

SOUTH CAROLINA PYS 2024-2027

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OVERVIEW

Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of each State must submit a Unified or Combined State Plan to the Secretary of the U.S. Department of Labor that outlines a four-year strategy for the State's workforce development system. The publicly-funded workforce development system is a national network of Federal, State, regional, and local agencies and organizations that provide a range of employment, education, training, and related services and supports to help all job-seekers secure good jobs while providing businesses with the skilled workers they need to compete in the global economy. States must have approved Unified or Combined State Plans in place to receive funding for core programs. WIOA reforms planning requirements, previously governed by the Workforce Investment Act of 1998 (WIA), to foster better alignment of Federal investments in job training, to integrate service delivery across programs and improve efficiency in service delivery, and to ensure that the workforce system is job-driven and matches employers with skilled individuals. One of WIOA's principal areas of reform is to require States to plan across core programs and include this planning process in the Unified or Combined State Plans. This reform promotes a shared understanding of the workforce needs within each State and fosters development of more comprehensive and integrated approaches, such as career pathways and sector strategies, for addressing the needs of businesses and workers. Successful implementation of many of these approaches called for within WIOA requires robust relationships across programs. WIOA requires States and local areas to enhance coordination and partnerships with local entities and supportive service agencies for strengthened service delivery, including through Unified or Combined State Plans.

OPTIONS FOR SUBMITTING A STATE PLAN

A State has two options for submitting a State Plan— a Unified State Plan or a Combined State Plan. At a minimum, a State must submit a Unified State Plan that meets the requirements described in this document and outlines a four-year strategy for the core programs. The six core programs are—

- the Adult program (Title I of WIOA),
- the Dislocated Worker program (Title I),
- the Youth program (Title I),
- the Adult Education and Family Literacy Act program (Title II), and
- the Wagner-Peyser Act Employment Service program (authorized under the Wagner-Peyser Act, as amended by title III),
- the Vocational Rehabilitation program (authorized under Title I of the Rehabilitation Act of 1973, as amended by Title IV).

Alternatively, a State may submit a Combined State Plan that meets the requirements described in this document and outlines a four-year strategy for WIOA's core programs plus one or more of the Combined State Plan partner programs. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. If included, Combined State Plan partner programs are subject to the "common planning elements" (Sections II-IV of this document) where specified, as well as the program-specific requirements for that program where such planning requirements exist separately for the program. The Combined State Plan partner programs are—

- Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (20 U.S.C. 2301 et seq.)
- Temporary Assistance for Needy Families program (42 U.S.C. 601 et seq.)
- Employment and Training programs under the Supplemental Nutrition Assistance Program (programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))
- Trade Adjustment Assistance for Workers programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))
- Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et seq.)
- Unemployment Insurance programs (programs authorized under State unemployment compensation laws in accordance with applicable Federal law)
- Senior Community Service Employment program (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- Employment and training activities carried out by the Department of Housing and Urban Development
- Community Services Block Grant (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))¹

[1] States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried out by the Department of Housing and Urban Development that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

HOW STATE PLAN REQUIREMENTS ARE ORGANIZED

The major content areas of the Unified or Combined State Plan include strategic and operational planning elements. WIOA separates the strategic and operational elements to facilitate cross-program strategic planning.

- The **Strategic Planning Elements** section includes analyses of the State's economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State's workforce development system and alignment strategies for workforce development programs to support economic growth.
- The **Operational Planning Elements** section identifies the State's efforts to support the State's strategic vision and goals as identified in the Strategic Planning Elements section. This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support

ongoing program development and coordination. Operational planning elements include:

- State Strategy Implementation,
- State Operating Systems and Policies,
- Assurances,
- Program-Specific Requirements for the Core Programs, and
- Program-Specific Requirements for the Combined State Plan partner programs. (These requirements are available in a separate supplemental document, Supplement to the Workforce Innovation and Opportunity Act (WIOA) Unified and Combined State Plan Requirements. The Departments are not seeking comments on these particular requirements).

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.² States must develop strategies that look beyond strategies for the general population and develop approaches that also address the needs of target populations. Use of links to external websites and documents is permitted within the State Plan narrative submission, if such links remain active and adhere to Section 508 accessibility requirements.

Paperwork Reduction Act: The Paperwork Reduction Act of 1995 (PRA) provides that an agency may not conduct, and no person is required to respond to, a collection of information unless it displays a valid OMB control number. Public reporting burden for this information collection is estimated to be 86 hours per state; including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Responding to this collection is required to obtain or retain the Federal grant benefit. In addition, responses to this information collection are public, and the agencies offer no assurances of confidentiality. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Labor, Office of Workforce Investment, and reference OMB control number 1205-0522. Note: Please do not return the completed plan to this address.

[2] Target populations include individuals with barriers to employment, as defined in WIOA Sec. 3, as well as veterans, unemployed workers, and youth.

I. WIOA STATE PLAN TYPE AND EXECUTIVE SUMMARY

A. WIOA STATE PLAN TYPE

Unified or Combined State Plan. Select whether the State is submitting a Unified or Combined State Plan. At a minimum, a State must submit a Unified State Plan that covers the six core programs.

Unified State Plan. This plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs.

Combined State Plan. This plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs, as well as one or more of the optional Combined State Plan partner programs identified below.

This is a combined plan

COMBINED PLAN PARTNER PROGRAM(S)

Indicate which Combined Plan partner program(s) the state is electing to include in the plan.

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (20 U.S.C. 2301 et seq.)

No

Temporary Assistance for Needy Families program (42 U.S.C. 601 et seq.)

Yes

Employment and Training programs under the Supplemental Nutrition Assistance Program (programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))

Yes

Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))

No

Trade Adjustment Assistance for Workers programs (activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))

Yes

Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.)

Yes

Unemployment Insurance programs (programs authorized under State unemployment compensation laws in accordance with applicable Federal law)

No

Senior Community Service Employment program (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))

Yes

Employment and training activities carried out by the Department of Housing and Urban Development

No

Community Services Block Grant (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))

No

B. PLAN INTRODUCTION OR EXECUTIVE SUMMARY

The Unified or Combined State Plan may include an introduction or executive summary. This element is optional.

II. STRATEGIC ELEMENTS

The Unified or Combined State Plan must include a Strategic Planning Elements section that analyzes the State’s current economic environment and identifies the State’s overall vision for its workforce development system. The required elements in this section allow the State to develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs to support economic growth. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. Where requirements identify the term “populations”, these must include individuals with barriers to employment as defined at WIOA Section 3. This includes 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 (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals. Additional populations include veterans, unemployed workers, and youth, and others that the State may identify.

A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

The Unified or Combined State Plan must include an analysis of the economic conditions, economic development strategies, and labor market in which the State’s workforce system and programs will operate.

1. ECONOMIC AND WORKFORCE ANALYSIS

A. ECONOMIC ANALYSIS

The Unified or Combined State Plan must include an analysis of the economic conditions and trends in the State, including sub-State regions and any specific economic areas identified by the State. This must include—

I. EXISTING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

Provide an analysis of the industries and occupations for which there is existing demand.

II. EMERGING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

Provide an analysis of the industries and occupations for which demand is emerging.

III. EMPLOYERS’ EMPLOYMENT NEEDS

With regard to the industry sectors and occupations identified in (A)(i) and (ii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

i. Existing Demand Industry Sectors and Occupations.

South Carolina’s economy has been on a roller coaster ride over the past several years. South Carolina’s Gross Domestic Product (GDP) the year of 2020 started well in the first quarter

before a significant downturn resulting from the COVID-19 pandemic. In current dollars, GDP fell by nearly seven percent in the second quarter of the year but bounced back with a more than nine percent gain the following quarter. Growth has been moderate since then, and GDP has continued to grow, passing \$308 billion in the first quarter of 2023. Growth in real terms, comparatively, is much slower.

