plan. This service is offered “in house” by our team of Career Coaches who are all Global Career Development Facilitators (GCDF) who are equipped with the tools and resources to guide and effectively counsel youth.

Supportive Services: One of the most important resources we provide to each youth is an introduction to the SC Works Center, where many community resources are co-located. These services are provided on a case by case basis and are only provided after all other resources available to the participant have been exhausted.

Follow-Up Services for at least 12 months after program completion: PYC will utilize a variety of techniques to provide ongoing support to our youth during the follow-up phase of the WIOA youth program. Career Coaches provide on-going contact phone calls, random and regularly scheduled meetings, mailings, and even visits to employers. The follow-up period for this contract will be 12 months which will be sectioned into four quarters.

Financial Literacy Education: PYC with local banks to offer their expertise and insight on financial literacy topics, including: budgeting, buying a vehicle, managing a checking and savings account, responsibly using credit and debit cards and investing.

Entrepreneurial Skills Training: Our staff is using the national best practice curriculum of the *Network for Teaching Entrepreneurship* to provide a training program that inspires our youth to recognize business opportunities and to plan for a successful future as an entrepreneur.

Services that provide labor market information about in-demand industry sectors and occupations: PYC will help youth establish a defined Career Pathway at the onset of the program. Individual Career Pathways will help facilitate purposeful integration of education and training for each student. During career pathway selection, participants are encouraged to do labor market research using the Occupational Information Network (O*Net) to learn more about exact job qualifications, requirements, and average salaries.

Post-secondary preparation and transition activities PYC exposes out-of-school youth with a high school credential to resources that prepare them for post-secondary education through their partnership with the

Education Opportunity Center. Services include: college application and financial aid workshops, college tours, and speakers.

6. 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.

Adult Education and Family Literacy Activities

Developing a skilled talent pipeline that meets the needs of business and industry in the Trident Region will require an increase in the number individuals with high school diplomas, high school equivalency diplomas and access to post-secondary education and training.

Local Adult Education programs serve adults who need a HSD, HSED, NCRC™, basic literacy skills, English language improvement, family literacy, and college preparatory skills. Candidates for Adult Education services are referred by multiple agencies including workforce providers and other community and civic organizations.

Adult Education students with identified physical and learning disabilities are provided services based on their needs. SCVRD, SCCB and other organizations, provide supportive services that help individuals with disabilities successfully earn their HSED.

Adult Education also assists adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency; assists adults who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development of their children, and that will lead to sustainable improvements in the economic opportunities for their family; and assists immigrants and other individuals who are English-language learners in improving their reading, writing, speaking, and comprehension skills in English, improving their mathematics skills, and acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

The WIOA legislation places a greater focus on serving out-of-school or disconnected youth and preparing youth for employment through education and training. It also emphasizes and increases the requirement that the workforce system meet the needs of individuals with disabilities, including students and youth with disabilities, by increasing work opportunities to improve workplace skills. High-quality services are needed for all youth and young adults beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, and culminating with a good job along a career pathway, enrollment in post-secondary education/training, or a Registered Apprenticeship.

Adult Education and Family Literacy Activities/Services

Adult Education plays a vital role in the Trident Local Plan's goal to strengthen the workforce pipeline.

To align the adult education curriculum with the state and region's vision and goals for workforce, local providers will incorporate workforce preparation activities in all adult education classes, and provide appropriate career and labor market information services to their students. These activities will be defined by local sector strategies with a focus on preparing students to earn their high school credential and have a successful transition into employment and/or post-secondary education.

Additionally, all adult education and family literacy programs will be modified to include occupational skills training to increase the educational and career advancement of participants. One approach to Integrated Education and Training (IET) is concurrent or dual enrollment with post-secondary institutions. Local providers are engaging technical colleges to develop dual enrollment programs where students will attend adult education classes and simultaneously work toward the completion of a certificate or industry-recognized credential.

