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AGENDA
COUNTY COUNCIL OF BEAUFORT COUNTY
CAUCUS

Monday, October 12, 2016

5:00 p.m.

Executive Conference Room, Administration Building
Beaufort County Government Robert Smalls Complex
100 Ribaut Road, Beaufort

1. CALL TO ORDER – 5:00 P.M.
2. EXECUTIVE SESSION
 - A. Discussion of employment of a person regulated by the County Council
 - B. Discussion of Economic Development Prospect – Project Abacus
 - C. Discussion of Economic Development Prospect – Project Eagle
3. CAUCUS
 - A. Presentation / Workforce Regional / Local 4 Year Strategic Plan ([backup](#))
 - B. Receipt of County Administrator's Two-Week Progress Report ([backup](#))
 - C. Receipt of Deputy County Administrator / Special Counsel's Two-Week Progress Report ([backup](#))
 - D. Discussion of Consent Agenda
 - E. Discussion is Not Limited to Agenda Items
4. ADJOURNMENT





Workforce Development

SC WORKS | BRINGING EMPLOYERS
AND JOB SEEKERS TOGETHER

**Lowcountry Area
South Carolina**

The Lowcountry is defined as the following:

Beaufort County, Colleton County,

Hampton County, and

Jasper County.

**Workforce Innovation and Opportunity Act (WIOA)
Local Workforce Plan**

JULY 1, 2016 – JUNE 30, 2020

South Carolina
Workforce Innovation and Opportunity Act (WIOA)
Local Workforce Plan
July 1, 2016 - June 30, 2020

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Local Board policies and definitions:	
A. Adult Education-Literacy MOUs	
B. One Stop Partner MOU-RSAs	
C. County Consortium Agreement	
D. LWB Adult Priority of Service Policy	
E. Supportive Services policy;	
F. On-the-Job Training (OJT) reimbursement policy;	
G. Incumbent Worker Training (IWT) policy, when using local funds; - Not Applicable	
H. Youth Incentives policy;	
I. Local training cap policy;	
J. Local definition for youth who “require additional assistance”; and	
K. Adult and Dislocated Worker Self-sufficiency definition(s) for training.	
Local workforce area documents:	
L. Memorandum (s) of Understanding, including signature sheets;	
M. Resource Sharing Agreements, including signature sheets;	
N. All service provider grants, including statements of work and budgets;	
O. Current or most recent Grant Application Request(s)/Request(s) for Proposals	
P. Statements of work for in-house operational staff (where applicable);	
Q. Local Workforce Development Board By-Laws;	
R. Local Workforce Development Board and Committee meeting schedules;	

S. Local Workforce Development Board budgets; and

T. Local monitoring schedule

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

Planning Local Area:

Lowcountry

Counties within the Local Area:

Beaufort, Colleton, Hampton, and Jasper Country

Local Area Administration and Contact Information:

Michael Butler: 843-726-5536; MButler@lowcountrycog.org

**Lowcountry Area
South Carolina
Workforce Innovation and Opportunity Act (WIOA)
Local Workforce Plan
July 1, 2016 - June 30, 2020**

Prologue:

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

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

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

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

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

Local Plan Requirements

Section I: Workforce and Economic Analysis

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

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

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

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

Through the analysis of data (**See Attachment**) provided by Maher and Maher and utilizing the One Region and Talent Demand Update Analysis, the South Coast Region will focus on the following sectors:

- Diversified Manufacturing
- HealthCare
- Information Technology
- Transportation and Logistics
- Construction Trade

Every regional economy consists of a mix of industries that play a greater or lesser role in the overall number of jobs that exist and in the overall value of goods and services produced. Economists speak of jobs as employment and the value of goods and services as output. Statistics related to employment and output allows researchers to compare growth in an economy over time (past or future) as well as to compare our economy to other regions around the country. When we add the workforce development component to an industry cluster in a regional economy, our strategy development requires us to identify those industry clusters, occupations, and career pathways that are most crucial to growing the regional economy and that will therefore provide the optimum mix of employment.

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

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

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

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

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

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

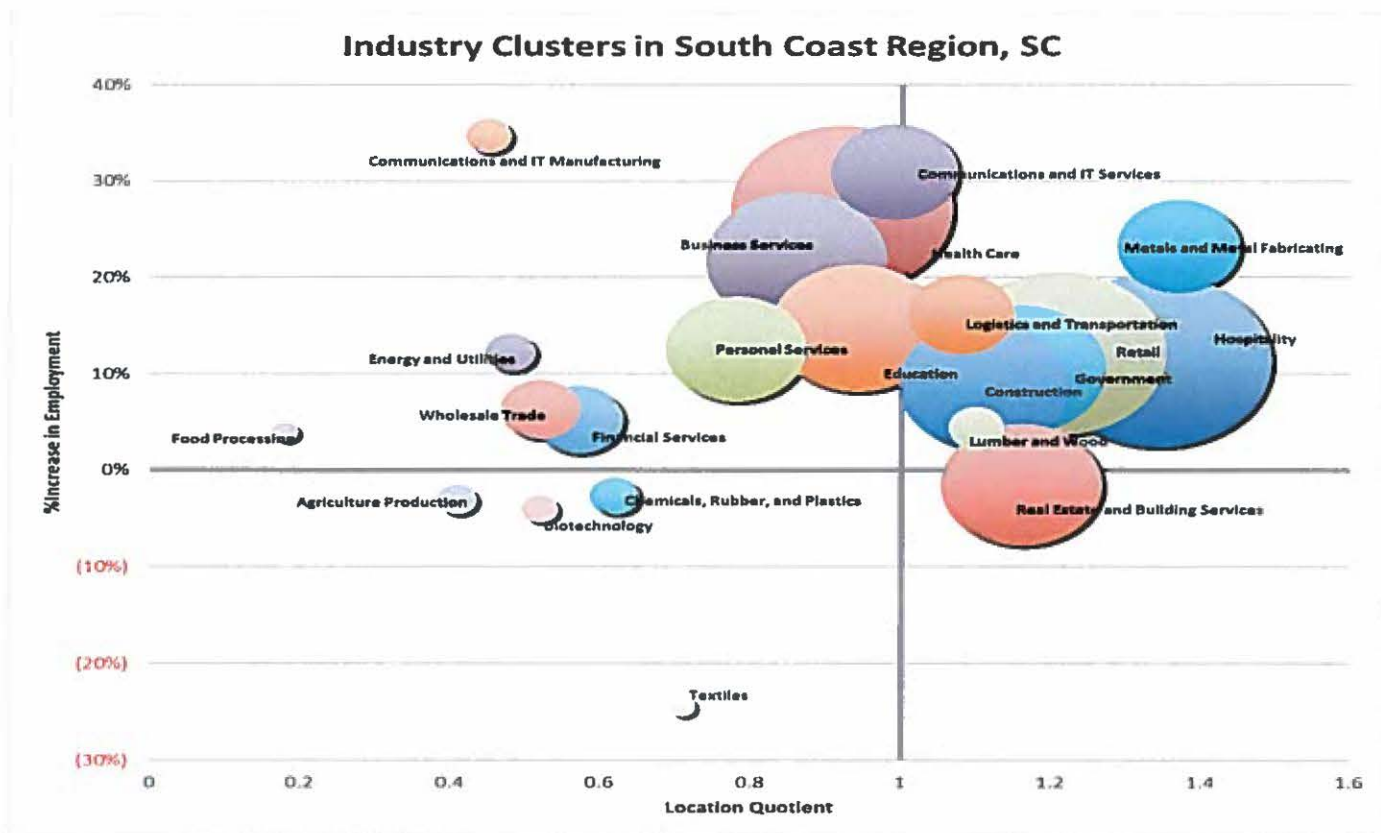
For us, competitive advantage (as measured by the location quotient statistic) is the primary metric for determining priority industries, followed by job growth projections and absolute size of employment in the industry.

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

2.23, which means that the region has 2.23 times the national average of employment concentration in that industry.

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

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

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

I. THE SOUTH COAST REGION

Demographics

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

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

	Population (2015)	Population (2025)	Change	% Change	Age 55+	Less than HS	AAS or more
South Carolina	4,877,827	5,146,532	268,705	6%	29%	15%	34%
Central	1,393,462	1,468,643	75,181	5%	28%	14%	36%
PeeDee	965,492	1,003,007	37,515	4%	33%	18%	27%
South Coast	1,005,040	1,098,261	93,221	9%	29%	11%	39%
Upstate	1,513,833	1,576,621	62,788	4%	29%	18%	32%

Industry Analysis

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

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

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

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

- Retail (1.21)
 - Boat Dealers (4.51)

- Government (1.16)

- Real Estate and Building Services (1.16)
 - Land Subdivision (7.62)
 - Hazardous Waste Collection (5.45)
 - Other Waste Collection (4.31)
 - Solid Waste Combustors and Incinerators (2.08)

- Construction (1.11)
 - 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, they are larger sectors that are expected to

generate good growth numbers over the period being examined. They need to be considered among the priority industries. They are listed below along with location quotient for the cluster and **the expected job growth** for the cluster and drivers for the decade ahead.

- **Communications and IT Manufacturing (1.02, 729)**
- **Communications and IT Services (.99, 5,100)**
 - 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.

- **Personal Services**

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

- **Metal and Metal Manufacturing (LQ)**
- **Hospitality (LQ)**
- **Retail (LQ)**
- **Government (LQ)**
- **Real Estate and Building Services (LQ)**
- **Construction (LQ)**
- **Lumber and Wood Products (LQ)**
- **Logistics and Transportation (LQ)**

- Communications and IT Manufacturing (Growth)
- Communications and IT Services (Growth)
- Education (Growth)
- Health Care (Growth)
- Business Services (which includes one of the fastest growing driver which is Temporary Help Services) (Growth)

One of our key planning tasks involves prioritizing the clusters that will be the focus of our investment of time, funding, and programming in the near future. For that reason, we are interested in finding 4-5 clusters that will be our priorities going forward and identifying one that we will fully develop in the course of this project.

Knowledge and Skills:

Existing and Emerging In- Demand Industry Sectors and Occupations

The South Coast region has progress in recovering from the recession of the 2007-2010 period. 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 as Boeing. Recently, Volvo Car Corporation selected the Charleston, S.C. area for the location of first North American plant. Certainly, these projects will add to the momentum the region is currently experiencing.

Utilizing the data from Maher and Maher, The One Region Plan and the Community Profile from the SC Department of Employment and Workforce, The South Coast Region has seen tremendous job growth 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 and Demand Analysis 2016 update, The South Coast region will create nearly 26,000 new jobs. The occupations forecasted to grow are software and IT, Production, Mathematics, Marketing Engineering, Communications, Business and Medical. The clusters with the highest employment are Medical, Production and Software and IT. According to the Talent Gap Analysis update, occupations are expected to have the largest workforce shortages are General Assemblers, Accounting Support and Software developers.

Per the Community Profile report by the SC Department of Employment and Workforce Quarterly Census of Employment and Wages-2015 Q4, the **top employment by industry** are Retail Trade, Health Care, Social Assistance, Accommodation and Food Services, Administrative, Support and Waste Management and Remediation Services and Manufacturing. The South Coast Region saw 288 new startup firms in 2015 Q4 and the top five occupational openings are Registered Nurses, Heavy and Tractor-Trailer Truck Driver, Retail Salespersons, First-Line Supervisors of Retail Sales Workers, and First-Line Supervisors of Food Preparation and Serving Workers. The top five new hires by industry are Accommodation and Food Services, Administrative and Support and Waste Management and Remediation Services, Retail Trade, Healthcare and Social Assistance and Construction. **Industries with the highest turnover** are Accommodation and Food Services, Administrative and Support and Waste Management and Remediation Services, Agriculture, Forestry, Fishing and Hunting, Arts, Entertainment and Recreation and Construction. **The top average annual wage** by Industries is Professional, Scientific and Technical Services, Manufacturing, Finance and Insurance, Utilities and Wholesale Trade. **The labor market projections by industries** top five are Retail Trade, Accommodation and Food Services, Healthcare and Social Assistance, Manufacturing and

Government. Data is based on information provided in the Community Profile from the SC Department of Employment and Workforce, (See Attachment). The highest average annual wages were found in Professional, Scientific and Technical Services at \$85,459, Manufacturing at \$71,088 and Finance and Insurance at \$69,319. Food Preparation and Serving Related Occupations had the lowest average wage at \$19,828.

Occupational Projections

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

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

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

- Analysis of Current Workforce

Other industries' growth rates, concentration, and size were also analyzed. Additionally, the group considered questions such as:

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

- Per the Healthcare Data Committee, the South Coast Region should focus on the following healthcare industries (incl. employment change from 2015 - 2025):
 - Nursing Care Facilities Healthcare Assistants - 653 (21%)
 - Home Health Care Aides - 1407 (58%)
 - Hospitals, State - 753 (10%)
 - Dentists - 685 (25%)
 - Physicians - 3214 (32%)
 - Hospitals, Medical/Surgical - 1058 (14%)
 - Physical Therapies - 427 (43%)
 - Ambulance Services - 151
 - Temporary Health Services - 2588
 - Back Office - 640
- Per the Healthcare Data Committee, the South Coast Region should focus on the following healthcare occupations (incl. employment change from 2015 - 2025 and required education/training):
 - Registered Nurse - 1570 (associates degree or higher)
 - Personal Care/Home Health Aide - 1873 (less than high school)
 - Nurse Assistants - 765 (certificate)
 - Medical Assistants - 639 (certificate)
 - Medical Secretaries/Office Clerk General/Receptionists - 1216
 - First Line Supervisors/Office Administrative Support Workers - 665 (high school diploma/equivalent)
 - EMT/Paramedic - 226 (non-degree/certificate)
 - Patient Care Technician (PCT) (Phlebotomy - 103, ECK,
 - Dental Assistants - 204
 - Dental Hygienists - 176
 - Customer Service Representatives - 287

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

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

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

Challenges

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

Other challenges include:

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

Strengths and Weaknesses:

At the Sector Strategies Regional Planning Institute in March, and during an all-day comprehensive in-person meeting in April, the team designed the South Coast Sector Strategies and Talent Pipeline Planning Framework, a document that reflects detailed goals, strategies, and action steps planned in support of this initiative. The development of this Planning Framework was guided by the results of a SWOT analysis (strengths, weaknesses, opportunities, and threats) completed at the beginning of the Institute. The SWOT analysis revealed several regional patterns, including but not limited to:

Strengths

- Abundant job growth
- Industries/employers have a desire to partner with workforce development entities
- Excellent geographic location and superb quality of life

Weaknesses

- Pockets of geographic locations where access to education is extremely limited
- Large segments of the regional population lack reliable transportation
- There is a general lack of awareness of the available workforce system service repertoire