Table 1

S.C. Gross Domestic Product (GDP) Summary, 2020-2023

Description	Real GDP (millions of chained 2012 dollars)	Percent Change	Current-dollar GDP (millions of current dollars)	Percent Change
2020:Q1	\$210,302		\$246,255	
2020:Q2	\$195,335	-7.1%	\$229,446	-6.8%
2020:Q3	\$213,350	9.2%	\$252,175	9.9%
2020:Q4	\$213,949	0.3%	\$253,561	0.5%
2021:Q1	\$216,766	1.3%	\$259,158	2.2%
2021:Q2	\$221,140	2.0%	\$267,641	3.3%
2021:Q3	\$221,641	0.2%	\$272,147	1.7%
2021:Q4	\$224,633	1.3%	\$280,264	3.0%
2022:Q1	\$225,761	0.5%	\$287,065	2.4%
2022:Q2	\$225,457	-0.1%	\$292,932	2.0%
2022:Q3	\$226,716	0.6%	\$298,961	2.1%
2022:Q4	\$227,746	0.5%	\$304,564	1.9%
2023:Q1	\$228,306	0.2%	\$308,927	1.4%

Source: U.S. Bureau of Economic Analysis

Examining GDP by industry sector reveals areas of substantial activity. The manufacturing sector represented 14.5 percent of the state’s economy in the first quarter of 2023 with real estate at 14.1 percent. The private sector was more than 86 percent of the state’s GDP. Overall, South Carolina had a nearly \$309 billion dollar economy in the first quarter of 2023.

Table 2

S.C. Gross Domestic Product (millions of current dollars), 1st Quarter 2023

Description	GDP	Percent of Total
All industry total	\$308,927	100.0%
Private industries	\$266,168	86.2%

Description	GDP	Percent of Total
Agriculture, forestry, fishing, and hunting	\$2,052	0.7%
Mining, quarrying, and oil and gas extraction	\$627	0.2%
Utilities	\$8,108	2.6%
Construction	\$14,607	4.7%
Manufacturing	\$44,856	14.5%
Durable goods manufacturing	\$26,573	8.6%
Nondurable goods manufacturing	\$18,283	5.9%
Wholesale trade	\$20,323	6.6%
Retail trade	\$22,152	7.2%
Transportation and warehousing	\$8,075	2.6%
Information	\$10,473	3.4%
Finance and insurance	\$13,838	4.5%
Real estate and rental and leasing	\$43,474	14.1%
Professional, scientific, and technical services	\$17,709	5.7%
Management of companies and enterprises	\$3,387	1.1%
Administrative and support and waste management and remediation services	\$12,251	4.0%
Educational services	\$2,212	0.7%
Health care and social assistance	\$19,478	6.3%
Arts, entertainment, and recreation	\$2,082	0.7%
Accommodation and food services	\$13,123	4.2%
Other services (except government and government enterprises)	\$7,340	2.4%
Government and government enterprises	\$42,759	13.8%

Description	GDP	Percent of Total
Federal civilian	\$5,644	1.8%
Military	\$4,391	1.4%
State and local	\$32,724	10.6%

Source: U.S. Bureau of Economic Analysis

Another important measure of demand is the employment required to produce the goods and services in the economy. In the first quarter of 2023, South Carolina had over 2.2 million jobs located throughout the state. The industry sector Health Care and Social Assistance led the state in employment, followed by Manufacturing, then Retail Trade.

The Trident WDA had the highest number of jobs with the Midlands and Greenville WDAs following. Health Care and Social Assistance was the leading industry sector in all three areas. Manufacturing was the first or second leading industry in eight of the 12 WDAs, while seven WDAs had Retail Trade as one of the top two sectors.

Table 3

**South Carolina Workforce Development Area Average Quarterly Employment, 2023
Quarter 1**

Industry Code	Industry Title	South Carolina	Catawba	Greenville	Lowcountry	Lower Savannah	Midlands
10	Total, All Industries	2,209,364	139,329	288,576	93,755	106,780	357,481
11	Agriculture, Forestry, Fishing and Hunting	10,047	536	204	1,103	1,359	1,442
21	Mining, Quarrying, and Oil and Gas Extraction	2,104		85		139	270
22	Utilities	16,172	1,503	876	658	976	2,789
23	Construction	109,748	6,194	14,889	6,829	6,822	14,074
31-33	Manufacturing	262,301	17,323	31,223	2,377	18,020	25,173
42	Wholesale Trade	81,277	6,367	13,861	1,607	1,875	13,633
44-45	Retail Trade	261,990	17,426	30,081	14,998	13,060	39,315
48-49	Transportation and Warehousing	91,460	6,062	11,779	1,610	5,139	14,352
51	Information	32,515	2,594	5,539	619	706	5,131

Industry Code	Industry Title	South Carolina	Catawba	Greenville	Lowcountry	Lower Savannah	Midlands
52	Finance and Insurance	80,634	5,225	12,158	2,169	1,709	23,835
53	Real Estate and Rental and Leasing	33,784	2,140	3,971	2,424	715	5,535
54	Professional and Technical Services	128,391	7,135	20,946	4,265	4,384	19,034
55	Management of Companies and Enterprises	23,406	4,195	5,910	680	236	2,695
56	Administrative and Waste Services	159,412	7,237	29,944	5,202	10,337	25,859
61	Educational Services	177,097	13,110	18,785	6,655	9,837	31,877
62	Health Care and Social Assistance	295,696	15,097	41,949	13,681	12,682	52,634
71	Arts, Entertainment, and Recreation	34,711	2,481	5,085	3,206	1,286	3,955
72	Accommodation and Food Services	234,713	14,059	27,124	14,959	9,677	33,715
81	Other Services, Except Public Administration	58,252	3,850	6,713	4,752	2,426	10,844
92	Public Administration	115,613	6,112	7,449	5,941	5,393	31,309

Source: DEW, Quarterly Census of Employment and Wages (QCEW)

Table 4

**South Carolina Workforce Development Area Average Quarterly Employment, 2023
Quarter 1**

Industry Code	Industry Title	Pee Dee	Santee-Lynches	Trident	Upper Savannah	Upstate	Waccamaw	Worklink
10	Total, All Industries	124,859	63,962	369,981	81,388	177,756	167,307	134,037
11	Agriculture, Forestry, Fishing and Hunting	844	907	442	1,537	321	776	350
21	Mining, Quarrying, and Oil and Gas Extraction	171	110	183	57		66	135
22	Utilities	1,123	268	2,954	754	930	1,016	1,829
23	Construction	3,971	3,658	20,513	3,045	7,456	10,167	6,090
31-33	Manufacturing	19,861	9,685	31,451	23,785	44,178	7,991	26,921
42	Wholesale Trade	4,063	1,096	10,951	1,822	7,955	3,148	3,717
44-45	Retail Trade	15,299	9,893	41,994	7,901	19,294	28,753	18,522
48-49	Transportation and Warehousing	9,366	1,817	18,742	2,261	11,489	3,645	3,014
51	Information	842	342	7,226	383	1,090	1,923	993
52	Finance and Insurance	3,403	1,491	10,211	1,141	3,411	4,611	2,256
53	Real Estate and Rental and Leasing	1,108	353	7,620	446	1,862	4,568	1,107
54	Professional and Technical Services	3,158	1,917	28,460	1,418	5,203	5,939	3,864
55	Management of Companies and Enterprises	1,359	241	2,737	142	1,850	747	248
56	Administrative and Waste Services	6,449	3,572	25,032	3,496	9,927	8,849	4,204
61	Educational Services	9,819	5,962	28,113	8,017	14,590	11,460	16,920

Industry Code	Industry Title	Pee Dee	Santee-Lynches	Trident	Upper Savannah	Upstate	Waccamaw	Worklink
62	Health Care and Social Assistance	21,604	9,575	50,336	11,363	22,865	21,639	17,462
71	Arts, Entertainment, and Recreation	874	510	6,579	787	1,428	5,667	2,154
72	Accommodation and Food Services	11,760	6,021	44,514	5,895	15,039	33,521	15,711
81	Other Services, Except Public Administration	2,701	1,822	10,383	1,585	3,808	4,230	3,033
92	Public Administration	7,085	4,725	21,535	5,551	4,944	8,591	5,507

Source: DEW, Quarterly Census of Employment and Wages (QCEW)

In terms of industry wages, the average weekly wage in the first quarter of 2023 for the state as a whole was \$1,144. The two highest paying sectors for the period were Management of Companies and Enterprises and Utilities. The two lowest paying sectors were Accommodation and Food Services and Arts, Entertainment, and Recreation.