Adult Education will continue to administer and prepare individuals for WorkKeys® testing, and advance its partnership with the SNAP Employment and Training program, which helps SNAP recipients gain skills, training, and work experience that increase self-sufficiency. Emphasis has been placed on diploma/high school equivalency diploma and NCRC attainment.

The S.C. Technical College System provides 95% of the state’s dual enrollment. The System has three main components – the technical colleges, ReadySC™, and Apprenticeship Carolina™.

Trident Technical College (TTC) also provides education and training for WIOA participants and SCVRD/SCCB clients. Berkeley, Charleston, Dorchester Adult Education has a Memorandum of Agreement with Trident Technical College, and where appropriate, adult education classes are held on TTC campuses.

Local providers eligible for adult education funds use a state standardized registration/intake form to collect student information upon entry into the local program. All data entry occurs at the local provider level. Instructional hours are added on a monthly basis to document student attendance. Goals and Cohorts are entered and marked “met” as required by federal guidance. OAE has access to all local program information through LACES, and each local program has the capability to run the federally required reports on their program.

Co-Enrollment

Adult Education – Given the changes in WIOA core program performance measures, co-enrollment is strongly encouraged as a way to ensure the continued success of multiple partner programs. Credit for attainment of a high school diploma or a high school equivalency will be dependent upon participants also obtaining employment or entering an education or training program leading to a recognized post-secondary credential. Labor exchange services through Wagner-Peyser and training services through Title I Adult, Dislocated Worker and Youth programs will be critical in meeting performance goals for our high school credential population served through Adult Education.

Adult Education and Family Literacy Program

The Local Plan includes a description of the following as it pertains to Adult Education and Literacy programs under Title II, the Adult Education and Family Literacy Act (AEFLA). The state of South Carolina adopted the South Carolina College and Career-Ready Standards (SCCCR) after the Office of Adult Education had adopted the College and Career Readiness Standards (CCR) for Adult Education. Local programs are aligning our instruction to the CCR standards through statewide ‘Standards in Action’ training.

The CCR Standards provide benchmarks aligned with the SCCCR Standards, and a crosswalk between the two sets of standards is in the process of being developed for Adult Education programs. Any SCCCR standards that are not otherwise represented to the CCR Standards will be added as an addendum to the CCR standards currently in place.

Adult Education and Literacy Activities (Section 203 of WIOA)

Activities include:

Adult education;
Literacy;
Workplace adult education and literacy activities;
Family literacy activities;
English language acquisition activities;
Integrated English literacy and civics education;
Workforce preparation activities; or
Integrated education and training that—

1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
2. Is for the purpose of educational and career advancement.

Services are provided to eligible individuals who:

- (a) have attained 16 years of age;
- (b) are not enrolled or required to be enrolled in secondary school under the S.C. Compulsory School law; and
- (c) are basic skills deficient;
- (d) do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
- (e) are English language learners

Adult Education means academic instruction and education services below the post-secondary 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 post-secondary education and training; and
- c) obtain employment

Local adult education program will operate one or more programs that provide services or instruction in one or more of the following categories: (See United State Plan for program description)

1. Adult education (basic and secondary)
2. Literacy
3. Workplace adult education and literacy activities, including work-based project learners
4. Family literacy activities
5. English language acquisition activities
6. Integrated English literacy and civics education
7. Workforce preparation activities
8. Integrated education and training

WIOA activities will be implemented along with incorporating employability skills but not limited to the following: integrated education and training, contextualized education, workforce preparation, career pathways, family literacy, and integrated English literacy and civics education.

Integrated Education and Training

The term 'integrated education and training' means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

The Integrated English Literacy and Civics Education Program will engage students in purposeful use of the language. The skills to be obtained will assist students in obtaining citizenship; achieve basic life skills needed, enhance employment, functioning in English at a higher cognitive level, and transition into a vocational or academic program.

Local eligible adult education programs are accountable to the Office of Adult Education (OAE) to meet the standards of quality for administration and instruction as outlined by OAE. Effectiveness of programs, services and activities of local recipients of funds will be assessed through systematic evaluation of local programs.