Opportunities

- Efficiently address the “boardroom to mail room” disconnect
- Rebranding and change in marketing strategy for the chosen priority sectors
- Scale existing sector work/projects to a regional level

Threats

- Lack of complete system buy-in for sector strategies
- Funding for education in South Carolina is low in comparison to other states

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%. The charts below show the top certifications and soft skills needed in each of the counties that comprise the South Coast. 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

Trident Region: Berkeley, Charleston and Dorchester Counties

TOP 30 CERTIFICATIONS	Jan-Jun 2016	TOP 30 SOFT SKILLS	Jan-Jun 2016	TOP 30 HARD SKILLS	Jan-Jun 2016
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Driver's License	6,668	Oral and written communication skills	13,364	Quality Assurance	1,555
Certified Registered Nurse	3,139	Marketing	6,816	Technical support	1,044
Commercial Driver's License	3,132	Team-oriented, teamwork	5,419	Quality control	939
Secret Clearance	1,557	Integrity	5,392	Customer relationship management	850
Basic Life Support	1,429	Microsoft Office	5,260	Java	817
HAZMAT	1,242	Customer service oriented	4,313	Linux	744
Occupational Safety and Health Administration Certification	871	Detail oriented	4,218	Robotic surgery	731
Certification in Cardiopulmonary Resuscitation	856	Creativity	3,785	Structured query language	729
Continuing Education	834	Self-starting / Self-motivated	3,364	Food preparation	698
Food safety programs	735	Problem solving	3,280	Bilingual	697
Advanced Cardiac Life Support	703	Sales experience / ability	2,988	Preventive maintenance	630
Licensed Practical Nurse	545	Work independently	2,866	Preventative maintenance inspections	605
Real estate license	444	Management experience	2,816	Geriatrics	586
Health Insurance Portability and Accountability Act - HIPPA	353	Coaching	2,643	Critical care	548
DOT Medical card	350	Organizational skills	2,515	Computer based training	522
Certified Information Systems Security Professional	343	Management skills	2,453	Pediatrics	497
Automotive Service Excellence	337	Oracle	2,363	Cyber security	490
DoD 8570 Certification	315	Troubleshooting	2,295	Systems Development Life Cycle	480
State insurance license	313	Strong leadership skills	2,286	Information assurance	479
Class A Commercial Drivers License	292	Basic computer skills	2,265	Software as a Service	465
Board Certified	291	Time management	2,188	Medicaid	458
Certified in Nursing Administration	289	Business development	2,185	JavaScript	453

First Aid certification	286	Project Management	2,184	Behavioral health	436
Basic Cardiac Life Support	283	Microsoft PowerPoint	2,104	VMware	413
Top Secret Clearance	279	Negotiation skills	1,998	Firewall	407
Pediatric Advanced Life Support	275	Work ethics	1,878	User Experience design	392
EPA certification	267	Dependability	1,765	Material Handling	376
Accreditation Board for Engineering and Technology	242	Strong interpersonal skills	1,517	Scrum agile methodology	375
Project Management Professional	230	Analytical skills	1,413	UNIX	372
Tanker and Hazmat Endorsement	224	Software development	1,407	Pharmacy Benefit Management	368

Lowcountry: Beaufort, Colleton, Hampton and Jasper Counties

TOP 30 CERTIFICATIONS	Jan-Jun 2016	TOP 30 SOFT SKILLS	Jan-Jun 2016	TOP 30 HARD SKILLS	Jan-Jun 2016
Driver's License	1,593	Oral and written communication skills	3,235	Quality Assurance	477
Commercial Driver's License	1,274	Marketing	1,435	Bilingual	269
Certified Registered Nurse	945	Integrity	1,356	Pediatrics	203
Basic Life Support	694	Customer service oriented	1,080	Computer based training	200
American Sign Language	520	Team-oriented, teamwork	1,072	Food preparation	189
HAZMAT	437	Microsoft Office	1,008	Preventive maintenance	187
Certification in Cardiopulmonary Resuscitation	412	Detail oriented	878	Preventative maintenance inspections	150
Continuing Education	354	Coaching	726	Geriatrics	149
Advanced Cardiac Life Support	336	Creativity	621	Medical-Surgical Nursing	142
Occupational Safety and Health Administration Certification	225	Problem solving	618	Marketing and Sales	139
Licensed Practical Nurse	222	Self-starting / Self-motivated	602	Quality control	136
Secret Clearance	218	Organizational skills	587	Medicaid	134
First Aid certification	177	Sales experience / ability	574	Critical care	127
Hospice and Palliative Care	175	Work independently	563	Patient Electronic	116

				Medical Record	
Pediatric Advanced Life Support	168	Management experience	516	Emergency room	108
Food safety programs	161	Basic computer skills	515	Technical support	95
Health Insurance Portability and Accountability Act - HIPPA	136	Management skills	426	Bilingual Spanish	92
Class A Commercial Drivers License	106	Strong leadership skills	395	Academic affairs	81
Tanker and Hazmat Endorsement	98	Work ethics	387	Customer relationship management	79
Certified in Nursing Administration	95	Owner operator	371	Pharmacy Benefit Management	79
Certified Purchasing Manager	95	Microsoft PowerPoint	353	Retail merchandising	77
Board Certified	94	Cash registers	348	Asset protection	70
DOT Medical card	91	Retail sales	348	Behavioral health	70
Certified Nursing Assistant	87	Time management	345	Internal audit	65
ICD-10 / ICD-9	72	Troubleshooting	343	Society for Worldwide Interbank Financial Telecommunication	63
American Registry of Radiologic Technologists	71	Dependability	298	Disaster recovery	62
Neonatal Resuscitation Program	71	Negotiation skills	295	JavaServer Faces	61
Pharmacy Technician	68	Microsoft Word	292	Material Handling	57
Automotive Service Excellence	68	Business development	276	Time and attendance	56

Growing Jobs (2012-22) by Education for LWDAs		
BY NUMBER	Lowcountry	Trident
Associate's degree	646	3,274
Bachelor's degree	1,420	8,237
Doctoral or professional degree	237	1,067
High school diploma or equivalent	4,017	15,270
Less than high school	4,222	10,216
Master's degree		678

	181	
Postsecondary non-degree award	810	3,534
Some college, no degree	65	484
TOTAL	11,598	42,760
BY PERCENT	Lowcountry	Trident
Associate's degree	5.6%	7.7%
Bachelor's degree	12.2%	19.3%
Doctoral or professional degree	2.0%	2.5%
High school diploma or equivalent	34.6%	35.7%
Less than high school	36.4%	23.9%
Master's degree	1.6%	1.6%
Postsecondary non-degree award	7.0%	8.3%
Some college, no degree	0.6%	1.1%
TOTAL	100.0%	100.0%

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's Degree, Bachelor's Degree, Graduate Degree. 4.17% have less than 9th grade, 8.06% are 9th to 12th No Diploma, the highest group is the high school graduates with 26.49%, 21.90% have some College, 8.29% have an Associate Degree, 19.80% have a Bachelor's Degree and 11.29 have a Graduate Degree.

Groups with barriers to Employment:

The South Coast region 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.

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.

Veterans, unemployed workers, youth, and others that the state may identify.

Hispanics

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

Homeless

There are a growing number of homeless individuals in the South Coast Region. This includes 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.

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).

Migrant/Seasonal Workers

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

In its Migrant and Seasonal Farmworkers (MSFW) Report for Program Year 2012, the U.S. Department of

Labor highlighted that South Carolina's One Stop Centers had taken 1,931 job applications for MSFWs and placed 1,271 (66 percent) into a job. South Carolina Legal Services, a nonprofit organization providing legal services to low income state residents, notes that there are 28 registered migrant worker labor camps in 12 counties in the state.

Foster Care

The average time a child spent in foster care was 15.9 months in FY 2013, the lowest average during the past four years. In FY 2013, there were 1,220 children waiting for adoption. As of June 2013, there were 3,734 children receiving in-home foster care services.

Temporary Assistance for Needy Families (TANF)

For FY 2012-2013, the number of TANF households served decreased to 415,475, a 6.5 percent decline from the previous fiscal year. The average wage of a TANF recipient employed through a S.C. Department of Social Services program was \$8.27 per hour¹⁵.

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.

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.

Section II: Strategic Vision and Goals

1. A description of the Local Board's strategic vision to support regional economic growth and self-sufficiency, including:

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

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

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

The LWB is committed to aligning with the State's and regional goals as follows:

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 driven strategy that emphasizes the maintaining of South Coast Region counties remaining ACT certified Work Ready.

B. The collaboration of core programs under WIOA.

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

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

- ❖ Counties will secure and maintain ACT 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 LWB partners. Opportunities for dual enrollment and information will be provided beginning in middle school and continue through high school, Adult Education, the Technical College of the Lowcountry and additional Lowcountry and Regional public and private providers. The customer will be provided with information and opportunities to earn nationally recognized certification for in demand entry level to high level occupations in the South Coastst 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 Southcoast 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 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 career services targeted to individuals with significant barriers to employment.

LWB recognizes the need to implement career services to those demonstrating significant barriers to labor force entry. Efforts related to this goal include the provision of more work-based learning opportunities, access to in-demand industry certifications, job readiness training, and relevant skill building efforts. In addition, we will seek to widen access and tailor career services to people with disabilities, veterans, out of school youth, young adults with limited work history, those facing language barriers, those with criminal justice involvement, or who have experienced homelessness.

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

LWB will work with companies, education, economic development and community 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. LWB will work to refine its communication, support and collaboration with employers and industry groups to ensure their industry-based needs are understood and met, and to aid in the efficient placement of job seekers possessing requisite skills.

- ***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.***

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

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

The LWB boasts strong ties with the local Technical college systems within the Regional area and the vast majority of the WIOA training dollars are spent with the technical college programs. The partnerships that exist between workforce staff and the technical college system representatives have proven successful with the recruitment, retention, and job placement of common customers. The 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 boards were involved in the development of the plan.

The Lowcountry Workforce Area (LWA) consists of the counties of Beaufort, Colleton, Hampton and Jasper. The CEOs of these counties have agreed to jointly implement WIOA activities in the four-county area.

The role of the local elected officials (LWA) relating to the governance and implementation of WIOA in the local area is addressed in [Attached agreement](#); Chief Elected Officials Consortium Agreement. The Lowcountry Workforce Board members, which include representatives of business, labor organizations and education, provided input and developed the plan.

While all members provided input, some members volunteered to attend various meetings and were responsible for the coordination and development of specific sections of the Plan.

- ❖ Regional Plan: James Morrison (Labor)
- ❖ Workforce and Economic Analysis: Steve Palmer, Glynis Avant (Business)
- ❖ Strategic Vision and Goals: Gina Mounfield and Chris Horvath (Education)
- ❖ Local Area Partnerships and Investment Strategies: Gregg Gilbert (Governmental-SC Vocational Rehabilitation)
- ❖ Program Design and Evaluation: Michelle Adams (Governmental-SC Department of Employment and Workforce), Barbara Entriken (Business)
- ❖ Operations and Compliance: Janice Malafronte (Business)

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

- ***Identification of the programs that are included in the system;***

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

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

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

Business Intermediary is an entity that provides business services and activities to regional business customers and job seekers by working with the SCWorks staff and partner agencies to enhance business services and develop training initiatives in response to current demand and growing trends to better meet employers' needs.

Career Pathway Training Programs are cohort-based, skills training programs that are demand driven within LWA focus industry sectors and may also include bridge programs designed to serve individuals with basic skills deficiency and/or limited English skills.

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

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

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

Overview of Core Programs Title I – Adult, Dislocated Worker, and Youth Programs Title I of the Workforce Innovation and Opportunity Act (WIOA), including the Adult, Dislocated

Worker, and Youth programs, is administered by the S.C. Department of Employment and Workforce (DEW) and operated locally in 12 workforce development areas. These areas provide a variety of education and training activities that are tailored to the needs of job seekers and employers in each local area.

Title II – Adult and Family Literacy Act Program South Carolina supports and encourages adult education and family literacy through fifty-one school district programs and five community-based organizations. The primary function of the S.C. Department of Education (SCDE) Office of Adult Education (OAE) is to provide technical assistance and consultative services to local adult education programs to enhance the quality of services and ensure that these programs meet their goals and objectives. The OAE has the responsibility to monitor and assess local programs for compliance with state and federal laws and regulations. Adult Education offers a range of program accessibility, certified instructors, current curriculum materials, especially computer-based materials, instructional resources, and career transition services/resources. Programs provide individual learning plans supported by individual instruction. Instruction is delivered in small groups, whole groups, and in contextualized classroom learning. Program staff consistently monitors attendance and readiness for assessment to move students toward a high school diploma (HSD), high school equivalency degree (HSED) and/or National Career Readiness Certificate (NCRC), as well as transition them to post-secondary education and/or employment as 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 SCWorks Centers across the state and online through SCWorks 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 SCWorks, local high schools, and community mental health centers. SCVRD transitioned 6,747 individuals with disabilities into employment in 2014 - 2015, a 5.7% percent increase from the previous year. The department served a total of more than 36,500 people (including all applicants and clients whose services may have carried over from previous years.)

People with disabilities who exit the SCVRD program with a successful employment outcome enhance the quality of their lives and their families' lives by earning paychecks, lessening their reliance on government assistance, and stimulating the state's economy by paying taxes, making purchases, and ultimately contributing to the state's return on its investment in their

services. Based on a cost-benefit analysis, it is estimated that these rehabilitated clients will pay back \$4.54 for every dollar spent on their services by becoming taxpayers

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

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

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

- ***How the Local Board will support the strategies outlines in the State Plan to support service alignment among the entities carrying out core programs and other workforce development programs.***

The LWB is committed to the development of working relationships with the mandated and community partners to better serve job seeker and business customers. The LWB is committed to working toward ensuring a skilled and qualified workforce that is a key to successful economic development. It is planned that the synergy of partnering agencies working together will result in effective use of resources and the development of new strategies and/or support of effective existing strategies and will result in the preparation of a skilled and trained workforce. The LWB is committed to aligning with the State's and regional goals of agency partner collaboration and integration of services to better serve priority populations and all other job seekers.

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

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

The LWB stresses that all customers are given access to high-quality One Stop services and affiliate sites that connect them with the full range of services available in their communities. Career coaches work with clients to overcome any barriers to employment and self-sufficiency.

Additionally, bridge programs for participants who are basic skills deficient ensure access to career pathways.

The Lowcountry SCWorkforce Centers are designed to increase access to, and opportunities for, the employment, education, training, and support services that individuals need to succeed in the labor market, particularly those with barriers to employment. One Stop centers provide career services that motivate, support and empower customers, including individuals with disabilities and other barriers, to make informed decisions based on local and regional economic demand and effectively attain their personal employment and education goals. All customers are given access to high-quality One Stop centers that connect them with the full range of services available in their communities, whether they are looking to find jobs, build basic educational or occupational skills, earn a postsecondary certificate or degree, or obtain guidance on how to make career choices. Partner agencies provide in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals. Career coaches work with clients with barriers to create an IEP that is a plan of action for how they will together overcome any barriers to employment and secure employment leading to self-sufficiency.