The more urbanized areas of the state paid the highest wages along with the Catawba area, with its location adjacent to the Charlotte metropolitan area. The coastal area of Waccamaw, with a higher portion of its economy in the lower-paying tourist sectors, paid the lowest wages along with Santee-Lynches.

Table 5

South Carolina Workforce Development Area Average Weekly Wage, 2023 Quarter 1

Industry Code	Industry Title	South Carolina	Catawba	Greenville	Lowcountry	Lower Savannah	Midlands
10	Total, All Industries	\$1,144	\$1,165	\$1,188	\$960	\$1,071	\$1,135
11	Agriculture, Forestry, Fishing and Hunting	\$916	\$742	\$673	\$1,111	\$885	\$963
21	Mining, Quarrying, and Oil and Gas Extraction	\$1,820		\$1,931		\$1,737	\$1,671
22	Utilities	\$2,159	\$2,539	\$1,550	\$1,857	\$1,799	\$2,666

Industry Code	Industry Title	South Carolina	Catawba	Greenville	Lowcountry	Lower Savannah	Midlands
23	Construction	\$1,345	\$1,309	\$1,745	\$1,204	\$1,503	\$1,282
31-33	Manufacturing	\$1,423	\$1,361	\$1,431	\$1,179	\$1,407	\$1,405
42	Wholesale Trade	\$1,799	\$1,739	\$1,709	\$1,663	\$1,118	\$1,822
44-45	Retail Trade	\$733	\$729	\$764	\$717	\$603	\$719
48-49	Transportation and Warehousing	\$1,088	\$1,028	\$1,166	\$1,106	\$1,051	\$1,002
51	Information	\$1,882	\$1,969	\$1,579	\$1,500	\$1,281	\$1,435
52	Finance and Insurance	\$2,094	\$2,366	\$2,102	\$2,472	\$1,325	\$1,919
53	Real Estate and Rental and Leasing	\$1,223	\$1,472	\$1,229	\$1,113	\$954	\$1,122
54	Professional and Technical Services	\$1,760	\$1,771	\$1,701	\$1,535	\$1,819	\$1,661
55	Management of Companies and Enterprises	\$2,208	\$2,758	\$1,891	\$1,228	\$1,665	\$1,702
56	Administrative and Waste Services	\$894	\$892	\$818	\$809	\$1,526	\$790
61	Educational Services	\$977	\$911	\$890	\$969	\$890	\$1,050
62	Health Care and Social Assistance	\$1,195	\$1,054	\$1,294	\$1,014	\$947	\$1,254
71	Arts, Entertainment, and Recreation	\$533	\$479	\$424	\$651	\$425	\$580
72	Accommodation and Food Services	\$457	\$406	\$460	\$538	\$369	\$400
81	Other Services, Except Public Administration	\$872	\$815	\$873	\$854	\$812	\$915

Industry Code	Industry Title	South Carolina	Catawba	Greenville	Lowcountry	Lower Savannah	Midlands
92	Public Administration	\$1,096	\$950	\$1,082	\$1,044	\$985	\$1,104

Source: DEW, Quarterly Census of Employment and Wages (QCEW)

Table 6

South Carolina Workforce Development Area Average Weekly Wage, 2023 Quarter 1

Industry Code	Industry Title	Pee Dee	Santee-Lynches	Trident	Upper Savannah	Upstate	Waccamaw	Worklink
10	Total, All Industries	\$978	\$928	\$1,278	\$956	\$1,085	\$894	\$983
11	Agriculture, Forestry, Fishing and Hunting	\$897	\$827	\$1,069	\$895	\$864	\$965	\$722
21	Mining, Quarrying, and Oil and Gas Extraction	\$1,163	\$2,037	\$1,870	\$1,445		\$1,517	\$1,762
22	Utilities	\$2,644	\$1,549	\$1,898	\$1,421	\$1,586	\$1,567	\$2,797
23	Construction	\$1,031	\$1,243	\$1,463	\$974	\$1,198	\$1,079	\$1,141
31-33	Manufacturing	\$1,432	\$1,258	\$1,758	\$1,206	\$1,379	\$1,213	\$1,271
42	Wholesale Trade	\$1,296	\$1,127	\$1,733	\$1,587	\$1,260	\$1,216	\$1,338
44-45	Retail Trade	\$617	\$612	\$784	\$579	\$753	\$686	\$635
48-49	Transportation and Warehousing	\$925	\$1,237	\$1,155	\$1,409	\$999	\$941	\$1,096
51	Information	\$1,402	\$1,205	\$2,545	\$1,398	\$1,232	\$1,416	\$1,437
52	Finance and Insurance	\$1,560	\$1,614	\$2,788	\$1,204	\$1,717	\$1,667	\$1,379
53	Real Estate and Rental and Leasing	\$1,032	\$792	\$1,452	\$796	\$1,215	\$870	\$852
54	Professional and Technical Services	\$1,300	\$1,311	\$1,943	\$1,101	\$1,332	\$1,383	\$1,188

Industry Code	Industry Title	Pee Dee	Santee-Lynches	Trident	Upper Savannah	Upstate	Waccamaw	Worklink
55	Management of Companies and Enterprises	\$1,485	\$2,074	\$2,146	\$1,574	\$3,155	\$1,860	\$3,074
56	Administrative and Waste Services	\$679	\$840	\$869	\$649	\$700	\$852	\$781
61	Educational Services	\$837	\$830	\$1,063	\$801	\$872	\$1,042	\$1,129
62	Health Care and Social Assistance	\$1,062	\$1,007	\$1,342	\$1,063	\$1,249	\$1,127	\$1,062
71	Arts, Entertainment, and Recreation	\$486	\$345	\$603	\$323	\$401	\$578	\$378
72	Accommodation and Food Services	\$370	\$341	\$564	\$322	\$414	\$488	\$352
81	Other Services, Except Public Administration	\$772	\$631	\$962	\$753	\$882	\$698	\$732
92	Public Administration	\$859	\$978	\$1,408	\$864	\$900	\$1,060	\$835

Source: DEW, Quarterly Census of Employment and Wages (QCEW)

Occupational employment and wages provide another measure of the economy and its existing demand. Office and Administrative Support Occupations had the highest level of employment in 2022 statewide, followed by Sales and Related Occupations and Food Preparation and Serving Occupations. Production Occupations and Transportation and Material Moving Occupations as the fourth and fifth-ranked categories highlight the importance of the goods-producing sectors of the economy. Management Occupations, Computer and Mathematical Occupations, and Architecture and Engineering Occupations lead the state in median wages. Food Preparation and Serving Occupations paid the lowest.