In addition, the performance outcomes of each local program will meet or exceed the established performance level for each core measure each fiscal year to ensure the highest quality service to adult learners who participate in programs. Program monitoring could include the following: self-assessments, formal on-site program reviews, and desktop monitoring.

Performance Accountability

Performance Accountability assesses the effectiveness of local adult education providers in achieving continuous improvement of adult education and literacy activities. The performance outcome measures shall consist of the following core indicators:

- (a) The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- (b) The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;
- (c) The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- (d) The percentage of program participants who obtain either a recognized post-secondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year of exit from the program;
- (e) The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving measurable skill gains towards such a credential or employment; and
- (f) The indicators of effectiveness in serving employers established pursuant to clause (iv).

Setting of Targets

Each fiscal year, OAE negotiates proposed target percentages for each of the core indicators of performance with the U.S. Department of Education, Office of Career, Technical and Adult Education (OCTAE). Each local eligible program is responsible for meeting or exceeding the negotiated performance targets. Each program shall analyze progress towards meeting the targets on an ongoing basis. Each program must utilize the approved standardized assessments which provide the framework needed to measure program effectiveness.

Data Collection and Analysis

Local programs are required to collect data on the program’s performance and are required to analyze it to determine progress towards meeting the targets and areas of improvement. Analysis should include a review of academic, employment, secondary credential, and post-secondary measures. Local programs must assure that National Reporting System of Adult Education data quality standards are met.

Quarterly Desktop Monitoring Report

On a quarterly basis, local programs produce a data report that compares each program's outcomes to the negotiated performance targets and to the prior year's performance. Annually, deficient areas must be addressed through an action plan.

Self-Assessment

Each year local program administrators complete a self-assessment of program functions and performance. They rate their program against standards of performance in a variety of categories. Self-assessment data is analyzed for commonalities across regions and the state. Deficiencies are remedied through technical assistance and/or staff development. The Self-Assessment corresponds to the areas that are reviewed by the On-Site Program Review.

On-Site Program Review/Monitoring

The OAE staff will conduct formal monitoring visits of funded programs on a prescribed schedule each year. Visits will focus on program administration, instructional quality, program records, or financial checks. Upon completion of the review, findings are shared with the program administrator, who is responsible for correcting any issues. The local program is required to respond to a formal written report.

The Trident Workforce Board (TWDB) 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 TWDB 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 Trident Area.

The TWDB 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 TWDB 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 Workforce staff reviews customers 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 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 TWDB 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 TWDB 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.

7. A description of how the local board will coordinate the WIOA Title I workforce investment activities with the provision of transportation and other appropriate supportive services in the local area.

Transportation is a significant challenge for the workforce in the Trident area. 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.

In accordance with the Workforce Innovation and Opportunity Act (WIOA) of 2014, the Trident Workforce Development Board will provide supportive services to WIOA eligible participants on an as needed basis to enable their entry and retention in training and the workforce. Supportive services may only be provided

to WIOA participants who are 1) Participating in youth services or Adult/Dislocated Worker individualized career or Training Services **and** 2) Unable to obtain supportive service through other programs providing such services.

Eligible youth may receive supportive services in an amount not to exceed \$3,000 per enrollment. Eligible Adult and Dislocated Workers may receive supportive services in an amount not to exceed \$1,500 per enrollment. Funds from other resources will apply to the WIOA supportive services maximum amount per enrollment for the youth.

Supportive services that are necessary to enable an individual to participate in activities authorized under WIOA sec. 134(c) (2) and (3). These services may include but are not limited to the following:

- a) Linkages to community services;
- b) Assistance with transportation;
- c) Assistance with childcare and dependent care;
- d) Assistance with housing;
- e) Needs-related payments (currently not being offered in the SC Works Trident area);
- f) Assistance with educational testing;
- g) Reasonable accommodations for individuals with disabilities;
- h) Legal aid services;
- i) Referrals to health care;
- j) Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear;
- k) Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes;
- l) Payments and fees for employment and training related applications, tests and certifications.