- ***Facilitate the development of career pathways and co-enrollment in core programs, as appropriate;***
- ***Improve access to activities leading to a recognized post-secondary credential, including an industry-recognized certificate or certification that is portable and stackable***

The Workforce Development Board will continue to facilitate the development of career pathways and co-enrollment in core 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. The LWB will continue to partner with the local technical 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 technical colleges will continue to be actively involved at the locations where the workforce investment activities are being provided, to be visible and readily available to the clients.

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

4. A description of the strategies and service 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;***

Lowcountry SCWorks Centers will continue to partner with the Economic Development and the local area Chambers to coordinate a unified message and marketing to area employers. Multi-sector, mini job fairs are being organized to offer optimal employer exposé and cooperation and to also maximize applicant response. Employer Round Tables have been

organized to better inform employers and gain employer insight on the need of employer involvement in “mock interviews” that will enhance applicant knowledge of expectations as well as create a venue for pre-screening potential employees.

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

Lowcountry plans to continue efforts to revise and repurpose marketing materials and outreach strategies. Methodologies being implemented thus far are increasing usage of press releases, especially for stories considered “human interest” such as testimonials. Additionally, workforce staff members will have a goal of at least one entry to the Lowcountry SCWorks website per quarter as part of their overall performance. This website will also be included in the marketing materials currently in development. Area staff are already ingrained in local chambers, economic development, educational, and community interest board and committees throughout the local area. This involvement provides the opportunity for networking and business engagement well beyond a mailing or flyer.

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

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

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

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

- ***Strengthen linkages between the SCWorks delivery system and unemployment insurance programs.***

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

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 ad sector strategies, career pathways initiatives, utilization of effective business intermediaries, and other business services and strategies designed to meet the needs of regional employers and support the Local Board's strategies vision and goals.

- **Integrated Business Services Team (IBST)**

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

- **Customized Recruiting and Screening Services**

- ❖ **Advertise Job Openings:** Provide employers with the opportunity to post employment opportunities throughout the Workforce system. One Stop staff must post job orders through the SCWorks 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 SCWorks Workforce Regional Partnership agencies, and how to access these services.

In particular, this includes providing businesses in relevant industries with information from and linkages to services at the Sector Centers;

- ❖ Advise on Workforce Issues: Providing informational services to businesses on a variety of workforce topics, including workforce-related and economic development tax incentives; unemployment insurance; labor market statistics; and other workforce-related information identified as providing value to businesses;
- ❖ Provide Layoff Aversion, Downsizing Services and Outplacement: Work with employers making layoffs, and with employees being laid-off, to create re-employment plans. Dislocated Worker delegate agencies will provide these services directly. Rapid response services are coordinated and conducted by the partnership, which may engage any Dislocated Worker agency to participate in employer onsite layoff workshops;
- ❖ Provide Human Resource Consultation: Assistance with writing and/or reviewing job descriptions, orientations for new workers, analyzing employee turnover and customized labor market data.

- **Employer Development Services**

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

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

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 provide entrepreneurial skills training and microenterprise services.

Economic Development is vital in the South Coast Region and local area. Economic officials serve as members on our Workforce Boards. This close relationship simplifies the process of combining the two programs. By setting out to examine the needs and interest level 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.

Lowcountry Workforce Board (LWB), as well as workforce staff, is well ingrained in economic development activities throughout the area. Labor market information, accessed through programs such as SC Workforce Info.com and is customized to a targeted area/county, and has fostered stronger inclusion of workforce into the economic development planning functions. Entrepreneurial resources are strongly promoted in the region/local areas, not just through traditional means such as the Small Business Development Centers, but also through grants at the technical colleges and regional economic partnerships. The South Coast Region is committed to collaborating with economic development with a focus on business as a primary customer of the workforce system. Business creates the jobs but cannot be successful without a skilled and trained workforce. Economic entities realize that in order for business to expand or to start up a new enterprise the partnership with workforce needs to be effective. The workforce system is committed to using its resources to assist business with their expansion or recruitment of new businesses. Strategic conversation between the entities has led to results and commitment to work together in support of additional efforts to assist business. SC Workforce Center staff provides labor market data and meets with “prospect companies” interested in relocating to South Coast Region. Additionally the Small Business Association assists customers with business plan development and strategies to be a successful entrepreneur. Their assistance will be utilized for appropriate customers

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

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

Section IV: Program Design and Evaluation

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

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

The sectors and occupations of Transportation Distribution/Logistics, Manufacturing, Healthcare, Technical and were carefully researched and supported by extensive examination of labor market information by the Lowcountry Workforce Board (LWB). 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 Provide list is reviewed on at least a quarterly basis by the LWB. During the review, existing programs whose continued eligibility is subject to renewal are reviewed as well as new programs

The LWB will continue to support continuous improvement through active feedback and performance monitoring of the local area's training providers as specified. The LWB will be tasked with becoming 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 SCWorks staff, the LWB 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 produce results may lose their eligibility standing to provide future training funded by the One-Stop Center programs.

- ***How the Local Board will facilitate access to service provided through the SCWorks delivery system, including in remote areas, through the use of technology and other means;***

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

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

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

- ❖ Virtual Job Fairs held in every Center serving specific 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 LWB is planning to utilize technology for distance delivery strategies to include workshops and other training opportunities for both job seeker and business customers. Immediate plans are to utilize the “virtual job shadowing” technology to assist job seekers in career exploration and decision making.

The 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 SCWorkforce centers for services.

The LWB will facilitate and increase access to workforce center services through use of technology and cross training of staff. Cross training of workforce center and partnering agency staff will start as soon as technology is in place

- ***How entities within the SCWorks 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 service technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities;***

All Lowcountry Area SCWorks Centers are geographically spread throughout the local area and accessible to public transit routes. The One Stops are supplemented by partner agencies that provide workforce services in additional locations. All of the SCWorks and satellite locations are accessible to people with disabilities. Systematic communication, collaboration, and cooperation between partners are paramount in being ADA compliant. Through our established procedures and processes, our recipients (One Stop operators, SCWorks Staff, SCWorks partners,) receive the required equal opportunity material, information, resources, training and support (e. g. Complaint policy letter, grievance procedures for discrimination complaint and program complaint, complaint forms, incident reporting procedures and forms, request for reasonable accommodation procedures and form, Notice of Rights form, assistive technology resources, language services, local EO poster, State EO poster, Federal EEO poster and general guidance).

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

The instruments are used to address the availability of assistive technology and other resources for individuals with disabilities such as large screen monitors, trackball mouse, scanning/reading software, enlarged keyboards, web page reading software, adjustable keyboard trays, and alternative formatted materials. The SCWorks Operator conducts an inventory review to assess and review the availability of the required assistive technology and alternative sources. EO conducts Site Review and Training to ensure workforce staff familiarity and knowledge of the services that are available for individual with disabilities, how staff

assists individuals with disabilities, and understanding of the EO program policies and procedures and non-discrimination policy. The Partnership also assesses the facility to ensure it is accessible regarding race, color, ethnicity, sex or gender, disability and religion.

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

- ❖ Operate Monday thru Friday, 8:30 a.m. to 5 p.m. Operations may occur beyond the traditional hours when possible.
- ❖ Collaborate with community-based and faith-based organizations, libraries, other government services, and other entities throughout the area surrounding their site in order to recruit individuals and businesses that can benefit from WIOA services.
- ❖ Encourage job-seekers to attend orientation sessions that provide knowledge about the entire WIOA service delivery system. One Stops conduct orientations weekly that are open to the public.
- ❖ Conduct regular outreach activities and develop recruitment strategies to inform the community of services available and ensure a steady pipeline of participants coming to the center.
- ❖ All SCWorks are required to provide sufficient Spanish-speaking staff to serve the local areas Spanish-speaking populations. Other language capacity as appropriate to each SCWorks location and potential jobseeker customer population are required.
- ❖ Respond to special outreach and recruitment events as assigned by The Partnership. These may include job fairs, service fairs, large scale hiring events, customized training projects for employers, hosting tables at conferences or other public events, and participating in other City/County-sponsored projects and activities.

- ***Identification of the roles and resource contributions of the SCWorks partners***

The Lowcountry SCWorks 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 SCWorks Centers have monthly center-level meetings with all partners and quarterly meetings with outreach partners. Additionally, Lowcountry Workforce Area coordinates service delivery by co-locating other core partner operations at satellite locations and by co-locating SCWorks at community colleges. For example, Technical College of the Lowcountry serves as a satellite location for partner agencies, offering onsite career services and WIOA orientation sessions as a satellite of the SCWorks Center.

The Agency Partnership is undertaking a Value Stream Mapping project, with Core Partners and those required partners that choose to participate, which will develop a new plan for customer services at the comprehensive One Stop centers. The mapping project will develop a new onsite customer flow process as well as established a referral process for all of the agencies involved in the Comprehensive SCWorks 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 Lowcountry area
- ❖ 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 Lowcountry Workforce Board (LWB) will support the efforts of the SCWorks Center staff and partner staff of adult education, vocational rehabilitation and TANF/SNAP and Jump 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, Lowcountry Workforce Development is coordinating services with the Department of Social Services (DSS) SC Vocational Rehab (SCVR) to have staff at the SCWorks Comprehensive Center for a minimum of two days a week for onsite customer service and also provide referrals and technology services. Similar plans are being made with other organizations participating in the SCWorks Memorandum of Understanding.

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

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

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

Individualized Career Services:

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

1. Comprehensive and specialized assessments of the skills levels and service needs of adults and dislocated workers;

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:

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

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

Follow-up Services:

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

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

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

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

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

The Lowcountry MOU provides a description of the type and availability of activities, including youth workforce investment activities in the Lowcountry, including activities for those 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 Lowcountry 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 Lowcountry Workforce Website.

The Lowcountry 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 Lowcountry 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 Lowcountry 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 Lowcountry will follow the recently published State 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 the 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 Lowcountry Workforce Area (LWA) is focusing on a holistic, customer centered approach that seamlessly aligns services and resources across the community into one comprehensive One-Stop System. This redesign will create an opportunity to provide an integrated 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 LWA. LWA will structure an 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 One Stop 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
- ❖ LWA 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

The strategies outlined here will be refined as the state and local area continues working toward full implementation of WIOA.

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

The funds allocated to the Lowcountry for eligible youth are used to carry out programs that provide the functions described below that:

- ❖ Lead to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential;
- ❖ Prepare customers for postsecondary educational and training opportunities;
- ❖ Provide strong linkages between academic instruction (based on State academic content and student academic achievement standards established under section 1111 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311)) and occupational education that lead to the attainment of recognized postsecondary credentials;
- ❖ Prepare customers for unsubsidized employment opportunities, in appropriate cases;
- ❖ And in appropriate cases, effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local and regional labor markets.

The Lowcountry is responsible for connecting with other workforce and community partners to achieve a holistic service delivery model. The Lowcountry through the area's MOU facilitates the imperative close communication with agencies and organizations that serve similar populations to allow for co-enrollment where appropriate and leveraging of resources. The MOU aids the Lowcountry to meet the challenge of providing quality services to individuals in need with less staff and financial resources by ensuring providers are imbedded in the Lowcountry region to build mutually beneficial partnerships that generate referral processes, space sharing, and alternative funding.

- A. Participant Recruitment and Screening – Lowcountry Workforce Staff are responsible for recruitment and screening applicants for eligibility and suitability to participate in the WIOA youth program.
- B. Eligibility- Is conducted by Lowcountry Workforce Staff. Under WIOA all youth participants must meet eligibility criteria. The youth participant must be certified and determined eligible for any WIOA funded program elements. Certification must be complete and all required verification documents collected prior to enrollment and any WIOA services provided.
- C. Orientation – Is conducted by Lowcountry Workforce Staff. Youth must be provided orientation in accordance with the most current Lowcountry Intake Process.
- D. Objective Assessment – Each customer shall be provided with an objective assessment of his/her academic levels, skill levels, and service needs. Assessment shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for participants. Standardized assessment tests will be used for assessment of basic skills, career interests, and aptitudes (including interests and aptitudes for nontraditional jobs), and work readiness needs. Reasonable accommodations for individuals must be provided. Assessment is a continuous process throughout program participation. The purposed of assessment is to identify appropriate services and career pathways for participants to are used to develop the Individual Services Strategy (ISS).

Every WIOA customer will complete a SCWOS Objective Assessment Summary (OAS). Participation in additional assessment services will be determined by the case manager as needed based on the individual. All Assessment results will be used in the development and revision of the participant's IEP/ISS in SCWOS. All results will be reviewed periodically and

revised as needed; all will be documented in SCWOS through case notes, updates to the Plan (IEP/ISS), Assessment, and/or Self-Assessment tab, as applicable.

Basic Skills: Enrollment interview regarding educational achievement and WorkKeys® history. If no current NCRC+ (Reading for Information, Applied Math, Locating Information and Talent) or if case management process identifies a need to improve score or testing in additional areas is needed for employment or training, a WorkKeys® assessment will be administered. Test of Adult Basic Education (TABE) will be administered to those who are co-enrolled with Adult Education/Literacy.

Occupational Skills: Enrollment interview regarding prior education/training, work experience and WorkKeys® history. If no current NCRC+ or if need to improve score or testing in additional areas is needed for employment or training, a WorkKeys® assessment will be administered. If need for additional assessment is identified through case management: My Skills My Future (Transferrable Skills); SCWOS Self-Assessment Profile - Job Skills, Personal Skills, Work Place Skills may be completed and used to identify matching occupations.

Prior Work Experience: Enrollment interview regarding prior Work Experience. If need for additional assessment is identified through case management: My Skills My Future (Transferrable Skills).

Employability: WorkKeys Talent, Interview, SCWOS Objective Assessment Summary, on-going case management.

Interests and Aptitude: Enrollment interview regarding career interest, skills, and goal and on-going case management. If need for additional Assessment is identified through case management: My Next Move, O*NET Interest Profiler; SCOIS; SCWOS Self-Assessment Profile - Interest and Work Values, ACT WorkKeys® Profile Search provides a tool to match WorkKey® scores to search jobs by skills and includes information LMI Employment Projections and Wage info.

Supportive Service needs: SCWOS Objective Assessment Summary, this information will be gathered as part of the enrollment interview and on-going case management.

Developmental needs: SCWOS Objective Assessment Summary, this information will be gathered as part of the enrollment interview and on-going case management.

NOTE: a new assessment of a participant is not required if staff determines it is appropriate to use a recent assessment of the customer conducted pursuant to another education or training program. (Obtain signed and dated copy, scan in SCWOS, case note and enter in SCWOS ISS/IEP).