Table 7

S.C. Employment and Median Wage by Major Occupation Group, 2022

Occupation Code	Occupation Title	Employment	Hourly Median Wage	Annual Median Wage
00-0000	All Occupations	2,152,300	\$18.69	\$38,870
11-0000	Management Occupations	125,270	\$46.48	\$96,680

Occupation Code	Occupation Title	Employment	Hourly Median Wage	Annual Median Wage
13-0000	Business and Financial Operations Occupations	101,200	\$31.08	\$64,650
15-0000	Computer and Mathematical Occupations	48,550	\$39.44	\$82,030
17-0000	Architecture and Engineering Occupations	38,410	\$37.63	\$78,260
19-0000	Life, Physical, and Social Science Occupations	13,730	\$29.37	\$61,100
21-0000	Community and Social Service Occupations	27,050	\$21.73	\$45,190
23-0000	Legal Occupations	15,890	\$29.81	\$62,000
25-0000	Educational Instruction and Library Occupations	108,910	\$23.27	\$48,400
27-0000	Arts, Design, Entertainment, Sports, and Media Occupations	19,850	\$21.55	\$44,820
29-0000	Healthcare Practitioners and Technical Occupations	131,370	\$31.93	\$66,420
31-0000	Healthcare Support Occupations	76,850	\$14.56	\$30,280
33-0000	Protective Service Occupations	45,090	\$18.37	\$38,210
35-0000	Food Preparation and Serving Related Occupations	208,950	\$11.46	\$23,840
37-0000	Building and Grounds Cleaning and Maintenance Occupations	65,830	\$13.80	\$28,700

Occupation Code	Occupation Title	Employment	Hourly Median Wage	Annual Median Wage
39-0000	Personal Care and Service Occupations	43,700	\$13.22	\$27,500
41-0000	Sales and Related Occupations	215,620	\$14.35	\$29,840
43-0000	Office and Administrative Support Occupations	291,770	\$17.84	\$37,110
45-0000	Farming, Fishing, and Forestry Occupations	3,100	\$18.47	\$38,410
47-0000	Construction and Extraction Occupations	79,500	\$21.10	\$43,890
49-0000	Installation, Maintenance, and Repair Occupations	94,190	\$22.48	\$46,760
51-0000	Production Occupations	190,740	\$18.82	\$39,150
53-0000	Transportation and Material Moving Occupations	206,730	\$16.89	\$35,120

Source: U.S. Bureau of Labor Statistics

ii. Emerging Demand Industry Sectors and Occupations.

The state's stalwart sectors of manufacturing, trade, and transportation/logistics offer competitive advantages and still have significant growth potential. The state's focus on these industries, along with workforce development, has contributed to South Carolina's continued success in economic development.

However, diversifying the economy by embracing emerging industries will reduce dependency on traditional sectors. This can boost economic resilience, making the state less vulnerable to economic downturns or external shocks.

Governor's Workforce Initiatives

In the face of the uncertainty in the economy, the South Carolina Governor has led several initiatives with economic and workforce growth in mind. In September 2022, the Governor signed an executive order creating the Cybersecurity Ecosystem Coordination Initiative. This initiative aims, in part, to "[assess and expand] cyber-related workforce and economic development activities and [enhance] the competitive standing of South Carolina's cybersecurity ecosystem and cyber-related sector relative to other states." The state's Department of Commerce is tasked with carrying out the goals of the initiative.

Internet connectivity is now ubiquitous in the business world. Even organizations with little interest in e-commerce will still require robust cybersecurity infrastructure in order to protect their data and operational technology. By making it clear that the state is committed to enhancing the cybersecurity capabilities of its businesses, systems, and workforce, South Carolina will attract new and ongoing investment while also cultivating and drawing talent with highly valued network security skills.

Similarly, in October 2022, the Governor made an executive order that created the Electric Vehicle (EV) Initiative. As a facet of this initiative, DEW will “evaluate the state’s existing and anticipated EV-related workforce availability and capacity needs” and “explore opportunities to enhance the state’s existing workforce development policies.” Since that time, the agency has already developed a workforce supply-gap analysis of the EV ecosystem. The analysis showed that there is a substantial deficit of workers in some key areas such as software developers, industrial engineers, automotive service technicians and mechanics, and logisticians. These specific jobs were identified through an analysis that compared the annual number of people who received a degree or credential in a given field from a South Carolina institution (supply), according to data collected by the U.S. Department of Education, with the number of annual job openings in the corresponding occupation relevant to the EV industry (demand). If demand exceeds supply, there was a gap in the available workforce.

Then, in June 2023, the Governor issued another executive order that established the PowerSC Energy Resources and Economic Development Interagency Working Group. Although the working group is primarily focused on matters of energy infrastructure, it does call for an evaluation of supply gaps in the state’s energy workforce. Increases in the demand for energy, be it from residential, commercial, industrial customer bases – or just EV drivers – will likely spur job creation within the energy sector that encompasses both new specialized positions and an expansion of existing roles. This need for workforce could also spread through the supply chain, generating new jobs in sectors that support energy creation and distribution.

Diversification of Economic Development Efforts

In January 2024, the South Carolina Department of Commerce announced a new brand and strategic pivot of its economic development plan toward recruitment of life sciences, electric vehicles, and advanced energy companies, though it will still maintain a focus on advanced manufacturing. The new brand is designed to speak to S.C. Commerce and the state’s commitment to support businesses for long-term success, from “Launch to Legacy”, as South Carolina competes globally to build a high-tech, diverse, sustainable economy. South Carolina was recently designated as a Tech Hub by the US Department of Commerce, Economic Development Administration. Commerce is leading implementation of the state’s Tech Hub activities, of which workforce development is a major component. Efforts such as this demonstrate how Commerce’s strategic diversification will require a highly skilled workforce and drive the modernization of education and workforce development programs to meet new and emerging skill needs.

Emerging Technologies

Another technology with potential impacts on the economy is Artificial Intelligence (AI). It is something of a cypher, as there is no clear consensus on the forthcoming effects on the labor market. Jobs may be created, they may be augmented though AI as a tool, and they may be lost. Whatever the combination of effects, however, they are not likely to be equally distributed across all job types and income levels.

According to the current literature, the sectors most vulnerable to total automation from AI are manufacturing/production, retail (particularly food services), office support, and transportation. The NAICS sectors of Retail Trade, Manufacturing, and Accommodation and Food Services are ranked second, third, and fourth by number of employees in South Carolina, respectively. The advent of AI, therefore, could present significant challenges for the state's workforce. As of the present day, there has not yet been any easily recognized upheaval due to AI in South Carolina.

This may not be true elsewhere. A report by CNBC in 2023 cited evidence that AI-related jobs (as in, jobs for humans) were driving the 2023 increase in postings on global work marketplace Upwork.com. It found that year-over-year for the 2nd quarter of 2023, job posts in all fields rose 230 percent, whereas AI job posts were up more than 1,000 percent for the same period. These were roles like deep learning engineers, chatbot developers, and AI ethicists. Upwork itself released the results of a 2023 study by its research arm that found the majority of companies intended to hire "more professionals of all types" due to AI, since it could boost capacity for a range of work tasks.

Given the tightness of the labor market, the bulk of hiring of this type would have to come from the active labor force. A study by the McKinsey Institute posited that the economy could "reweight toward higher-wage jobs," with 12 million occupational transitions by 2030. To make the leap, workers in lower-wage positions and automation-prone sectors would be faced with acquiring new skills and education.