Supportive services may only be provided to individuals who are:

- 1. Participating in career or training services as defined in WIOA secs. 134 (c) (2) and (3) and
- 2. Unable to obtain supportive services through other programs providing such services
- 3. Supportive services only may be provided when they are necessary to enable individuals to participate in career services and training activities.
- 4. Youth supportive services may be provided during participation in WIOA activities as well as during the required 12 month follow-up period after exit.

Documentation in SCWOS case notes must be maintained on what steps were taken to secure services from other sources and how this service is allowing the participant to participate in WIOA. Full policy is an attachment to this document.

8. 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 a 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. SC Works Trident Center 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 is 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 area 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.

9. 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 Title II, including how the local board will carry out the review of local applications submitted under Title II consistent with WIOA requirements.

South Carolina Department of Education - OAE will utilize 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.

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 and to other individuals, 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 MOUs & 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 Berkeley, Charleston and Dorchester counties entered into an Agreement that determined the entity responsible for the disbursement of grant funds is the Berkeley Charleston Dorchester Council of Governments (BCDCOG).

BCDCOG is one of ten South Carolina councils designed to serve as a connection between the local governments and the State and Federal programs. BCDCOG works with the local governments to identify and coordinate regional development, strengthen services, and cooperate for the mutual benefit to best serve our citizens. BCDCOG is a resource to three counties.

BCDCOG is a public agency guided by a governing board of 57 members appointed by the participating local governments. This

The BCD Council of Governments is a regional agency which serves a three-county area in South Carolina. BCDCOG offers a wide variety of planning, economic development and social services in order to aid in the orderly growth and development of the area.

As one of South Carolina's 10 Regional Planning Councils, the Berkeley-Charleston-Dorchester Council of Governments' primary objectives are to assist local governments develop local and regional plans within the tri-county region, as well as providing local governments with planning and technical support to improve the quality of life in the region.

The BCDCOG's by-laws call for a governing board of 57 members, all of whom are appointed by local governments within the three-county region. The Berkeley-Charleston-Dorchester Council of Governments (BCDCOG) is a voluntary association of, by and for local governments, and was established to assist local governments in planning for common needs, cooperating for mutual benefit, and coordinating for sound regional development. BCDCOG's purpose is to strengthen both the individual and collective power of local

governments and to help them recognize regional opportunities, eliminate unnecessary duplication, and make joint decisions.

BCDCOG serves a 3-county region of South Carolina. BCDCOG has 30 member governments. The COG's board of directors provides a forum for local leaders to find common goals and determine a course for the entire region.

In 2010, the local elected officials selected the BCDCOG as the over seer, fiscal and administrative entity for Workforce Development to include the Workforce Investment Act (WIA)/Workforce Innovation and Opportunity Act (WIOA).

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

The BCDCOG announced the request for proposal (RFP) in April 2016 for the youth provider and Operator of the SC Works Centers and WIOA programs. The announcement was out for the public for 30 days. After the RFP closed, all bids were reviewed by a committee that included TWDB members and BCDCOG staff and based on a rating criterion that was previously established, the Operator of Services was selected. All bidders were contacted regarding the results. All procurement followed the South Carolina Procurement Act and Regulations; Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Title 2 of the Code of Federal Regulations Part 200 and 2900). BCDCOG conducts all procurement transactions in a manner providing full and open competition. When a Request for Proposal is issued it is made publically available and distributed as required. All RFPs identifies 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.

4. Local Boards will not be required to include proposed performance goals for Program Years 2016 or 2017 in the local plan. Further guidance will be issued by the State regarding the negotiation of local levels of performance. Agreed upon performance goals must be incorporated into the local plan after negotiations are finalized.

5. 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;**
- **A description of the methodology used by the Local Board to allocate SC Works center infrastructure funds; and**
- **A description of the roles and contributions of SC Works partners, including cost allocation.**

The Trident Workforce Development Board is currently a certified board. The administrative allocate cost to the SC Works center infrastructure funds based on the WIOA law and regulations. The local board approves the budget allocations and any amendments to the budget. A description of the roles

and contribution of the partners including cost allocation is outlined in the Memorandum of Understanding (MOUs) and Resources Sharing (RSAs) agreements.