- E. Individual Service Strategy (ISS) – Develop an Individualized Service Strategy plan (ISS) with each participant that will reflect and utilize the information obtained from the objective assessment, individual interviews, and other sources of information and that are directly linked to one (1) or more of the WIOA performance outcomes. The ISS must be developed with the participant and kept up to date. The ISS shall identify career pathways that include the participant’s educational and employment goals. It is a plan that should be used to track services to be delivered and/or coordinated by the program and should be regularly reviewed

and updated as changes occur. There is a clear link between Assessment results and the IEP/ISS. Assessment provides a snapshot of the individual's current state regarding ability, interest and need. The Goals in the IEP/ISS show where the Individual wishes to be when WIOA services are completed (case closure). The Objectives in the IEP/ISS show the planned services that will bridge the gap between current state (as shown on Assessment) and Goals (as shown on the IEP/ISS). The IEP/ISS is a living document and periodic review is required. As Assessment results are added and as the Individual's situation evolves, Goals and Objectives may change.

NOTE: a new ISS is not required if staff determines it is appropriate to use a recent assessment of the customer conducted pursuant to another education or training program. (Obtain signed and dated copy, scan in SCWOS, case note and enter in SCWOS ISS/IEP).

- F. Data entry – Data entry into any State tracking database, currently SCWorks Online Services (SCWOS) to timely and accurately account for services provided and/or expenses incurred. This includes participant data, performance achievement and financials. Identified best practice recommendation is for daily data entry, however the maximum time allowed between actual and entry into the system is 15 days. SCWOS EDMS best practice recommendation is for scanning to be done daily, however the maximum time allowed is for all scanning to be completed no later than Friday of each week.
- G. Applicants Not Meeting Enrollment Requirements/Referral – WIOA program staff shall ensure that an applicant who does not meet the enrollment requirements of the program or who cannot be served shall be referred for further assessment, as necessary. A referral must be made to appropriate training and educational programs that have the capacity to serve the participant either on a sequential or concurrent basis to meet the basic skills and training needs of the applicant. The referral(s) must be noted on the participant's file and followed up on. This will require collaboration with the WIOA Adult/Dislocated Worker provider(s) and other community agencies as applicable. Referrals will utilize the SCWOS referral module in compliance with the Lowcountry Memorandum of Understanding (State Instruction 15-11).
- H. Case Management Services – Comprehensive case management staff will work closely with participants to provide support and guidance, address needs and barriers, coordinate services, and assist in attainment of goals and objectives. Regular personal, face-to-face, contact with participants is essential to the success of the youth. Depending on the individual and the activities the youth is engaged in, the frequency will vary from daily to a maximum of monthly for the individual, the case management aspect is the support system for the education and employment activities. Documentation of service delivery must be completed in a timely manner (Best Practice is to complete data entry daily, the maximum time between actual service delivery and completion of data entry is 15 days) and include all pertinent details and maintain client confidentiality of all information. The case management services will also include linkages and coordination to other programs and services available to support the individual's ISS as well as the coordination of non-WIOA funds to prevent duplication of services and maximize the services delivered. Staff must provide counseling to all participants prior to placing them in a training activity or worksite assignment. This counseling should include program objectives, Satisfactory Progress requirements, and expectations and work standards. This will be documented before the activity begins and as applicable prior to the start of each term in accordance with the most recent Satisfactory Progress Policy as revised, currently LWIA Instruction # 56 Participant Guidelines and Expectations, Satisfactory Progress

for Training and Support Services.

- I. Program Elements - In order to support the attainment of a secondary school diploma or its recognized equivalent, entry into postsecondary education, and career readiness for participants, the Lowcountry youth program shall provide the following elements at all locations in the Lowcountry. These services are available through a variety of means, including leveraging of partner resources as set out in the Lowcountry Memorandum of Understanding. While the elements are available not all individuals will receive all services. Services are provided as appropriate and based upon an individual's Individual Service Strategy (ISS). In order to ensure a close, connected and coordinated service delivery the Lowcountry Workforce Developers (case managers) must contact and monitor the provider of the non-WIOA funded activity to ensure the activity is of high quality and beneficial to the youth customer. The Workforce Developer must check on the provider of the non-WIOA-funded activity and make sure the youth customer gets quality services that match the program, element requirements.
 1. Tutoring, study skill training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent or for a recognized postsecondary credential.
 - The Lowcountry has a Memorandum of Understanding with Adult Education and Literacy Providers in each country to provide this element.
 2. Alternative secondary school services or dropout recovery services, as appropriate.
 - This element is provided by each local school district.
 3. Paid and unpaid work experiences that have academic and occupational education components that may include Summer employment opportunities and other opportunities throughout the year; Pre-apprenticeship programs; Internships and job shadowing; On-the-job training opportunities.
 - This element is provided through a competitively procured contract with Eckerd Youth Alternatives.
 4. Occupational skill training, which shall include priority consideration for training programs that lead to a recognized postsecondary credential aligned with the in-demand industry sectors or occupations for the Lowcountry area and identified in the workforce report. The programs must meet the quality criteria described in WIOA section 123.
 - The Lowcountry utilizes a waiver to provide out of school youth occupational skill training through an Individual Training Account. In order for Youth to utilize WIOA funds for training, the training providers must be on the Eligible Training Provider List which ensures the programs meet the priority consideration for training programs that lead to a recognized postsecondary credential, the quality criteria described in WIOA section 123 and that the programs are aligned with the in-demand industry sectors or occupations for the Lowcountry.
 5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
 - While this is a new element under WIOA, the Lowcountry has a long established history of utilizing a concurrent service model in the design of our service delivery system. Offering education service and workforce training at the same time (concurrently) can

help individuals to gain skills at a much faster pace than if they were engage in these activities separately. In the context of WIOA these services are delivered by Adult Education (Title II) as described in Final Rule section 463.37, while these specific services are under development the Lowcountry will continue to engage appropriate individuals in concurrent services to the extent they are available by ensuring the customer is participating in Adult Education and Literacy activities, Workforce Preparation Activities, and Workforce Training Services as defined in section 134(c)(3)(D). The Lowcountry looks forward to future guidance from the Department of Labor that is to include examples of high-quality integrated education and training models that provide workforce preparation activities, basic academic skills and hands-on occupational skills training taught within the same time frame and are connected to training in a specific occupation, occupational cluster or career pathway.

6. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate.
 - o The Lowcountry Workforce staff provides leadership development opportunities and referrals to partner services as described in the MOU, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate.
7. Supportive services.
 - o Support Services for youth are services that enable an individual to participation in WIOA activities. Identification of need for Support Services is described above (#d and #e). The Lowcountry offers links, information and referrals to partner and community services. If a youth is not eligible for these services, then the Lowcountry may provide support services as described in the Support Services and Incentive Policies attached hereto as Exhibit ___ and Exhibit ____, respectively. The State has recently issue a policy on provision of Legal Aid Services (16-05 issued 9-7-16) which will require the Lowcountry Workforce Board to develop additional policy in regards to Legal Aid Services.
8. Adult mentoring during participation and subsequent to participation for at least 12 months.
 - o The Lowcountry Workforce staff provides Adult Mentoring as they are providing guidance and support that would be required of a mentor. Due to the limited resources and rural nature of the Lowcountry region, mentoring programs that meet the required 12-month minimum are not available.
9. Follow-up services for not less than 12 months after completion of participation.
 - o The Lowcountry Workforce staff provides follow up services that align with their individual service strategies to all customers for a minimum of twelve (12) months unless the customer declines to receive follow up or the customer cannot be located or contacted. The Lowcountry requires a minimum of 5 contact attempts each quarter, each on different days, different times, and different modes (main phone, alternate phone, email, text, SCWOS message, letter). After 5 failed attempts staff has the option to close the follow up as complete or to continue up to 10 attempts before closing. Follow up services are recorded in SCWOS in case notes, entry of F-type activity codes, and in the Quarterly Follow Up tab. Follow-up services are critical services provided

following a youth's exit from the program to help ensure the youth is successful in employment and/or postsecondary education and training. Follow-up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise and may include the following program elements described herein: Supportive services (#7); Adult mentoring; Financial literacy education (#11); Services that provide labor market and employment information about in demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services (#13); and Activities that help youth prepare for and transition to postsecondary education and training (#14). The types of services provided and the duration of services must be determined based on the needs of the individual and therefore, the type and intensity of follow-up services may differ for each participant. Follow-up services must include more than only a contact attempt or made for securing documentation in order to report a performance outcome.

10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate.
 - o Lowcountry Workforce Staff provides comprehensive guidance and counseling services. These services help resolve problems that would impact the customer's Individual Service Strategy (ISS), returning to or staying in secondary or post-secondary education, training for employment, finding employment or employment retention. This will include career counseling related to career choice, change or adjustment as described below (#13).

Referral to drug and alcohol abuse counseling is done through the South Carolina Department of Alcohol and Other Drug Abuse Services (DAODAS), utilizing the List of County Alcohol and Drug Abuse Authorities list and other information on their website.

11. Financial literacy education
 - o The Lowcountry will utilize the FDIC Money Smart curriculum to provide financial literacy education, appropriate. Money Smart is a comprehensive financial education curriculum designed to help low- and moderate-income individuals outside the financial mainstream enhance their financial skills and create positive banking relationships. Money Smart has reached over 3 million consumers since 2001. Research shows that the curriculum can positively influence how consumers manage their finances, and these changes are sustainable in the months after the training. Financial education fosters financial stability for individuals, families, and entire communities. The more people know about credit and banking services, the more likely they are to increase savings, buy homes, and improve their financial health and well-being. The Lowcountry has used this for well over a decade and has found it to be a valuable resource for both staff and customers. It is free, has range of modules in order to address customer-specific needs, and is available in a variety of Accessible formats and languages.

The 11 Money Smart Training Modules:

- Bank on It: an introduction to bank services
- Borrowing Basic: an introduction to credit
- Check It Out: how to choose and keep a checking account
- Money Matters: how to keep track of your money

- Pay Yourself First: why you should save, save, save
- Financial Recovery: how to recover financially and rebuild your credit after a financial-setback
- Keep It Safe: your rights as a consumer
- To Your Credit: how your credit history will affect your credit future
- Charge It Right: how to make a credit card work for you
- Loan To Own: know what you're borrowing before you buy
- Your Own Home: what home ownership is all about

12. Entrepreneurial skills training.

- The Lowcountry will utilize the FDIC Money Smart for Small Business curriculum developed in collaboration with the Small Business Administration. This is an instructor-led curriculum focusing on the needs of new or existing entrepreneurs. The topics for the training modules provide a practical introduction to aspects of starting and managing a business that can be taught in any order or independently in 60 to 90 minutes. Each module includes a fully scripted instructor guide, participant workbook, and PowerPoint slides. In addition to grounding participants in the basics, the curriculum serves as a foundation for more advanced training and technical assistance.

Modules:

- Is Owning a Business a Good Fit for You?
- Managing Cash Flow
- Organization Types
- Time Management
- Financial Management
- Record Keeping
- Banking Services Available for Small Businesses
- Planning for a Healthy Business
- Credit Reporting
- Risk Management
- Insurance
- Tax Planning and Reporting
- Selling a Small Business and Succession Planning

13. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.

- The Lowcountry provides labor market and employment information about in-demand industry sectors or occupations available in the local area, career exploration, career awareness, career counseling services through case management and information and tools in SCWOS and SCDEW Labor Market Information provided by their Business Intelligence Department. These services will be further enhanced when South Carolina's PATH (Palmetto Academic and Training Hub) is implemented.

14. Activities that help youth prepare for and transition to postsecondary education and training.

- The Lowcountry provides activities that prepare for and transition customers to postsecondary education and training through partner services as described in the MOU and by Lowcountry Workforce Staff providing comprehensive case management

services as described above (#10). This would include services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area as described above (#13); financial literacy services as described above (#11); assistance in completing applications for training; assistance in completing the FAFSA including referral to the provider's Financial Aid department; remediation, support services, and mentoring as described above (#1, #7, #8).

The LWB youth program aligns with USDOL's goals of preparing workers for good jobs and assuring the attainment of the skills and knowledge that ensure workers succeed in a knowledge-based economy.

A description of how the local board will coordinate relevant secondary and post-secondary education programs and activities with education and workforce investment activities to coordinate strategies, enhance services, and avoid duplication of services.

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

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

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

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

The LWB intends to support career pathways as a method through which workers can move up the career ladder by completing short-term certificate training programs that lead to greater credentials and upward mobility in their career of choice. This laddering effect, over time,

produces a better trained and qualified workforce for local employers, as well as higher wages for employees, which, in turn, creates a positive economic impact on local communities.

Employers frequently state that access to talent is their most important site-selection factor. Having a skilled workforce can be an essential element in determining whether industries will thrive in a region or if they will migrate to other locations. Rapid changes in technology, scientific discovery, global economics, business strategy, and human demographics require areas to have an educational ecosystem in place that ensures worker availability and skill sets keep pace with business needs.

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

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

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 are provided to the customer throughout the duration of training.

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

The LWB focus is to improve coordination of strategies, enhance services and avoid duplication of services as well as the coordination of relevant secondary and post-secondary education programs to avoid duplication of services.

In summation the LWB will continue to coordinate education and workforce activities in relation to secondary/post-secondary education programs through coordinated efforts in career pathway development that includes SC Department of Education, SC Technical College System, South

Carolina four year colleges and employer input; as well as collaborative efforts with partners such as faith based organizations to increase English learning acquisition skills for English language learners.

6. A description of how the local board will coordinate the WIOA Title 1 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 Lowcountry. Public transportation is very limited in most of the rural areas. Where there is a bus service available, bus passes are provided by select employers for the first week of employment to attract workers. Supportive services for fuel (if appropriate) is made available to WIOA customers which directly correlate to the distance, estimated mpg and number of times to training or work activities. If there are no other options then shuttle and taxi services can be utilized. Other supportive services are provided based on state and local policies and which are not available from other community resources. They include interview/work clothing, tools, and study materials for training, select car repairs, child care, and testing and certification fees. Clients needing rental payment for those facing eviction during training, eyeglasses and limited health care expenses, driver's license document cost, assistance for food, housing are referred to other community resources. Workforce Center staff will work with workforce partners to coordinate and provide support services for individuals that co-enrolled in individual program services to avoid duplication of services. All supportive services are reviewed for applicability in relation to the Individual Employment Plan, and other resources are to be considered exhausted prior to allocation of WIOA funds.

7. 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 SCWorks delivery system;

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

interviewing skills, vocational guidance skills and current referral information for other agencies both within and outside of the one-stop partners.