South Carolina, ultimately, expects AI to present both difficulties and opportunities. But strong preparation will enable South Carolina to capitalize on the opportunities while mitigating the difficulties. In one recent example of preparation, in February 2024, it was announced that Governor McMaster would chair a new Southern Regional Education Board Commission on AI and Education. The commission's goal is to shape the use of AI in classrooms to better prepare the workforce of the future.

Emerging industries and occupations in South Carolina present opportunities for economic growth and innovation. By identifying and supporting these sectors, the state can create new jobs and business prospects, driving overall economic expansion.

Emerging industries are characterized by their smaller size compared to the state's average industry employment (22,316), but they exhibit a concentrated statewide presence (determined by their location quotient being greater than 0.75) and are projected to grow faster than the state's average rate (11.97 percent from 2020 to 2030). These sectors are typically large enough to have a critical mass of employment—allowing the enterprises to perpetuate—while also exhibiting the necessary momentum to make an impact.

As industries evolve and technologies advance, the demand for specific skills and job roles changes. Recognizing emerging industries enables policymakers, educators, and individuals to prepare for the future job market and acquire the necessary skills to remain relevant. The figure below presents those industries in the state at the 3-digit industry level.

Table 8

S.C. Emerging Industries, 2020-2030

NAICS Code	NAICS Title	2020 Base Employment	LQ for Employment	2020-2030 Projected Employment Percent Change
333	Machinery Manufacturing	20,949	1.37	12.82
335	Electrical Equipment, Appliance, and Component Manufacturing	13,849	2.49	12.82
425	Wholesale Electronic Markets and Agents and Brokers	13,064	1.82	12.82
442	Furniture and Home Furnishings Stores	6,391	1.07	12.81
446	Health and Personal Care Stores	14,670	1.03	16.70
451	Sporting Goods, Hobby, Book, and Music Stores	8,034	1.17	12.58
484	Truck Transportation	22,015	1.03	13.31
487	Scenic and Sightseeing Transportation	471	1.69	22.08
488	Support Activities for Transportation	9,644	0.97	15.13
531	Real Estate	21,963	0.91	12.82
562	Waste Management and Remediation Service	12,198	1.89	17.21
713	Amusement, Gambling, and Recreation Industries	21,316	1.16	23.10
811	Repair and Maintenance	20,580	1.11	18.33
812	Personal and Laundry Services	17,206	0.96	20.92

Source: U.S. Bureau of Labor Statistics, Quarterly Census of Employment and Wages (QCEW); DEW Employment Projections Program

Table 9

S.C. Emerging Occupations, 2020-2030

SOC Code	SOC Title	2020 Base Employment	2030 Projection Employment	Percent Change	Total Annual Job Openings	Location Quotient (LQ)
11-1031	Legislators	751	872	16.11	71	1.00
11-3121	Human Resources Managers	1,795	2,043	13.82	176	0.77
11-3131	Training and Development Managers	824	955	15.90	91	1.31
11-9081	Lodging Managers	755	861	14.04	98	1.10
13-1081	Logisticians	3,062	4,214	37.62	427	1.09
13-1121	Meeting, Convention, and Event Planners	1,703	2,006	17.79	221	0.79
15-1212	Information Security Analysts	1,591	2,197	38.09	195	0.79
17-2072	Electronics Engineers, Except Computer	1,498	1,741	16.22	127	0.79
17-2131	Materials Engineers	760	890	17.11	62	2.10
19-2031	Chemists	1,851	2,178	17.67	213	1.50
19-5012	Occupational Health and Safety Technicians	703	815	15.93	65	2.31
21-1022	Healthcare Social Workers	2,042	2,389	16.99	237	0.78
25-1072	Nursing Instructors and Teachers, Postsecondary	862	1,074	24.59	109	1.00
27-1026	Merchandise Displayers and	2,404	2,722	13.23	262	1.22

SOC Code	SOC Title	2020 Base Employment	2030 Projection Employment	Percent Change	Total Annual Job Openings	Location Quotient (LQ)
	Window Trimmers					
27-2021	Athletes and Sports Competitors	440	521	18.41	74	1.90
27-2042	Musicians and Singers	633	854	34.91	108	0.96
27-3023	News Analysts, Reporters, and Journalists	631	710	12.52	80	0.93
29-1021	Dentists, General	1,921	2,199	14.47	83	1.16
29-1071	Physician Assistants	1,554	2,148	38.22	161	0.84
29-1122	Occupational Therapists	1,676	2,054	22.55	139	0.89
29-1123	Physical Therapists	3,160	3,922	24.11	220	0.92
29-1126	Respiratory Therapists	1,969	2,415	22.65	147	1.00
29-1127	Speech-Language Pathologists	1,758	2,363	34.41	182	0.77
29-1131	Veterinarians	1,154	1,378	19.41	62	0.91
29-1151	Nurse Anesthetists	1,352	1,548	14.50	92	2.13
29-1171	Nurse Practitioners	2,895	4,492	55.16	353	0.92
29-2032	Diagnostic Medical Sonographers	836	990	18.42	79	0.76
29-2056	Veterinary Technologists and Technicians	2,243	2,645	17.92	212	1.33

SOC Code	SOC Title	2020 Base Employment	2030 Projection Employment	Percent Change	Total Annual Job Openings	Location Quotient (LQ)
29-2057	Ophthalmic Medical Technicians	797	965	21.08	79	0.91
29-2081	Opticians, Dispensing	1,023	1,198	17.11	102	1.01
29-9091	Athletic Trainers	617	749	21.39	61	1.49
31-1133	Psychiatric Aides	628	734	16.88	94	0.84
31-2021	Physical Therapist Assistants	1,458	1,973	35.32	255	1.08
31-2022	Physical Therapist Aides	662	834	25.98	105	1.00
31-9011	Massage Therapists	2,614	3,503	34.01	429	1.30
31-9096	Veterinary Assistants and Laboratory Animal Caretakers	1,479	1,742	17.78	283	0.99
31-9097	Phlebotomists	2,204	2,820	27.95	353	1.17
33-1012	First-Line Supervisors of Police and Detectives	1,693	1,950	15.18	141	0.93
33-1021	First-Line Supervisors of Fire Fighting and Prevention Workers	1,214	1,415	16.56	104	1.19
35-1011	Chefs and Head Cooks	2,610	3,293	26.17	446	1.60
37-3013	Tree Trimmers and Pruners	790	923	16.84	123	0.77

SOC Code	SOC Title	2020 Base Employment	2030 Projection Employment	Percent Change	Total Annual Job Openings	Location Quotient (LQ)
39-2011	Animal Trainers	1,700	1,955	15.00	243	1.85
39-3031	Ushers, Lobby Attendants, and Ticket Takers	978	1,630	66.67	363	0.84
39-6011	Baggage Porters and Bellhops	547	723	32.18	99	1.36
39-6012	Concierges	646	761	17.80	102	1.04
39-7010	Tour and Travel Guides	794	968	21.91	155	1.04
43-5011	Cargo and Freight Agents	1,591	1,832	15.15	190	1.13
43-5111	Weighers, Measurers, Checkers, and Samplers, Recordkeeping	1,644	2,020	22.87	211	1.80
43-9199	Office and Administrative Support Workers, All Other	2,390	2,718	13.72	316	0.86
47-2071	Paving, Surfacing, and Tamping Equipment Operators	731	819	12.04	90	1.12
47-4071	Septic Tank Servicers and Sewer Pipe Cleaners	371	442	19.14	54	0.83
49-3011	Aircraft Mechanics and Service Technicians	1,757	2,092	19.07	190	0.89
49-3042	Mobile Heavy Equipment	2,315	2,660	14.90	276	1.06