The Trident Workforce region has a long established workforce development system consisting of multiple public and private partners, the goal of which is to facilitate financial stability and economic prosperity for employers, individuals, and communities. We will evaluate the overall effectiveness and continuous improvement of our local system in the same manner as the State, by using the following tools:

- ❖ WIOA common performance measures that assess employment, earnings, credential attainment, skills gain, and employer engagement;
- ❖ The SC Works Centers Certification Standards that assess system management, job seeker services, and employer services, when they are adopted by the State. These standards will also help to ensure consistent service delivery across the area, region and state. The SC Works Trident area will adhere to the state WIOA plan which indicates LWDBs will evaluate comprehensive centers in 2016;
- ❖ Any business engagement metrics adopted by the State Workforce Development Board for PY 16;
- ❖ The SC Works Trident area will continue to adhere to State Instruction 14-03 State Criteria for WIOA Local Workforce Development Boards.

MOUs are used at the state and local levels to align resources and outline service delivery strategies. While the SC Works Trident area has moved forward and has a local MOU, perhaps the most important is the South Carolina Statewide MOU. The State has undertaken this in 2 phases, Phase I was executed in 2015 and focused largely on the responsibilities of each partner. It also memorialized each partners' agreement to partner and collaborate in the delivery of services to job seekers and business. Phase II of the MOU will concentrate on resource sharing and infrastructure funding. The State level completion of these MOUs will then give the local partners the ability to fully participate in local resource sharing and infrastructure funding.

A detailed description of the roles and contributions of SC Works Trident partners, including cost allocation is set forth in the attached MOUs/RSAs.

- 6. A description of how Adult and Dislocated Worker training services will be provided through the use of individual training accounts, including:**
- **If contracts for training services will be used;**
 - **How the use of training service contracts will be coordinated with the use of individual training accounts; and**
 - **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 local board has established an individual Training Account (ITA) Policy to ensure that training services will be provided through an ITA account. Contracts are written for on-the-job (OJT) trainings and other work base learning experiences. These are incorporated into the ITA. The local board has established a maximum training amount and what should be included in this account for adults and dislocated workers. In addition, the local board has established a training services policy and

procedures to ensure informed customer choice selection of training programs regardless of how the training services are to be provided. ITA Policy included in attachments.

- 7. A description of the process used by the Local Board to provide a 30-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.**

Public Comment

The Regional and Local Plan was released for public comment on September 28th for 30 days.

The comments were disbursed to the Regional committee and core program partners to review and discuss. As a result, appropriate revisions were made to the plan.

The local boards approved the plans in September of 2016.

These plans are working documents and will continue to be reviewed and updated on a regular basis.

The Trident Workforce Board members, which include representatives of business, labor organizations and education, provided input and developed the plan.

The required 30-day public comment period prior to the submission of this plan was accomplished by: Being placed on the Agenda and appearing before local elected officials to present the Plan and provided information on how to submit comments.

The Plan was published on the BCDCOG website, <http://www.bcdco.com/> and the SC Works Trident area website, <http://www.Tridentworks.org/> for at least 30 days beginning 9/29/2016. The information provided also detailed how to submit comments.

A copy of the Plan was distributed to Trident Workforce Board members in advance, it was on the Agenda, which was duly published and open to the public, and reviewed at the September 27, 2016 Trident Workforce Board Meeting and included information on how to submit comments. Notice of availability and a hard copy of the Plan were available to the public at the front desk entrance to the BCDCOG office beginning 9/28/ 2016. The information provided also detailed how to submit comments.