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

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

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

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

Considerations for Funding

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

- The degree to which the eligible provider would be responsive to regional needs and serving individuals in the community who were identified in the plan as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners.
- The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.
- Past effectiveness of the eligible provider in improving the literacy of eligible individuals to meet state-adjusted levels of performance for the primary indicators of performance, especially with respect to eligible individuals who have low levels of literacy.
- The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan, as well as the activities and services of the One-Stop partners.

- Whether the eligible provider's program is of sufficient intensity and quality and based on the most rigorous research available so that participants achieve substantial learning gains and whether the program uses instructional practices that include the essential components of reading instruction.
- Whether the eligible provider's activities, including reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice.
- Whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.
- Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete post-secondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and exercise the rights and responsibilities of citizenship.
- Whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the state, where applicable, and who have access to high-quality professional development, including through electronic means.
- Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, post-secondary educational institutions, institutions of higher education, local workforce investment boards, One-Stop Centers, job training programs, social service agencies, businesses, industries, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways.
- Whether the eligible provider's activities offer flexible schedules and coordination with federal, state, and local support services (such as childcare, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.
- Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance.
- Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

South Carolina Department of Education - OAE will hold a full and open competition consistent with the standards of CFR 200.319. All eligible agencies will be granted direct and equitable access to apply and compete for grants or contracts. The OAE will be in compliance with all state and federal laws regarding the award of contracts and the expenditure of public funds.

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 SCWorks 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 (Adult Education-Literacy MOUs)
- ❖ See attached (One Stop Partner MOU-RSAs)

2. A description of the entity responsible for the disbursement of grant funds as determined by the chief elected official(s).

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

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

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

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

- ❖ See attached (County Consortium Agreement)

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

All procurement will follow 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). LCOG 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. NOT-APPLICABLE

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 SCWorks center infrastructure funds;*
- *A description of the roles and contributions of SCWorks partners, including cost allocation.*

The Lowcountry 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 SCWorks 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 Lowcountry 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 Lowcountry 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 Lowcountry has moved forward and has a local MOU **See attached (One Stop Partner MOU-RSAs)**, 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 Lowcountry SCWorks partners, including cost allocation is set forth in the attached **(One Stop Partner MOU-RSAs)**.

The methodology used by the LWB to allocate SCWorks center infrastructure funds will be the Proportionate Share methodology. The Workforce Innovation and Opportunity Act (WIOA) and its related regulations and guidance establish, as a starting point, the expectation that one-stop partners will share proportionately in the cost of the one-stop system. Therefore, to the

extent applicable, costs will be shared based on the proportionate share model. Partners' tangible and intangible contributions will be identified and agreed upon based on the requirements of their respective Resource Sharing Agreements (RSA). In general, the Party's proportionate share ratio formula shall be based on the number of employees, full or part-time in the facility. The Partners' Proportional Share will be reviewed and adjusted as needed at the beginning of each quarter. (One Stop Partner MOU-RSA).

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 Lowcountry will utilize the Waiver for use of ITAs for Youth ages 18-24 in order to enhance individual participant choice in their education and training plans and provide flexibility to service providers.

The Lowcountry will utilize the Waiver for a 75% employer reimbursement rate for Youth (PY 2015 LOWCOUNTRY WORKFORCE INSTRUCTION NUMBER 02)

Contracts for training services will not be used as there are a sufficient number of eligible providers of training services in the local area to accomplish the purposes of a system of Individual Training Accounts (ITAs). ITAs will be utilized as described at 134(c)(3)(G).

The Lowcountry Workforce Board will ensure informed customer choice in the selection of training programs regardless of how the training services are to be provided through the use of the South Carolina's PATH (Palmetto Academic and Training Hub) - that will align with critical industries identified at the State and local levels and inform customer choice for individuals eligible for training.

As required by WIOA sec. 122, state and local partners are working together to develop a public-facing ETPL portal that will provide potential providers with ease of access and participants with an array of information. PATH (Palmetto Academic and Training Hub), a more robust ETPL that will align with critical industries identified at the state and local levels, enable job seekers to make a more informed choice about education and training programs, and help to improve the consistency of service delivery. PATH will be implemented in 2016; in the interim, there are temporary procedures are in place to remain compliant with WIOA until completion of the portal.

The re-design of the Eligible Training Provider List (ETPL) is expected 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. This re-design will involve all training providers, but specifically the Department of Education and the State Technical College System. PATH will provide meaningful information,

such as evidence of Provider accreditation and/or licensure with appropriate state or other governing entity and information pertaining to program performance, cost, partnership with business, and alignment of training with in-demand occupations, to job seekers and businesses and result in a more thorough decision-making process. Additionally, the Eligible Training Provider List (ETPL) will be closely aligned with the industry sectors and occupations identified at the state and regional levels ensuring that job seekers are being trained for in demand occupations that pay a self-sustaining wage. Apprenticeship Carolina™ is projected to add Registered Apprenticeship programs to the ETPL further increasing access to industry-recognized credentials and apprenticeship certificates.

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.

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

While all members provided input, some members volunteered to attend various meetings and were responsible for the coordination and development of specific sections of the Plan.

- ❖ Regional Plan: James Morrison (Labor)
- ❖ Workforce and Economic Analysis: Steve Palmer, Glynis Avant (Business)
- ❖ Strategic Vision and Goals: Gina Mounfield and
- ❖ Chris Horvath (Education)
- ❖ Local Area Partnerships and Investment Strategies: Gregg Gilbert (Governmental-SC Vocational Rehabilitation)
- ❖ Program Design and Evaluation: Michelle Adams (Governmental-SC Department of Employment and Workforce), Barbara Entriken (Business)
- ❖ Operations and Compliance: Janice Malafronte (Business)

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 all local county councils to present the Plan and provided information on how to submit comments. All county councils duly published the meeting notice and agenda and the meetings were open to the public.

- ❖ Beaufort County Council meeting 10/03/2016
- ❖ Colleton County Council meeting 10/04/2016
- ❖ Hampton County Council meeting 10/17/2016
- ❖ Jasper County Council meeting 10/03/2016

The Plan was published on the Lowcountry Council of Government's website, <http://www.lowcountrycog.org/> and the Lowcountry SCWorks website, <http://www.lowcountryscworks.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 Lowcountry Workforce Board members at least 10 days in advance, it was on the Agenda, which was duly published and open to the public, and reviewed at

the September 28, 2016 Lowcountry Workforce Board Meeting and included information on how to submit comments.

Notice of availability and a hard copy of the Plan was available to the public at the front desk entrance to the Lowcountry Council of Government's office beginning 9/28/2016. The information provided also detailed how to submit comments.

8. A description of how SCWorks centers are implementing and transitioning to an integrated, technology-enabled intake and case management information system for programs carried out under WIOA and by SCWorks 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 Lowcountry 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 Lowcountry 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. The Lowcountry has always offered partners access to SCWOS and the Lowcountry SCWorks system utilizes many of the features in SCWOS such as the Referral as outlined in the One Stop Partner MOU-RSA's (See Attached)

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.

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

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; - **Not Applicable**
- 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.

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

Local Plan Signatures

Local Workforce Development Board:

_____ Workforce Development Board
Name - Chair

Signature Date

Local Grant Recipient Signatory Official:

_____ Workforce Development Board
Name - Title

Signature Date

TERMS (ACRONYMS) KEY DEFINITIONS:

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

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

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

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

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

Barriers to Employment: Conditions that may make employment difficult for certain individuals. Individuals with such barriers may include: single parents, displaced homemakers, youth, public assistance recipients, older workers, substance abusers, teenage parents, veterans, ethnic minorities, and those with limited English speaking ability or a criminal record or with a lack of education, work experience, credentials, transportation or child care arrangements.

Basic Education: Instruction usually conducted in an institutional setting that is directed towards imparting the basic skills of communication, computation, problem solving, health, consumer development, and citizenship. Instruction for youth could include, but not be limited to, enrollment in a secondary school. Adult Basic Education (ABE) would include upgrading the same basic skills, however, it is directed towards adults who are generally classified as functionally illiterate, undereducated, or whose inability to speak, read or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their readability. Such instruction is designed to raise the level of education of such individuals with a view to making them less likely to become depend on others, to improving their ability to benefit from occupational training and other wise increasing their opportunities for more productive and profitable employment.

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

Basic Skills Deficient: An individual has English reading, writing, or computing skill at or below the eighth grade level on a generally accepted standardized test or a comparable score on a criterion-referenced test. (WIA Section 101 (4))**Deficient in Basic Literacy Skills:** Is an individual who, at a minimum, meets the definition of Basic Skills Deficient; or is unable to compute or solve problems, read

write, or speak English at a level necessary to function on the job, in the individual's family, or in society. (20 CFR Part 664.205(a))

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

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

Case Management/Intensive Service: A customer-centered approach in delivery of services, designed to:

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

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

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

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

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

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

Credentials: A credential is a nationally recognized degree or certificate or state recognized credential. Credentials include, but are not limited to, a high school diploma, GED, or other recognized equivalents, postsecondary degrees/certificates, recognized skill standards, licensure or industry-recognized certificates (i.e., ASE car repair, Hazmat, CAN, CDL, Boiler Operator, Flag Person, Heavy Equipment Operator, etc.), and all state education agency recognized credentials. (This definition applies to current WIOA statutory adult, older youth and dislocated worker measures only it does not apply to the common measures).

Customer: A Customer is any person seeking assistance to find employment or training, whether employed or unemployed, and employers who need qualified workers for their company or training for the workers who are already employed with them.

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

Customized Training:

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

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

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

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

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

Dislocated Worker: An individual who: has been terminated or laid off from their job, or who received a notice of termination or layoff, from their employer; is eligible for or has exhausted their unemployment payments; or has been employed for a duration sufficient to demonstrate, to the appropriate entity at a one-stop center, attachment to the workforce, but cannot get unemployment compensation because of low earnings or having done work for an employer not covered under a State unemployment compensation law; and is unlikely to return to a previous industry or occupation; has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility or enterprise; is employed at a facility which the employer

has made a general announcement that such facility will close within 180 days; or for purpose of eligibility to receive services other than training services, intensive services or supportive services, is employed at a facility at which the employer has made a general announcement that such facility will

close; was self-employed (including employment as a farmer, rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters, is a displaced homemaker; or is the spouse of a member of the Armed Forces on active duty and who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of such member; or is the spouse of a member of the Armed Forces on active duty and who meets the criteria.

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

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

Eligible Provider: The term “eligible provider”, used with respect to:

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

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

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

Firewall: Separation as a part of the procurement process.

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

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

Individual with a Barrier to Employment: A member of one or more of the following populations: displaced homemakers; low-income individuals; Indians, Alaska Natives, and

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

Individual with a Disability:

1. In general. An individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12'02)).
2. Individuals with disabilities. More than one individual with a disability.

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

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

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

Labor Force: The total of all civilians classified as employed and unemployed and members of the Armed Forces stationed in the United States. (Bureau of Labor Statistics Bulletin 2175).

Labor Market Area: An economically integrated geographic area within which individuals can reside and find employment within a reasonable distance or can readily change employment without changing their residence. Such an area shall be identified in accordance with criteria used by the Bureau of Labor Statistics of the Department of Labor in defining such areas or similar criteria established by a Governor.

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

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

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

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

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

Mature Worker: An individual age 50 or older.

Migrant Seasonal Farm Worker (MSFW): a migrant farmworker, a seasonal farmworker, or a migrant food processing worker:

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

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

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

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

On-the-Job-Training: Training by an employer that is provided to a paid customer while

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

WIOA Adult: An individual who is age 18 or older.

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

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

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

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

Attachment A: Regional Plan Requirements

The regional plan serves as an action plan to develop, align, and integrate service delivery strategies and resources among multiple local areas within a region. Local boards and chief elected officials in each planning region are required to engage in a regional planning process that results in the preparation and submission of a single regional plan. Regional plans must incorporate the local plans for each local area within the planning region. The regional plan must include:

- 1. A description of how each local area within the region was afforded the opportunity to participate in the regional planning process, along with a description of the planning process undertaken to produce the regional plan. The description must include how the chief elected officials and Local Boards were involved in the development of the plan.**

State Instruction 15-08, provided an overview of the process used to identify planning regions. In making the determination, the state considered the factors such as the extent to which the local areas in a proposed region are consistent with labor market areas in the state, are consistent with regional economic development areas in the state, and have available federal and non-federal resources necessary to effectively administer activities under subtitle B and other applicable provisions of WIOA, including whether the areas have the appropriate education and training providers, such as institutions of higher education and area career and technical education schools. SC Department of Employment and Workforce (SCDEW) also considered population centers, labor force conditions, commuting patterns, industrial composition, location quotients, geographic boundaries, income, poverty, educational attainment, and in-demand occupation groups.

Each local area was afforded the opportunity to participate in the development and planning of the South Coast Regional Plan. Local Board members served on the committee throughout 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 development full 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 Lowcountry Workforce development Board: September 28, 2016
 Released for Public Comments: September 29th – October 28th, 2016

A Glossary of Terms is included as an attachment - A

Initially, a regional team configuration was sent out by SCDEW that consisted of the following:

REGIONAL WORKFORCE PLANNING and IMPLEMENTATION TEAMS – The team participated in a self-assessment (**Attachment –B**) exercise designed to help determine each region’s readiness to undertake a sector strategy approach. The team also attended the Regional Institute where planning activities began for the regional plan. The team was responsible for advocating and leading the development of

sector strategies and integrated services in each region in the South Coast Region. The initial team constructed by DEW comprised of a representative from each entity below.

- Workforce Development entities
- Technical/Community Colleges
- Economic Development entities
- K-12 Education
- Business representatives, especially those from likely targeted industry sectors/Non Profit
- Adult Education
- Vocational Rehabilitation

4 Regional Teams comprised of 12 members, to include:

Convener(s) – South Carolina Department of Employment and Workforce (SCDEW) Area Director and Co-Convener, Economic Developer

- 1 Workforce Development Administrator
- 1 Technical College representative
- 1 Economic Developer (Additional)
- 1 Superintendent from K-12 system
- 1 Local Workforce Development Board(LWDB) member who serves as a business representative
- 1 Adult Education representative
- 1 Department of Social Services (DSS) representative
- 1 Vocational Rehabilitation(VR) representative
- 1 Department of Employment and Workforce(DEW) Regional Manager
- 1 Regional Workforce Advisor (from SC Commerce)
- Non Profit

Some of the initial members of the South Coast Planning Team attended the Sector Strategies 101 Training in December 2015, where they learned and discussed how the sectors approach would be developed throughout the state. The meeting immediately sparked an interest in forming partnerships and designing plans on how to develop a regional data-driven and business-led economy. As the planning began, the team quickly recognized the need for additional members to join the team in order to get a true representation of the region's workforce needs. It is notable that, not too long prior to the sector strategies project initiation, the Charleston Metro Chamber of Commerce (CMCC) and Charleston Regional Development Alliance (CRDA) initiated an economic development planning initiative called One Region, which set out to address critical community challenges, advance target clusters and competencies, and coordinate activities across systems in Berkeley, Charleston, and Dorchester counties. Fortunately, one of the South Coast Region Planning Team members also serves on the One Region advisory group. She provided a link between the two initiatives, allowing the team to plan efficiently, effectively and, most importantly, without duplication of efforts.