SOC Code	SOC Title	2020 Base Employment	2030 Projection Employment	Percent Change	Total Annual Job Openings	Location Quotient (LQ)
	Mechanics, Except Engines					
49-3051	Motorboat Mechanics and Service Technicians	463	534	15.33	62	1.48
49-3053	Outdoor Power Equipment and Other Small Engine Mechanics	847	953	12.51	109	1.46
49-9043	Maintenance Workers, Machinery	1,167	1,396	19.62	135	1.24
49-9044	Millwrights	1,176	1,324	12.59	122	1.83
49-9062	Medical Equipment Repairers	712	830	16.57	92	0.90
49-9098	Helpers-- Installation, Maintenance, and Repair Workers	1,444	1,617	11.98	211	1.08
51-6011	Laundry and Dry-Cleaning Workers	3,107	3,497	12.55	475	1.19
51-7011	Cabinetmakers and Bench Carpenters	1,271	1,465	15.26	147	0.80
51-9021	Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders	637	728	14.29	83	1.32
51-9023	Mixing and Blending Machine Setters,	2,374	2,660	12.05	302	1.38

SOC Code	SOC Title	2020 Base Employment	2030 Projection Employment	Percent Change	Total Annual Job Openings	Location Quotient (LQ)
	Operators, and Tenders					
51-9081	Dental Laboratory Technicians	365	415	13.70	55	0.81
51-9124	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	2,916	3,381	15.95	359	1.40
51-9195	Molders, Shapers, and Casters, Except Metal and Plastic	1,277	1,581	23.81	175	1.91
53-3011	Ambulance Drivers and Attendants, Except Emergency Medical Technicians	598	714	19.40	84	2.91
53-7011	Conveyor Operators and Tenders	408	481	17.89	59	1.02
53-7081	Refuse and Recyclable Material Collectors	2,337	2,728	16.73	374	1.16

Source: DEW, *Employment Projections Program*

Note: Emerging Occupations are those with employment below the state's average per occupation (3,318), above the state's average growth rate (11.97%) with at least 50 annual job openings, and above a 0.75 location quotient. Examples of emerging occupations include Physicians Assistants, Speech-Language Pathologists, and Nurse Practitioners in the Health Science field. Ushers, Lobby Attendants, and Ticket Takers, Concierges, and Tour and Travel Guides are examples of emerging occupations in the Hospitality and Tourism career cluster, while several types of machine operators qualify in the Manufacturing cluster.

Occupations that typically require education beyond high school comprise 45 percent of all emerging occupations, while those requiring a high school diploma alone are 46 percent of the total.

Recognizing emerging occupations is vital as they cater to evolving consumer needs and preferences. Businesses can adapt their strategies and product offerings to remain relevant and competitive in the marketplace. By staying attuned to these trends, South Carolina can continue to foster economic growth and innovation in the state. Recognizing these emerging areas helps bridge skill gaps and prepares the workforce for future demands, ensuring individuals remain employable.

iii. Employers' Employment Needs.

Examining online job advertisements is a useful method in assessing the economy's employer demand. For South Carolina over the past year, Health Care and Social Assistance is the industry sector with the highest demand, as the aftermath of the pandemic has placed a severe strain on the state's medical system. Retail Trade and Manufacturing are in high demand as well, being among the leading industry sectors.

Table 10

South Carolina Job Advertisements by Industry, September 2022-August 2023

Industry	Unique Job Postings
Health Care and Social Assistance	57,329
Retail Trade	54,186
Manufacturing	40,363
Accommodation and Food Services	34,691
Professional, Scientific, and Technical Services	34,292
Educational Services	33,198
Public Administration	27,912
Administrative and Support and Waste Management and Remediation Services	23,218
Finance and Insurance	19,351
Construction	17,983
Wholesale Trade	16,164
Real Estate and Rental and Leasing	11,755
Other Services (except Public Administration)	9,612
Information	9,255
Transportation and Warehousing	8,893
Arts, Entertainment, and Recreation	2,824
Management of Companies and Enterprises	2,182
Utilities	1,226

Industry	Unique Job Postings
Mining, Quarrying, and Oil and Gas Extraction	724
Agriculture, Forestry, Fishing and Hunting	642

Source: Lightcast Q3 2023 Data Set

In terms of occupations, Registered Nurses had the highest demand, followed by Retail Salespersons, and First-Line Supervisors of Retail Sales Workers. Most of these occupations are among those with the highest levels of employment, where there is high turnover and ongoing employer need for replacements.

Table 11

South Carolina Top Job Advertisements by Occupation, September 2022-August 2023

Occupation	Unique Job Postings
Registered Nurses	26,615
Retail Salespersons	18,541
First-Line Supervisors of Retail Sales Workers	16,505
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	11,436
Fast Food and Counter Workers	10,128
Customer Service Representatives	9,600
Maintenance and Repair Workers, General	8,956
Food Service Managers	7,988
Managers, All Other	7,853
Laborers and Freight, Stock, and Material Movers, Hand	7,292
Heavy and Tractor-Trailer Truck Drivers	7,006
Medical and Health Services Managers	6,693
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	6,402
Home Health and Personal Care Aides	6,092
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	6,012
Software Developers	5,756
Licensed Practical and Licensed Vocational Nurses	5,705

Occupation	Unique Job Postings
General and Operations Managers	5,630
Waiters and Waitresses	5,389
Nursing Assistants	5,328

Source: Lightcast Q3 2023 Data Set

Employers often require, recommend, or suggest specific certifications they would like for an ideal job candidate to possess. Many of the occupations in the medical field require certifications for employment. Most of the top certifications requested by the state's employers are in that field, including Registered Nurse, Basic Life Support, and Cardiopulmonary Resuscitation. The most in-demand certification is a valid Driver's License; Commercial Driver's License and Security Clearance are also among the top non-medical certifications requested by employers.

Table 12

South Carolina Top Job Advertisements by Certification Requested, September 2022-August 2023

Certification	Job Postings
Valid Driver's License	76,384
Registered Nurse (RN)	40,224
Basic Life Support (BLS) Certification	23,166
Cardiopulmonary Resuscitation (CPR) Certification	14,406
Licensed Practical Nurse (LPN)	11,168
Advanced Cardiovascular Life Support (ACLS) Certification	8,111
Certified Nursing Assistant (CNA)	7,865
Commercial Driver's License (CDL)	6,884
Security Clearance	6,269
American Red Cross (ARC) Certification	5,235
First Aid Certification	4,669
CDL Class A License	4,504
Nurse Practitioner (APRN-CNP)	4,251
CPR/AED For The Professional Rescuer	4,207
American Red Cross CPR Certification	4,115
American Red Cross AED Certification	4,049

Certification	Job Postings
Certified Medical Assistant (CMA)	3,482
Secret Clearance	3,359
Board Certified/Board Eligible	3,287
Teaching Certificate	3,029

Source: Lightcast Q3 2023 Data Set

In addition to certifications, employers demand skills specific to the occupations they are trying to fill. Those skills most in-demand are related to the top occupational needs and include Merchandising, Nursing, and Auditing. Other top skills requested in job advertisements are Marketing, Project Management, and Selling Techniques.

Table 13

South Carolina Top Job Advertisements by Specialized Skill Requested, September 2022-August 2023

Specialized Skill	Job Postings
Merchandising	43,602
Nursing	42,679
Auditing	33,650
Marketing	33,532
Project Management	33,189
Selling Techniques	26,608
Restaurant Operation	25,594
Housekeeping	24,739
Accounting	23,521
Warehousing	22,444
Inventory Management	17,660
Cash Register	17,541
Finance	17,232
Food Safety And Sanitation	16,800
Invoicing	16,700
Medical Records	16,376
Construction	16,166
General Mathematics	16,033

Specialized Skill	Job Postings
Billing	15,752
Workflow Management	15,495

Source: Lightcast Q3 2023 Data Set

Another measure that can be used to assess employer demand comes from the U.S. Department of Labor's O*NET occupational dataset. This dataset defines many attributes of each occupation, including job skills and knowledge. This information combined with projected job openings from the employment projections program reveals the expected demand by skill and job knowledge.