- 8. A description of how 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.**

A collaborative work group consisting of representation from the Department of Employment and Workforce, Adult Education, Vocational Rehabilitation, and the State Technical College System, and the SC Works Trident area WIOA has been formed to examine issues related to data alignment, performance accountability, and assessment. This group will further examine how South Carolina and the SC Works Trident area currently assesses system effectiveness and will develop recommendations for a more comprehensive assessment that aligns with the Governor's strategic vision and goals. South Carolina state agencies and local partners are working to align databases to streamline availability of information, while protecting vital personal information at the same time. Agencies are partnering to share data to obtain a more comprehensive picture of the state workforce system and to obtain performance measures across multiple programs.

While initiatives to examine integration of technology are underway, this is not a local area decision and must occur at the state level. SC Works Trident area has always offered partners' access to SCWOS and the SC Works Trident system utilizes many of the features in SCWOS such as the Referral as outlined in the MOU.

SC partners will also be working closely to re-design the Eligible Training Provider List (ETPL) to go above and beyond the requirements of WIOA to provide meaningful information to job seekers, business and industries, and to provide relevant performance metrics on all educational and training providers to the public and partners through PATH (Palmetto Academic and Training Hub).

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

The local board has established a priority of services policy to ensure compliance with the Training and Employment Guidance Letter (TEGL) 03-15 and State instruction letter number 15-17. Included in attachments

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, 2016, seventy percent (70%) of newly enrolled adults 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. Services will be made available to those that are under the barriers to employment group as well.

See attached Exhibit: (TWDB Adult Priority of Service Policy)

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

The TWDB has established a priority of service policy to ensure services are providing to those as outline in the training and employment letter 03-15 as priority of services and to those with barriers to employment. In addition, the MOUs and Statement of Work establish guidance on serving individuals with barriers to employment and special needs. A disabilities committee has been established to address services to individuals with disabilities and special needs. The Trident Workforce Development Board has established a Disability 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.

11. Copies of current Local Board policies and definitions, including:

- **Supportive Services policy;**
- **On-the-Job Training (OJT) reimbursement policy;**
- **Incumbent Worker Training (IWT) policy, when using local funds;**
- **Youth Incentives policy;**
- **Local training cap policy;**
- **Local definition for youth who “require additional assistance”; and**
- **Adult and Dislocated Worker Self-sufficiency definition(s) for training.**
 - Supportive Services policy;
- See attached:
 - On-the-Job Training (OJT) reimbursement policy;
- See attached:
 - Incumbent Worker Training (IWT) policy, when using local funds;
- See attached:
 - Youth Incentives policy;
- See attached:
 - Local training cap policy;
- See attached:
 - Local definition for youth who “require additional assistance”; and
- See attached:
 - Adult and Dislocated Worker Self-sufficiency definition(s) for training.
- See attached:

12. Copies of current local workforce area documents, including:

- **Memorandum(s) of Understanding, including signature sheets;**
- **Resource Sharing Agreements, including signature sheets;**
- **All service provider grants, including statements of work and budgets;**
- **Statements of work for in-house operational staff (where applicable);**
- **Current or most recent Grant Application Request(s)/Request(s) for Proposals;**
- **Local Workforce Development Board By-Laws;**
- **Local Workforce Development Board and Committee meeting schedules;**
- **Local Workforce Development Board budgets; and**
- **Local monitoring schedule.**
 - Memorandum (s) of Understanding, including signature sheets;
- See attached:
 - Resource Sharing Agreements, including signature sheets;
- See attached:
 - All service provider grants, including statements of work and budgets;
- See attached:
 - Statements of work for in-house operational staff (where applicable);
- See attached:
 - Current or most recent Grant Application Request(s)/Request(s) for Proposals

- See attached:
 - Local Workforce Development Board By-Laws;
- See attached:
 - Local Workforce Development Board and Committee meeting schedules;
- See attached:
 - Local Workforce Development
 - See attached:

Local Plan Signatures

Local Workforce Development Board:

Trident Workforce Development Board
Name- Dottie Karts Chair

Signature Date

Local Grant Recipient Signatory Official:

Trident Workforce Development Area
Name- Ronald E. Mitchum Title: Executive Direct of BCDCOG

Signature Date