Following the December meeting, the interim on-site point of contact, the local Workforce development Director, diligently worked on expanding the team roster and planned the first team meeting for March 2, 2016, at the Trident SC Works Center in North Charleston. Several team members were already familiar with each other and accustomed to working together across systems and even across local

workforce development area (LWDA) boundaries. This provided an enormous advantage to the endeavor of developing sector strategies and building talent pipelines across the region. The main goal of the initial meeting was to conduct an in-depth self-assessment, designed to determine their region's readiness to implement sector-focused approaches to workforce development and service delivery. Questions explored were, for example:

1. Are workforce, economic development, and educational institutions using/sharing the same data to determine key growth sectors, identify specific skills needs, level of demand, and education and training gaps?
2. Are target sector employers fully engaged as part of an operational or developing sector partnership?
3. Are appropriate mechanisms in place to ensure timely and effective communications among partners?

The conclusion drawn from the self-assessment exercise was that there are various viable initiatives underway and processes in place within each partner entity and LWDA. However, more focus needed to be placed on aligning plans, processes, and resources in order to successfully scale demand-based strategies to a streamlined regional level.

The second team meeting was held on March 16, 2016, at the Colleton SC Works Center in Walterboro. Team members completed a "mini asset mapping" exercise (**Attachment-C**), i.e., a process to identify and take inventory of existing services, projects, initiatives, partnerships and the entire range of resources within a region that might be accessed to support sector strategies development and implementation. Assets identified, for example, were the [South Carolina Work Ready Communities](#) initiative, the One Region plan in Charleston developed by the Charleston Regional Development Alliance/Charleston Metro Chamber and Alliance Group, and each Local Workforce Development Area (LWDA) business services team, which include partners from the Workforce Innovation and Opportunity Act (WIOA), Vocational Rehabilitation, the Department of Social Services, the South Carolina Department of Employment and Workforce, Ready SC, Economic Development, the Technical Colleges, K-12 School System, Apprenticeship Carolina, the six WIOA core programs which are the Adult, Dislocated Worker, and Youth programs, the Wagner-Peyser program, the Adult Education and Family Literacy Act program, and the Vocational Rehabilitation, SC Tech System, Workforce Development Board members, SC department of Commerce, Technical College of the Lowcountry and Trident Technical College. The conclusion drawn at the first meeting was supported by the outcome of this asset-mapping exercise. Each LWDA already had a relatively solid basic structure in place for a business-led workforce development system. It was just a matter of devising a plan to unify efforts among partners, eliminate duplication, and expand efforts regionally.

2. **An analysis of regional labor market data and economic conditions, to include existing and emerging in-demand industry sectors and occupations, and the employment needs of employers in those existing and emerging in-demand industry sectors and occupations. The analysis shall include:**
 - **The knowledge and skills necessary to meet the employment needs of the employers in the region, including those in in-demand industry sectors and occupations**

- An analysis of the current workforce in the region, including employment and unemployment data, labor market trends, and the educational and skill levels of the workforce, including individuals with barriers to employment; and
- An analysis of workforce development activities in the region, including available education and training opportunities. This analysis must indicate the strengths and weaknesses of workforce development activities necessary to address the education and skill needs of job seekers, including individuals with barriers to employment, and the employment needs of employers in the region.

Through the analysis of data (Attachment – D) provided by Maher & Maher and utilizing the One Region and Talent Demand Update Analysis, the South Coast Region will focus on the following sectors:

- Diversified Manufacturing
- HealthCare
- Information Technology
- Transportation & Logistics
- Construction Trade

Every regional economy consists of a mix of industries that play a greater or lesser role in the overall number of jobs that exist and in the overall value of goods and services produced. Economists speak of jobs as employment and the value of goods and services as output. Statistics related to employment and output allows researchers to compare growth in an economy over time (past or future) as well as to compare our economy to other regions around the country. When we add the workforce development component to an industry cluster in a regional economy, our strategy development requires us to identify those industry clusters, occupations, and career pathways that are most crucial to growing the regional economy and that will therefore provide the optimum mix of employment.

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

Agriculture Production	Construction	Metals and Metal Fabricating
Food Processing	Chemicals, Rubber, and Plastics	Lumber and Wood Products
Communications and IT Manufacturing	Communications and IT Services	Textiles
Biotechnology	Transportation and Logistics	Wholesale Trade
Business Services	Financial Services	Health Care
Real Estate and Building	Government	Retail

Services		
Hospitality	Energy and Utilities	Personal Services
Education		

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

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

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

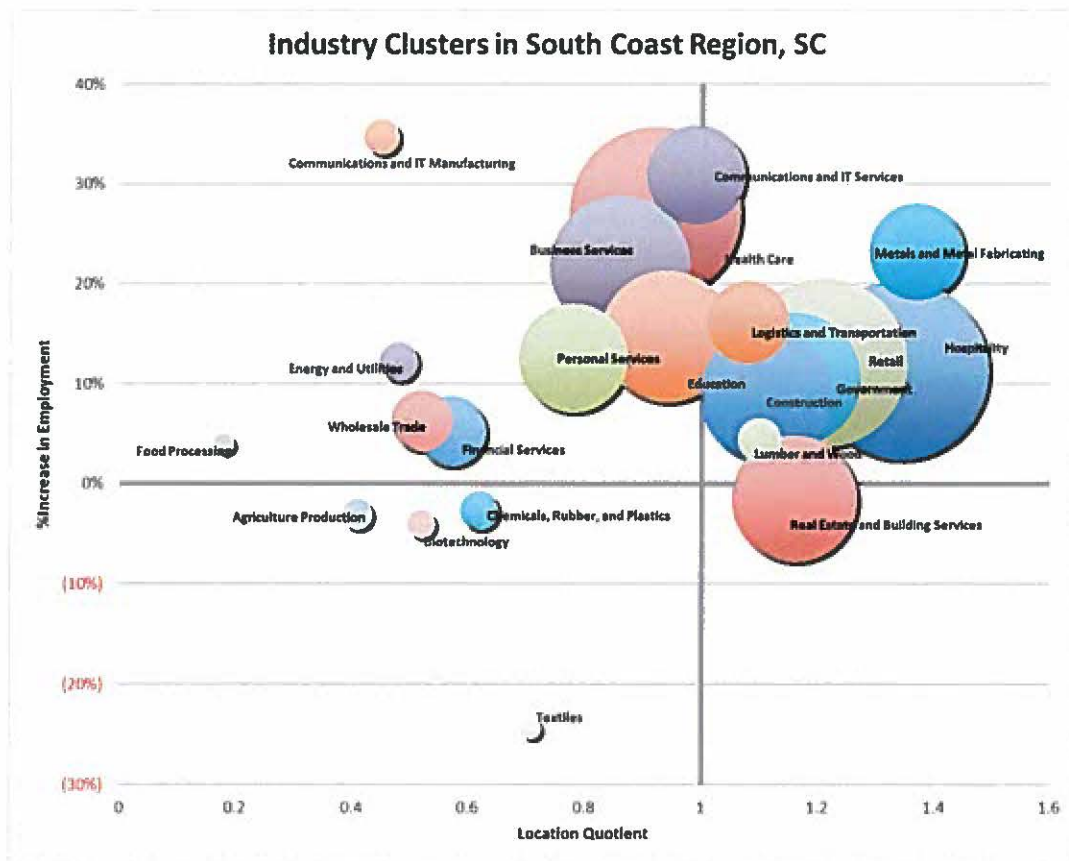
Local competitive advantage (location quotient or LQ) seeks to identify those industries where the local area has certain advantages and as a result does things better than the competition around the country. Competitive advantage may result from access to raw materials, access to markets, an effective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

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

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

The following documents 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 this region (also Report #1E in the Appendix) summarizes the Cluster Summary Report and location quotient, projected percentage change in employment, and size of employment in each of the 22 pre-determined industry clusters. Priority clusters can appear in any one

of the first three quadrants. Bubbles representing the 22 clusters are shown on the graphic on the following page with four quadrants where:

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

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

THE SOUTH COAST REGION

Demographics

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

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

	Population (2015)	Population (2025)	Change	% Change	Age 55+	Less than HS	AAS or more
South Carolina	4,877,827	5,146,532	268,705	6%	29%	15%	34%
Central	1,393,462	1,468,643	75,181	5%	28%	14%	36%
PeeDee	965,492	1,003,007	37,515	4%	33%	18%	27%

South Coast	1,005,040	1,098,261	93,221	9%	29%	11%	39%
Upstate	1,513,833	1,576,621	62,788	4%	29%	18%	32%

Industry Analysis

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

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

- **Metal and Metal Fabricating (1.37)**
 - Motor Vehicle Brake System Manufacturing (37.91)
 - Rolled Steel Shape Manufacturing (27.79)
 - Alumina Refining and Primary Aluminum Productions (7.17)
 - Residential Electric Lighting Fixture Manufacturing (17.69)
 - Aircraft Manufacturing (14.70)
 - Other Engine Equipment Manufacturing (7.25)
 - Aluminum Sheet, Plate, and Foil Manufacturing (4.74)
 - Boat Building (7.41)
 - Travel Trailer and Camper Manufacturing (2.89)
 - All Other Transportation Equipment Manufacturing (4.54)
- **Hospitality (1.34)**
 - Convention and Visitors Bureaus (5.71)
 - Scenic and Sightseeing Transportation, Land (4.59)
 - Recreational Goods Rental (5.29)
 - Historical Sites (4.07)
 - Scenic and Sightseeing Transportation, Water (3.18)
 - Amusement Arcades (3.42)
- **Retail (1.21)**
 - Boat Dealers (4.51)
- **Government (1.16)**
- **Real Estate and Building Services (1.16)**
 - Land Subdivision (7.62)
 - Hazardous Waste Collection (5.45)
 - Other Waste Collection (4.31)
 - Solid Waste Combustors and Incinerators (2.08)
- **Construction (1.11)**
 - 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, they are larger sectors that are expected to generate good growth numbers over the period being examined. They need to be considered among the priority industries. They are listed below along with location quotient for the cluster and the expected job growth for the cluster and drivers for the decade ahead.

- Communications and IT Manufacturing (1.02, 729)
- Communications and IT Services (.99, 5,100)
 - 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:

- 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)
- Personal Services

One of our key planning tasks involves prioritizing the clusters that will be the focus of our investment of time, funding, and programming in the near future. For that reason, we are interested in finding 4-5 clusters that will be our priorities going forward and identifying one that we will fully develop in the course of this project. This data was provided by Maher and Maher.

Knowledge and Skills:

Existing and Emerging In- Demand Industry Sectors and Occupations

The South Coast region has 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. Recently, Volvo Car Corporation selected the Charleston, S.C. area for the location of its first North American plant. Certainly, these projects will add to the momentum the region is currently experiencing.

Utilizing the data from Maher and Maher, The One Region Plan and the Community Profile from the SC Department of Employment and Workforce, The South Coast Region has seen tremendous job growth 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.

- Analysis of Current Workforce

Other industries' growth rates, concentration, and size were also analyzed. Additionally, the group considered questions such as:

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

Per the Healthcare Data Committee, the South Coast Region should focus on the following healthcare **industries** (incl. employment change from 2015 – 2025):

- **Nursing Care Facilities Healthcare Assistants – 653 (21%)**
- **Home Health Care Aides – 1407 (58%)**
- **Hospitals, State – 753 (10%)**
- **Dentists – 685 (25%)**
- **Physicians – 3214 (32%)**
- **Hospitals, Medical/Surgical – 1058 (14%)**
- **Physical Therapies – 427 (43%)**
- **Ambulance Services – 151**
- **Temporary Health Services – 2588**
- **Back Office – 640**
- **Per the Healthcare Data Committee, the South Coast Region should focus on the following healthcare **occupations** (incl. employment change from 2015 – 2025 and required education/training):**
 - **Registered Nurse – 1570 (associates degree or higher)**
 - **Personal Care/Home Health Aide – 1873 (less than high school)**
 - **Nurse Assistants – 765 (certificate)**
 - **Medical Assistants – 639 (certificate)**
 - **Medical Secretaries/Office Clerk General/Receptionists - 1216**

- First Line Supervisors/Office Administrative Support Workers – 665 (high school diploma/equivalent)
- EMT/Paramedic – 226 (non-degree/certificate)
- Patient Care Technician (PCT) (Phlebotomy - 103, ECK,
- Dental Assistants - 204
- Dental Hygienists - 176
- Customer Service Representatives – 287
- Per the Diversified Manufacturing Data Committee, the South Coast Region should focus on the following manufacturing occupations:
 - Aircraft Structure, Surfaces, Rigging, and Systems Assemblers
 - Inspectors, Testers, Sorters, Samplers, and Weighers
 - Team Assemblers
 - Computer-Controlled Machine Tool Operators, Metal and Plastic
 - Machinists
 - Aircraft Mechanics and Service Technicians
 - Industrial Machinery Mechanics
 - Heavy and Tractor-Trailer Truck Drivers
 - Purchasing Agents, Except Wholesale, Retail, and Farm Products
 - Production, Planning, and Expediting Clerks
 - Electrical and Electronic Equipment Assemblers
 - Industrial Engineering Technicians
 - Business Operations Specialists, All Other
 - First-Line Supervisors of Production and Operating Workers
 - Laborers and Freight, Stock, and Material Movers, Hand
 - Welders, Cutters, Solderers, and Brazers
 - Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic
 - Secretaries and Administrative Assistants, Except Legal, Medical, and Executive
 - Avionics Technicians
 - Tool and Die Makers
 - Aerospace Engineering and Operations Technicians
 - Electrical and Electronics Engineering Technicians
 - Engineering Technicians, Except Drafters, All Other
 - Computer User Support Specialists
 - Electrical and Electronics Repairers, Commercial and Industrial Equipment
- It was noted that some of the occupations listed in the manufacturing sector cross over into other sectors as well (e.g., construction trades) and need training programs to fill positions in multiple sectors. Therefore, the data team recommended obtaining the staffing patterns for the remaining sectors (IT, TDL, and Construction Trades) right away to be analyzed and fused with the existing recommendations.
- Additionally, it is essential to cross-reference the manufacturing occupations chosen for priority focus with data used by the SC Department of Commerce

Challenges

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

Other challenges include:

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

Strengths and Weaknesses:

At the Sector Strategies Regional Planning Institute in March, and during an all-day comprehensive in-person meeting in April, the team designed the South Coast Sector Strategies and Talent Pipeline Planning Framework, a document that reflects detailed goals, strategies, and action steps planned in support of this initiative. The development of this Planning Framework was guided by the results of a SWOT analysis (strengths, weaknesses, opportunities, and threats) completed at the beginning of the Institute. The SWOT analysis revealed several regional patterns, including but not limited to:

Strengths	Weaknesses
<ul style="list-style-type: none"> ▪ Abundant job growth ▪ Industries/employers have a desire to partner with workforce development entities ▪ Excellent geographic location and superb quality of life 	<ul style="list-style-type: none"> ▪ Pockets of geographic locations where access to education is extremely limited ▪ Large segments of the regional population lack reliable transportation ▪ There is a general lack of awareness of the available workforce system service repertoire
Opportunities	Threats
<ul style="list-style-type: none"> ▪ Efficiently address the “boardroom to mail room” disconnect ▪ Rebranding and change in marketing strategy for the chosen priority sectors ▪ Scale existing sector work/projects to a regional level 	<ul style="list-style-type: none"> ▪ Lack of complete system buy-in for sector strategies ▪ Funding for education in South Carolina is low in comparison to other states

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%. The charts below show the top certifications and soft skills needed in each of the counties that comprise the South Coast. 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. The team will still need to validate the data with employers from each chosen sector, which will include a focus group or a survey with employers utilizing predetermined questions. The Talent Demand Analysis update conducted by Charleston Metro Chamber provided additional data on employer needs. It identified critical areas of need for current and future jobs that includes Software & IT, Production, Mathematics,

Marketing, Engineering, Communications, Business and Medical. The Region has a number of programs in existence with technical colleges, private providers and Adult Education to meet the needs of the customers. However, more specific programs will need to be developed.