The top skills are those common to most occupations, such as Critical Thinking, Active Listening, and Speaking. The skills less frequently demanded skills, such as Science, Management of Financial Resources, and Equipment Selection, are more likely to apply to specific occupations.

Table 14

S.C. Projected Annual Job Openings by O*NET Job Skill Needed, 2020-2030

Skills	Average Annual Job Openings	Skills	Average Annual Job Openings
Critical Thinking	220,474	Quality Control Analysis	27,687
Active Listening	208,738	Negotiation	23,206
Speaking	201,735	Mathematics	21,816
Reading Comprehension	177,107	Management of Personnel Resources	20,715
Monitoring	176,102	Troubleshooting	15,434
Coordination	165,198	Learning Strategies	14,511
Social Perceptiveness	147,721	Instructing	14,341
Service Orientation	117,584	Repairing	13,103
Time Management	96,934	Equipment Maintenance	13,032
Writing	82,112	Systems Analysis	4,776
Judgment and Decision Making	79,054	Systems Evaluation	3,384
Active Learning	59,442	Operations Analysis	3,167
Persuasion	53,155	Installation	2,094
Operation Monitoring	48,876	Science	2,010
Operation and Control	45,641	Management of Financial Resources	983

Skills	Average Annual Job Openings	Skills	Average Annual Job Openings
Complex Problem Solving	27,772	Equipment Selection	185

Source: DEW, Employment Projections Program; U.S. Dept. of Labor

The most requested categories of job knowledge are those that apply to the most demanded occupations, such as English Language and Customer and Personal Service. Less frequently requested job knowledge categories include History and Archeology, Fine Arts and Foreign Language.

Table 15

S.C. Projected Annual Job Openings by O*NET Job Knowledge Required, 2020-2030

Skills	Average Annual Job Openings	Skills	Average Annual Job Openings
English Language	214,094	Chemistry	25,000
Customer and Personal Service	211,083	Design	21,212
Mathematics	161,889	Building and Construction	19,453
Education and Training	138,376	Law and Government	19,429
Administration and Management	124,791	Economics and Accounting	14,781
Computers and Electronics	122,839	Sociology and Anthropology	14,392
Clerical	96,126	Biology	13,134
Public Safety and Security	88,261	Therapy and Counseling	12,360
Mechanical	68,686	Medicine and Dentistry	11,850
Sales and Marketing	67,519	Physics	8,478
Psychology	58,199	Geography	7,999
Production and Processing	57,890	Communications and Media	6,463
Transportation	31,770	Philosophy and Theology	5,856
Personnel and Human Resources	31,020	History and Archeology	2,081
Engineering and Technology	28,047	Telecommunications	1,955
Food Production	26,434	Fine Arts	1,015

Skills	Average Annual Job Openings	Skills	Average Annual Job Openings
		Foreign Language	139

Source: DEW, Employment Projections Program; U.S. Dept. of Labor

One of the biggest challenges employers in South Carolina are reporting lies in finding workers for open positions. Nationally, there were more than eight million job openings as of July 2023, and the state’s employers are facing high job openings as well with 167,000 openings in the same month. [1]

As the pandemic related restrictions have eased, many businesses are attempting to ramp up production or return to more normal hours of operation, but many report needing to raise wages or provide other workforce flexibility to attract and retain employees. As the South Carolina and national populations continue to age, this labor shortage is likely to persist.

The state’s job openings rate, as measured by the Job Openings and Labor Turnover Survey (JOLTS), was 7.1 in June 2023, while for the same month the national rate was 5.5 percent, indicating even greater relative demand for workers in South Carolina than the nation as a whole. While the job openings rate both nationally and for the state had been increasing steadily throughout the last expansion (2009-2019), the rates surged in late spring 2020 as the economy began to reopen as well as in the first half of 2021 as the vaccine rollout prompted more spending in the service economy before reaching all-time highs in early 2022. Figure 17 shows the job openings rate for both South Carolina and the United States over the past several years.

Table 26

S.C. and U.S. Job Openings Rate, Jan 2021-Jun 2023

Month-Year	South Carolina	United States
Jan-21	6.1%	4.8%
Feb-21	6.5%	5.1%
Mar-21	6.3%	5.5%
Apr-21	6.7%	6.0%
May-21	7.6%	6.4%
Jun-21	6.6%	6.5%
Jul-21	8.0%	6.9%
Aug-21	7.9%	6.9%
Sep-21	7.7%	6.9%
Oct-21	7.8%	7.1%
Nov-21	7.2%	7.0%
Dec-21	8.3%	7.3%
Jan-22	7.5%	7.1%

Month-Year	South Carolina	United States
Feb-22	7.4%	7.1%
Mar-22	8.7%	7.4%
Apr-22	7.6%	7.2%
May-22	7.5%	7.0%
Jun-22	6.9%	6.7%
Jul-22	7.3%	6.9%
Aug-22	6.7%	6.2%
Sep-22	7.0%	6.6%
Oct-22	7.2%	6.4%
Nov-22	7.4%	6.5%
Dec-22	7.7%	6.8%
Jan-23	7.4%	6.4%
Feb-23	7.1%	6.0%
Mar-23	7.4%	5.9%
Apr-23	7.0%	6.2%
May-23	7.2%	5.8%
Jun-23	7.1%	5.5%

Source: Job Openings and Labor Turnover Survey, SA; U.S. Dept of Labor.

Another, more informal view of employer needs, is the Palmetto Business Barometer developed by the S.C. Department of Employment and Workforce and the S.C. Chamber of Commerce. Businesses participate in a survey that measures employers’ business conditions and attitudes over time. In the survey at the end of 2023, businesses rated their current state of business at 6.9 out of 10. The top concerns for these businesses are inflation/price stability (59 percent) and adequate staffing levels (49 percent). Over the past month, approximately 52 percent of these businesses believe their revenue met expectations and 68 percent say their overall staffing levels remained the same. Teleworking continues to be prevalent in today’s workforce with 44 percent of their employees spending at least some time working remotely. For the next six months, nine percent of businesses expect their number of employees to increase, 23 percent expect their training for employees to increase, and 14 percent of businesses expect their wages to increase.

[1] U.S. Bureau of Labor Statistics, Job Openings and Labor Turnover, <https://www.bls.gov/jlt/>.

B. WORKFORCE ANALYSIS

The Unified or Combined State Plan must include an analysis of the current workforce in the State and within various state regions. Provide key analytical conclusions in aggregate as well as disaggregated among populations to identify potential disparities in employment and

educational attainment and understand labor force conditions for items (i)-(iii) below. Populations analyzed must include individuals with barriers to employment described in the first paragraph of Section II. Analysis must include—

I. EMPLOYMENT AND UNEMPLOYMENT

Provide an analysis of current employment and unemployment data, including labor force participation rates, and trends in the State.

II. LABOR MARKET TRENDS

Provide an analysis of key labor market trends, including across existing industries and occupations.

III. EDUCATION AND SKILL LEVELS OF THE WORKFORCE

Provide an analysis of the educational and skill levels of the workforce.

i. Employment and Unemployment

An important component of workforce analysis is labor force participation. Per the Bureau of Labor and Statistics, the labor force is the sum of employed and unemployed persons, and the labor force participation rate is the labor force as a percent of the civilian non-institutionalized population, that is people, aged 16 and over, who are not serving in the military, in jail or prison, living permanently in nursing homes, and not in other institutions. The highest labor force participation rate during the January 2022 to July 2023 time frame was 56.9 percent in February, March, and April of 2022. By January 2023, the rate had dipped down slightly to 55.8 percent.