Trident Region: Berkeley, Charleston & Dorchester Counties					
TOP 30 CERTIFICATIONS	Jan-Jun 2016	TOP 30 SOFT SKILLS	Jan-Jun 2016	TOP 30 HARD SKILLS	Jan-Jun 2016
Driver's License	6,668	Oral and written communication skills	13,364	Quality Assurance	1,555
Certified Registered Nurse	3,139	Marketing	6,816	Technical support	1,044
Commercial Driver's License	3,132	Team-oriented, teamwork	5,419	Quality control	939
Secret Clearance	1,557	Integrity	5,392	Customer relationship management	850
Basic Life Support	1,429	Microsoft Office	5,260	Java	817
HAZMAT	1,242	Customer service oriented	4,313	Linux	744
Occupational Safety & Health Administration Certification	871	Detail oriented	4,218	Robotic surgery	731
Certification in Cardiopulmonary Resuscitation	856	Creativity	3,785	Structured query language	729
Continuing Education	834	Self-starting / Self-motivated	3,364	Food preparation	698
Food safety programs	735	Problem solving	3,280	Bilingual	697
Advanced Cardiac Life Support	703	Sales experience / ability	2,988	Preventive maintenance	630
Licensed Practical Nurse	545	Work independently	2,866	Preventative maintenance inspections	605
Real estate license	444	Management experience	2,816	Geriatrics	586
Health Insurance Portability and Accountability Act - HIPPA	353	Coaching	2,643	Critical care	548
DOT Medical card	350	Organizational skills	2,515	Computer based training	522
Certified Information Systems Security Professional	343	Management skills	2,453	Pediatrics	497
Automotive Service Excellence	337	Oracle	2,363	Cyber security	490
DoD 8570 Certification	315	Troubleshooting	2,295	Systems Development Life	480

				Cycle	
State insurance license	313	Strong leadership skills	2,286	Information assurance	479
Class A Commercial Drivers License	292	Basic computer skills	2,265	Software as a Service	465
Board Certified	291	Time management	2,188	Medicaid	458
Certified in Nursing Administration	289	Business development	2,185	JavaScript	453
First Aid certification	286	Project Management	2,184	Behavioral health	436
Basic Cardiac Life Support	283	Microsoft PowerPoint	2,104	VMware	413
Top Secret Clearance	279	Negotiation skills	1,998	Firewall	407
Pediatric Advanced Life Support	275	Work ethics	1,878	User Experience design	392
EPA certification	267	Dependability	1,765	Material Handling	376
Accreditation Board for Engineering and Technology	242	Strong interpersonal skills	1,517	Scrum agile methodology	375
Project Management Professional	230	Analytical skills	1,413	UNIX	372
Tanker and Hazmat Endorsement	224	Software development	1,407	Pharmacy Benefit Management	368

Lowcountry: Beaufort, Colleton, Hampton & Jasper Counties

TOP 30 CERTIFICATIONS	Jan-Jun 2016	TOP 30 SOFT SKILLS	Jan-Jun 2016	TOP 30 HARD SKILLS	Jan-Jun 2016
Driver's License	1,593	Oral and written communication skills	3,235	Quality Assurance	477
Commercial Driver's License	1,274	Marketing	1,435	Bilingual	269
Certified Registered Nurse	945	Integrity	1,356	Pediatrics	203
Basic Life Support	694	Customer service oriented	1,080	Computer based training	200
American Sign Language	520	Team-oriented, teamwork	1,072	Food preparation	189
HAZMAT	437	Microsoft Office	1,008	Preventive maintenance	187
Certification in Cardiopulmonary Resuscitation	412	Detail oriented	878	Preventative maintenance inspections	150
Continuing Education	354	Coaching	726	Geriatrics	149

Advanced Cardiac Life Support	336	Creativity	621	Medical-Surgical Nursing	142
Occupational Safety & Health Administration Certification	225	Problem solving	618	Marketing and Sales	139
Licensed Practical Nurse	222	Self-starting / Self-motivated	602	Quality control	136
Secret Clearance	218	Organizational skills	587	Medicaid	134
First Aid certification	177	Sales experience / ability	574	Critical care	127
Hospice and Palliative Care	175	Work independently	563	Patient Electronic Medical Record	116
Pediatric Advanced Life Support	168	Management experience	516	Emergency room	108
Food safety programs	161	Basic computer skills	515	Technical support	95
Health Insurance Portability and Accountability Act - HIPPA	136	Management skills	426	Bilingual Spanish	92
Class A Commercial Driver's License	106	Strong leadership skills	395	Academic affairs	81
Tanker and Hazmat Endorsement	98	Work ethics	387	Customer relationship management	79
Certified in Nursing Administration	95	Owner operator	371	Pharmacy Benefit Management	79
Certified Purchasing Manager	95	Microsoft PowerPoint	353	Retail merchandising	77
Board Certified	94	Cash registers	348	Asset protection	70
DOT Medical card	91	Retail sales	348	Behavioral health	70
Certified Nursing Assistant	87	Time management	345	Internal audit	65
ICD-10 / ICD-9	72	Troubleshooting	343	Society for Worldwide Interbank Financial Telecommunication	63
American Registry of Radiologic Technologists	71	Dependability	298	Disaster recovery	62
Neonatal Resuscitation Program	71	Negotiation skills	295	Java Server Faces	61
Pharmacy Technician	68	Microsoft Word	292	Material Handling	57
Automotive Service Excellence	68	Business development	276	Time and attendance	56

Growing Jobs (2012-22) by Education for LWDAs		
BY NUMBER	Lowcountry	Trident

Associate's degree	646	3,274
Bachelor's degree	1,420	8,237
Doctoral or professional degree	237	1,067
High school diploma or equivalent	4,017	15,270
Less than high school	4,222	10,216
Master's degree	181	678
Postsecondary non-degree award	810	3,534
Some college, no degree	65	484
TOTAL	11,598	42,760
BY PERCENT	Lowcountry	Trident
Associate's degree	5.6%	7.7%
Bachelor's degree	12.2%	19.3%
Doctoral or professional degree	2.0%	2.5%
High school diploma or equivalent	34.6%	35.7%
Less than high school	36.4%	23.9%
Master's degree	1.6%	1.6%
Postsecondary non-degree award	7.0%	8.3%
Some college, no degree	0.6%	1.1%
TOTAL	100.0%	100.0%

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. 4.17% have less than 9th grade, 8.06% are 9th to 12th No Diploma, the highest group is the high school graduates with 26.49%, 21.90% have some College, 8.29% have an Associate Degree, 19.80% have a Bachelor Degree and 11.29 have a Graduate Degree.

Groups with barriers to Employment:

The South Coast region 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.

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); long-term unemployed individuals and Veterans, unemployed workers, youth, and others that the state may identify.

Hispanics

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

Homeless

There are a growing number of homeless individuals in the South Coast Region. This includes 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.

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).

Migrant/Seasonal Workers

According to the U.S. Department of Labor's National Agricultural Workers Survey for the 2009-2010 survey period, 74 percent of all farm workers in the U.S. were born in Mexico, 82 percent were Hispanic, and 72 percent spoke English less than "well." Sixty-three percent had less than a high school education. In its Migrant and Seasonal Farmworkers (MSFW) Report for Program Year 2012, the U.S. Department of Labor highlighted that South Carolina's One Stop Centers had taken 1,931 job applications for MSFWs and placed 1,271 (66 percent) into a job. South Carolina Legal Services, a nonprofit organization providing legal services to low income state residents, notes that there are 28 registered migrant worker labor camps in 12 counties in the state.

Foster Care

The average time a child spent in foster care was 15.9 months in FY 2013, the lowest average during the past four years. In FY 2013, there were 1,220 children waiting for adoption. As of June 2013, there were 3,734 children receiving in-home foster care services.

Temporary Assistance for Needy Families (TANF)

For FY 2012-2013, the number of TANF households served decreased to 415,475, a 6.5 percent decline from the previous fiscal year. The average wage of a TANF recipient employed through a S.C. Department of Social Services program was \$8.27 per hour¹⁵.

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.

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.

3. **A description of plans for the development and implementation or expansion of sector initiatives for in-demand industry sectors or occupations for the region. Regions should consider:**
 - **Current in-demand industry sectors and occupations within the region;**
 - **The status of regional collaboration in support of the sector initiatives; -**
 - **Current sector-based partnerships within the region; Data-driven sector priorities within the region; -**
 - **The extent of business involvement in current initiatives; and**
 - **Potential public-private partnerships in the region to support sector strategies.**

The team analyzed a comprehensive set of data relating to regional economies, industry sectors, and clusters. The data for each industry cluster was organized by the following three metrics: 1) location quotient (concentration of industry employment in the area as compared to the national average), 2) percentage increase in employment from 2015-2025, and 3) size of employment in the industry.

The team determined that diversified manufacturing and healthcare would be their initial focus areas. The data analyzed affirmed this decision through the sheer size, concentration, and growth of the industries. Considering that the manufacturing base is very diverse in the region, it was decided that the Metal and Metal Manufacturing, Lumber and Wood Products, and Communications and IT manufacturing industries be consolidated into a Diversified Manufacturing cluster.

In conclusion, the following focus areas were agreed upon:

Primary Target Sectors

Diversified Manufacturing
Healthcare

Secondary Target Sectors

Construction Trades
Information Technology (IT)
Transportation, Distribution, and Logistics (TDL)

The Sector Industries as identified in the South Coast Region will align career pathways, career and training services. Both the Trident Workforce and Lowcountry Workforce Development Areas, which comprise the South Coast Region, are in full support of the region sector strategies. Professional services such as back office positions will also be included under the sectors.

- **The extent of business involvement in current initiatives; and**
- **Potential public-private partnerships in the region to support sector strategies.**

The Region is 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 will meet regularly to organize employer contacts, job fairs, and hiring events.

Business services staff 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. The team will also complete a survey with employers representing each sector as a means of engaging and validating data.

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.

The Regional Planning committee will meet quarterly to advise the regional Business Service Team on business relations and the Vocational Rehabilitation program 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 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.

4. **A description of regional service strategies that may be established as a result of the regionally coordinated delivery of services, including the use of cooperative service delivery agreements, when appropriate. Regions should consider:**
 - Existing service delivery strategies that will be expanded, streamlined, or eliminated;
 - New service strategies necessary to address regional education and training needs;
 - Strategies to address geographic advantages;
 - Approaches to improve services to individuals with disabilities, veterans, youth, or other hard-to-serve populations;
 - Strategies to connect the unemployed with work-based learning opportunities; and
 - Strategies to integrate existing regional planning efforts among core partners.

The South Coast Region will engage in service strategies to support local workforce development system that meets the workforce needs across the planning region. These will include:

- When it is appropriate, leverage the collective resources of the local area workforce development boards to develop collaborative initiatives that engage with industry specific associations and aim to reduce duplication in efforts
- Coordinate and convene with the appropriate stakeholders in the communities to encourage collaboration and avoid duplication of services or activities related to preparation for priority/unemployed job seekers entering the workforce.
- Promote a consistent voice and systems across all local area workforce centers and regional partners to ensure a more seamless continuum of services for employer and jobseeker customers throughout the region
- Combine expertise across the partners to work with priority populations in a concerted effort in reducing duplicated services thus allowing all partner staff to address talent gaps, basis skills deficiency, effectively regardless of the funding stream or targeted populations they may represent

- Coordinate service delivery and partnership alignment to maximize resources and identify and utilize the strengths available through each system

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.

WIOA provides a focus on servicing individuals with barriers to employment as defined in section II and those that are on in the priority population. The Priority population consists of those receiving public assistance, other low-income individuals, and individuals who are basic skills deficient. WIOA will serve K-12 students and other youth, dislocated workers, veterans, career-changers, upskillers etc.

The South Coast Region has made work-based learning opportunities (OJT, work-experience, apprenticeships, school-to-work) for the unemployed a top priority for the local areas. The Business Services Team have been given the task of ensuring all facets of customers such as youth, adults and dislocated workers have accurate, up to date knowledge/information concerning Work -Based Learning Programs. For youth, programs such career assessments, work experience and On the Job training is designed to lead to career pathway choices. The region will be adding additional worksites for work experiences and summer employment opportunities each year by partnering with other agencies and new prior partner employers. This will require networking of partnering priorities 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 will be working on increasing the numbers of hard to serve populations in career pathway through various programs. Job seekers will be provided career assessments for job placement, establish and increase workshops to provide additional real world skills so adults can reenter the workplace with skills to compete. Our Business Services 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.

This will require all staff from intake to partners to understand their respective roles and execute the plan to seamlessly serve all customers to include those listed under customers with barriers to employment. Staff and partner training will be done on a local and regional level to ensure everyone is using the same language and executing the plan once approved.

- 5. A description of any administrative cost arrangements that currently exist or that will be established within the region, including the pooling of funds for administrative costs, as appropriate. Regions should consider:**
 - Current or proposed resource leveraging agreements.
 - Establishing a process to evaluate cost sharing arrangements.

The South Coast Region will not pursue administrative cost agreements. Currently, each local area has its own unique budget structure and cost allocation plan that does not permit a regional administrative cost arrangement at this time.

6. **A description of how transportation and other supportive services are coordinated within the region, as appropriate. Regions should consider:**
 - **How the provision of transportation or other supportive services could be enhanced regionally;**
 - **What organizations currently provide or could provide supportive services; and**
 - **Establishing a process to promote coordination of the delivery of supportive services.**

Van Pool is a form of transportation that is being discussed and may serve as a regionally transportation solution. The idea is to have vans that will serve specific population/employer needs for transportation. Best practice for childcare is to partner with agencies that provide childcare such as FirstSteps, ABC Vouchers through DSS and on-site head start programs.

The South Coast Planning Region's strategy for the coordination of transportation and other supportive services will center on using the collective voice of the region to approach agencies and negotiate competitive rates. This should improve the accessibility and affordability of these services to its customers. The region anticipates that the size and volume of its customer base will contribute to its ability to negotiate the best possible value for these services. The region will prioritize these efforts based on the most prevalent needs of customers across the region (e.g., transportation services, childcare). This will require the local area workforce development boards to develop a comprehensive understanding of each other's local area needs and available resources. Workforce boards will acquire this knowledge through regular informal meetings as well as through formal regional planning sessions, as described above.

Transportation has always been an issue in rural areas of the South Coast Region - there is a lack of infrastructure and accessible availability of regional public transportation. Even in higher population areas, such as Charleston, where there are city buses, the hours and geographic coverage area is limited. This is important especially for night shift or swing shift workers who rely on public transit as their only option. There is also a significant shortage in the area of CDL drivers, including school bus drivers. There is also a need for services to assist individuals with medical transportation, including access to hospitals and mental health treatment centers. There are several local efforts, but there are many barriers to a coordinated regional solution. This is also a focus for expansion of the Tourism and Hospitality sectors - having public transportation options for visitors is a key factor for increasing tourism. This is also important for offenders - when offenders are released back into the community, they rarely have transportation of their own and thus rely on public transportation options when looking for work.

The South Coast region will advocate for more infrastructure to address transportation and other support services deficiencies.

- 7. A description of how workforce development services are coordinated with economic development services and providers within the region. Regions should consider:**
- **Current economic development organizations engaged in regional planning; and**
 - **Education and training providers involved with economic development.**

Workforce development services are coordinated with education and training providers throughout the region. Collaborative providers are included in conversations revolving around planning for growth and economic development. Regional planning assesses training needs for upcoming employment opportunities, while sustaining current industry needs. Education and training providers collaborate through civic organizations, government agencies, private industries and public forums to address economic development. Various groups meet on a regular basis to maintain an open line of communication. Locally, chambers of commerce provide public school districts with data detailing workforce talent demands. Workforce data drives skills-based training programs in high schools. Completion of those programs coupled with industry credentials provides industries with graduates prepared for entry-level positions. A specific example includes the partnership with Trident Technical College, the Charleston Metro Chamber of Commerce and public school districts in the tri-county to fulfill workforce needs in specific occupational areas as defined in the Talent Demand Study for the Charleston Metro area.

Through Career and Technology Education (CATE) students are exposed to a variety of viable career options and are prepared for fast-growing, high paying jobs in high-growth occupations – including healthcare, the skilled trades, STEM, information technology, and marketing⁴⁵. Classroom instruction and student experiences are linked to career clusters. Career clusters connect what students learn in school with the knowledge and skills they need for success in college and careers. Each career cluster identifies different pathways from secondary school to two- and four-year colleges, graduate school, and the workplace. Exposure to career pathways in these fields is one way to change the outdated perception of manufacturing and other STEM-related fields that contributes to the SC workforce skills gap.

Over 300 Career and Technical Education (CTE) courses were offered in secondary schools in 2012-13 and approximately 186,000 students were enrolled in at least one CTE course in the same academic year. The Graduation Rate for CTE students who complete at least four courses in a state-approved CTE program was 95% (as compared to the state average of 77.5%) and the Placement Rate into post-secondary education, employment, or military service was 96.5%. High school students also have the opportunity to participate in dual enrollment, which allows students to be enrolled in high school while earning credits toward a college degree, diploma, or certificate. The Community College Research Center's recent study found that dual enrollment participation is positively related to a range of college outcomes, including college enrollment and persistence, greater credit accumulation, and a higher college GPA.

The S.C. Technical College System provides 95% of the state's dual enrollment programs⁴⁹; serves more than a quarter million South Carolinians each year and educates more undergraduates than all other public higher education institutions combined⁵⁰. The System has three main components – the technical colleges, readySC™, and Apprenticeship Carolina™. The 16 colleges combined offer 77 degrees, 28 diplomas, and 1,078 certificates. Nearly 90% of graduates from SC Technical College System are placed in a job related to their field of study or continuing their studies and further their education. The colleges also provide education and training for WIOA participants and SCVRD/SCCB clients. Adult

Education has MOAs with all 16 local technical colleges to provide reciprocal referrals where appropriate and many Adult Education programs are partnering with technical colleges to establish dual enrollment programs.

The S.C. Technical College System and the S.C. Department of Education are co-chairs and key partners serving on the Talent Pipeline State Leadership Team. Regionally, local technical colleges, guidance counselors, superintendents, and other education partners will collaborate with workforce, economic development, and other significant stakeholders to develop regional sector initiatives that help close the workforce skills gap. The colleges also partner with business and industry to provide training for new and incumbent workers. The other components of the System - readySC™ and Apprenticeship Carolina™ - focus on the recruiting and initial training needs of new and expanding organizations, and building awareness and increasing the use of Registered Apprenticeships. readySC™ and Apprenticeship Carolina™ representatives serve on the BSTs, which include core partner programs and several mandatory and optional one-stop partners as well, and work closely with workforce and economic development to identify and meet the needs of business and industry. Additionally, an apprenticeship liaison in each LWDA serves as the link between businesses and Apprenticeship Carolina™.

There are several economic development entities, to include, but not limited to the S.C. Department of Commerce, readySC™, and county and regional economic alliances. Workforce development programs and activities are well coordinated with economic development entities.

Sector Strategies/South Carolina Talent Pipeline Project

The S.C. Department of Commerce is a co-chair of the Talent Pipeline State Leadership Team partnering with DEW, the S.C. Technical College System, and the S.C. Department of Education to adopt a sector strategies approach to developing a skilled talent pipeline for South Carolina's business community. S.C. Department of Commerce Regional Workforce Advisors (RWA) and economic alliances are partnering with workforce and education entities to develop and implement sector strategies on a regional basis.

S.C. Certified Work Ready Communities

The S.C. Department of Commerce was a member of the CWRC state leadership team formed to implement this initiative, and continues to be a strong supporter. Likewise, at the county-level, economic developers have played a vital role in recruiting business support and helping counties earn the Certified Work Ready Community designation as a strategy for meeting the talent needs of employers.

Business Services Teams

South Coast Integrated Business Services Team (IBST) consisting of members who represent a variety of workforce and economic development entities.

- 8. A description of the region's plan regarding coordination of local performance negotiations. Each local area will continue to negotiate performance goals with the State and will remain ultimately responsible for ensuring performance meets or exceeds the agreed upon goals.**

Listed below are the Performance Measures as outlined in the WIOA Law that the programs will be held accountable for and evaluated on.

1. **Employment Rate 2nd Quarter After Exit:** Percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program
2. **Youth Education or training, or employment 2nd quarter after program exit:** Title I Youth Program Only : “percentage of program participants who are in education or training, or in unsubsidized employment during the second quarter after exit from the program”
3. **Employment Rate 4th Quarter After Exit:** Percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program
4. **Youth Education or training, or employment 4th quarter after program exit:** Title I Youth Program Only : “percentage of program participants who are in education or training, or in unsubsidized employment during the fourth quarter after exit from the program
5. **Median Earnings 2nd Quarter After Exit** Median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program
Median is the middle number of a series. 1, 3, 5, 7, 9, 12, 20
6. **Post-secondary credential attainment during program participation or within 1 year after program exit or secondary school diploma or equivalent:** Percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent during participation in or within 1 year after exit from the program. Secondary School Diploma/Equivalent Diploma: Counts only if the participant is employed or enrolled in a training program leading to a recognized postsecondary credential within 1 year after exit from the program.
7. **Measure Skills gains:** Percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment. Percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary.
8. **Indicator(s) of effectiveness in serving employers.-To be determined**

Regional Plan Signatures

Local Workforce Development Boards:

Lowcountry Workforce Development Board
Name- Chair

Signature Date

_____ Workforce Development Board
Name- Chair

Signature Date

Trident Workforce Development Board
Name- Dottie Karts Chair

Signature Date

_____ Workforce Development Board
Name- Chair

Signature Date

Local Grant Recipient Signatory Officials:

Lowcountry Workforce Development Area
Name- Title

Signature Date

_____ Workforce Development Area
Name- Title

Signature Date

Trident Workforce Development Area
Name- Ronald E. Mitchum Title: Executive Director

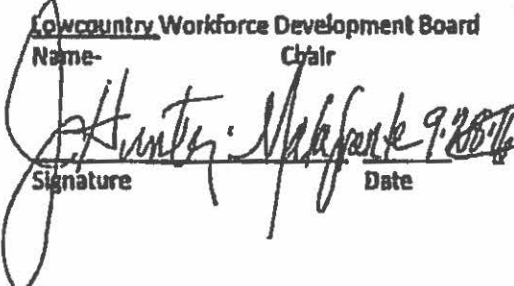
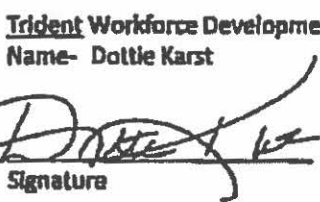
Signature Date

_____ Workforce Development Area
Name- Title

Signature Date

Regional Plan Signatures

Local Workforce Development Boards:

<u>Lowcountry Workforce Development Board</u>	<u>Trident Workforce Development Board</u>
Name- _____ Chair	Name- Dottie Karst Chair
 _____	 _____
Signature _____ Date 9/28/16	Signature _____ Date 9/28/16



Name- _____ Chair

Name- _____ Chair

Signature _____ Date

Signature _____ Date

Local Grant Recipient Signatory Officials:

<u>Lowcountry Workforce Development Area</u>	<u>Trident Workforce Development Area</u>
Name- S. Graham Title Executive Director	Name- Ronald E. Mitchum Title: Executive Director
 _____	 _____
Signature _____ Date 9/27/16	Signature _____ Date 9/27/16

Name- _____ Title

Name- _____ Title

Signature _____ Date

Signature _____ Date



Memorandum

DATE: October 4, 2016
TO: County Council
FROM: Gary Kubic, County Administrator *Gary Kubic*
SUBJ: County Administrator's Progress Report

The following is a summary of activities that took place Monday, September 26, 2016 through Tuesday, October 4, 2016:

September 26, 2016

- Joshua Gruber and Suzanne Gregory re: Employee Services Update
- Employee New Hire Orientation
- Joshua Gruber, Alicia Holland and Suzanne Gregory re: Wells Fargo 2015/2016 Year-End Claims Review
- Community Services Committee
- County Council Caucus
- County Council

September 27, 2016

- Ray Wenig, Experience Green Executive Director, Eric Larson, David Wilhelm, and Jim Minor re: Experience Green/ Baseline Sustainability Report Update
- Joshua Gruber, Beaufort Regional Chamber of Commerce Representatives Leigh Copeland, Board Chair, and Blakely Williams, President/CEO re: Economic Development

September 28, 2016

- Joshua Gruber, Philip Foot and Chuck Laine re: Animal Services Campus
- Joshua Gruber, Alicia Holland and Jon Rembold re: Port Royal POA / Hilton Head Airport Update
- Joshua Gruber, Monica Spells, Fred Leyda and Bill Love re: Disabilities and Special Needs / Community Services

September 29, 2016

- Personal Leave

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September 30, 2016

- Personal Leave

October 3, 2016

- Employee New Hire Orientation
- Finance Committee

October 4, 2016

- Conference Call @ EOC re: Hurricane Matthew
- Joshua Gruber, Monica Spells, Alicia Holland, Eric Larson, Robert McFee, Fred Leyda Shannon Loper, Colin Kinton and York Glover, District 3 Candidate re: County Operations Briefing
- Conference Call with Executive Staff re: Hurricane Matthew



Memorandum

DATE: October 4, 2016
TO: County Council
FROM: Joshua A. Gruber, Deputy County Administrator
SUBJECT: Deputy County Administrator's Progress Report

The following is a summary of activities that took place Monday, September 26, 2016 through Tuesday, October 4, 2016:

September 26, 2016 (Monday):

- Gary Kubic and Suzanne Gregory re: Employee Services Update
- Gary Kubic, Alicia Holland and Suzanne Gregory re: Wells Fargo 2015 / 2106 Year End Claims Review
- Community Services Committee
- County Council Caucus
- County Council

September 27, 2016 (Tuesday):

- Gary Kubic, Beaufort Regional Chamber of Commerce Representatives Leigh Copeland, Board Chair, and Blakely Williams, President/CEO re: Economic Development

September 28, 2016 (Wednesday):

- Gary Kubic, Phil Foot and Chuck Laine re: Animal Services Campus
- Gary Kubic, Alicia Holland and Jon Rembold re: Port Royal POA / Hilton Head Airport Update
- Gary Kubic, Monica Spells, Fred Leyda and William Love re: Disabilities and Special Needs / Community Services

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September 29, 2016 (Thursday):

- Disabilities and Special Needs – “Final” Rule Public Meeting
- Public Information Meeting / Corridor Plan Being Developed for Lady’s Island

September 30, 2016 (Friday):

- Maria Walls and Kimberly Chesney re: 2016 Forfeited Land Commission Tax Sale
- SC DHEC re: Preparedness and Response for Zika Virus

October 3, 2016 (Monday):

- Monica Spells, Alicia Holland and Phillip Foot re: Bi-weekly Project Review Status Update
- Monica Spells, James Johnson and Mark Roseneau re: Transition / Coordination of Security Projects
- Robert McFee, William Harvey, Attorney, Marc Lemin, Engineer, Infrastructure Consulting & Engineering Co., Jared Fralix, VP, Project Development, ICE, Micah Shultzman, PMI, City of Beaufort representatives Bill Prokop, Neal Pugliese and Sammy Negron, and Frank Mills of Hargray Telephone Co. re: Boundary Street Project – Hargray Fiber Optic
- Finance Committee

October 4, 2016 (Tuesday):

- Alicia Holland and Jon Rembold re: Airport Projects Status Update
- Conference Call with Executive Staff re: Hurricane Matthew
- Gary Kubic, Monica Spells, Alicia Holland, Eric Larson, Robert McFee, Fred Leyda, Shannon Loper, Colin Kinton and York Glover, District 3 Candidate re: County Operations Briefing