The working-age population in the state has grown faster than the labor force, resulting in a small decline in the overall participation rate. South Carolina is an attractive retirement destination, which will tend to increase the working-age population while not simultaneously increasing the supply of labor. This trend is likely to continue and will be a challenge for many sectors that are actively seeking ways to expand their workforce.

Table 17

South Carolina Labor Force Statistics, 2022-2023

Year	Month	Labor force participation rate	Labor force	Employment	Unemployment	Unemployment rate
2022	Jan	56.8	2,366,671	2,288,249	78,422	3.3
2022	Feb	56.9	2,373,294	2,296,061	77,233	3.3
2022	Mar	56.9	2,378,214	2,302,045	76,169	3.2
2022	Apr	56.9	2,380,759	2,305,463	75,296	3.2
2022	May	56.8	2,381,220	2,306,087	75,133	3.2
2022	Jun	56.7	2,379,963	2,304,145	75,818	3.2
2022	Jul	56.5	2,377,358	2,300,379	76,979	3.2

Year	Month	Labor force participation rate	Labor force	Employment	Unemployment	Unemployment rate
2022	Aug	56.3	2,374,500	2,296,410	78,090	3.3
2022	Sep	56.2	2,372,324	2,293,917	78,407	3.3
2022	Oct	56.0	2,371,183	2,293,109	78,074	3.3
2022	Nov	55.9	2,371,107	2,293,650	77,457	3.3
2022	Dec	55.8	2,371,550	2,294,391	77,159	3.3
2023	Jan	55.8	2,374,826	2,298,780	76,046	3.2
2023	Feb	55.9	2,382,107	2,306,064	76,043	3.2
2023	Mar	56.1	2,393,148	2,316,734	76,414	3.2
2023	Apr	56.3	2,406,269	2,330,627	75,642	3.1
2023	May	56.5	2,420,506	2,344,885	75,621	3.1
2023	Jun	56.7	2,433,602	2,357,501	76,101	3.1
2023	Jul	56.9	2,448,053	2,370,982	77,071	3.1
2023	Aug	57.0	2,455,394	2,382,362	73,032	3.0

Source: DEW

ii. Labor Market Trends

South Carolina's industry employment is projected to grow by 11.97 percent over the 10-year period 2020-2030 from 2.199 million jobs to 2.463 million jobs. Arts, Entertainment, and Recreation (+27.05%), Administrative and Support and Waste Management and Remediation Services (+22.54%), and Accommodation and Food Services (+22.31%) are projected to grow the fastest, whereas Accommodation and Food Services (+44,902), Health Care and Social Assistance (+43,060), and Administrative and Support and Waste Management and Remediation Services (+35,104) are expected to grow the most in numeric terms. Overall, the state is projected to add nearly 263,000 jobs by 2030.

Table 18

South Carolina Industry Employment Projections, 2020-2030

NAICS Code	NAICS Title	2020 Base Employment	2030 Projected Employment	Numeric Change	Percent Change
000000	Total All Industries	2,199,746	2,463,016	263,270	11.97%
110000	Agriculture, Forestry, Fishing and Hunting	13,152	13,316	164	1.25%

NAICS Code	NAICS Title	2020 Base Employment	2030 Projected Employment	Numeric Change	Percent Change
210000	Mining	1,926	2,005	79	4.10%
230000	Construction	103,662	108,160	4,498	4.34%
310000	Manufacturing	244,513	261,222	16,709	6.83%
420000	Wholesale Trade	72,541	81,779	9,238	12.73%
440000	Retail Trade	246,111	263,695	17,584	7.14%
480000	Transportation and Warehousing	72,388	786,513	14,125	19.51%
220000	Utilities	11,252	10,955	-297	-2.64%
510000	Information	24,745	29,152	4,407	17.81%
520000	Finance and Insurance	71,570	79,773	8,203	11.46%
530000	Real Estate and Rental and Leasing	30,056	33,608	3,552	11.82%
540000	Professional, Scientific, and Technical Services	101,812	114,864	13,052	12.82%
550000	Management of Companies and Enterprises	24,294	26,185	1,891	7.78%
560000	Administrative and Support and Waste Management and Remediation Services	155,766	190,870	35,104	22.54%
610000	Educational Services	165,115	180,610	15,495	9.38%
620000	Health Care and Social Assistance	256,890	299,950	43,060	16.76%
710000	Arts, Entertainment, and Recreation	25,769	32,740	6,971	27.05%
720000	Accommodation and Food Services	201,229	246,131	44,902	22.31%

NAICS Code	NAICS Title	2020 Base Employment	2030 Projected Employment	Numeric Change	Percent Change
810000	Other Services (except Government)	97,553	109,959	12,406	12.72%
900000	Government	160,456	171,007	10,551	6.58%

Source: DEW, Employment Projections Program

Through the year 2030, both Food Preparation and Serving-Related Occupations as well as Transportation and Material Moving Occupations will continue to remain in high demand as their employment levels are expected to increase by 40,379 and 33,359, respectively. The group showing the smallest amount of growth is Farming, Fishing, and Forestry Occupations, with less than 100 more projected jobs for 2030. Through a combination of economic growth as well as job replacement (e.g., retirement), the state will have almost 287,000 annual job openings across all occupations.

Table 19

South Carolina Occupational Employment Projections, 2020-2030

SOC Code	SOC Title	2020 Base Employment	2030 Projection Employment	Numeric Change	Percent Change	Annual Job Openings
00-0000	Total, All Occupations	2,199,746	2,463,016	263,270	11.97%	286,596
11-0000	Management Occupations	107,340	122,136	14,796	13.78%	10,568
13-0000	Business and Financial Operations Occupations	96,426	110,123	13,697	14.20%	10,370
15-0000	Computer and Mathematical Occupations	47,453	55,770	8,317	17.53%	4,429
17-0000	Architecture and Engineering Occupations	41,723	46,697	4,974	11.92%	3,671
19-0000	Life, Physical, and Social Science Occupations	12,820	14,076	1,256	9.80%	1,300
21-0000	Community and Social Service Occupations	30,255	34,153	3,898	12.88%	3,623

SOC Code	SOC Title	2020 Base Employment	2030 Projection Employment	Numeric Change	Percent Change	Annual Job Openings
23-0000	Legal Occupations	16,048	18,125	2,077	12.94%	1,435
25-0000	Educational Instruction and Library Occupations	108,158	120,313	12,155	11.24%	11,075
27-0000	Arts, Design, Entertainment, Sports, and Media Occupations	24,846	28,344	3,498	14.08%	3,068
29-0000	Healthcare Practitioners and Technical Occupations	131,074	149,535	18,461	14.08%	9,617
31-0000	Healthcare Support Occupations	78,846	97,002	18,156	23.03%	12,368
33-0000	Protective Service Occupations	48,424	56,171	7,747	16.00%	6,387
35-0000	Food Preparation and Serving Related Occupations	194,239	234,618	40,379	20.79%	42,071
37-0000	Building and Grounds Cleaning and Maintenance Occupations	83,393	95,118	11,725	14.06%	12,704
39-0000	Personal Care and Service Occupations	57,855	69,367	11,512	19.90%	10,358
41-0000	Sales and Related Occupations	241,778	259,857	18,079	7.48%	34,819
43-0000	Office and Administrative	291,901	300,198	8,297	2.84%	33,500

SOC Code	SOC Title	2020 Base Employment	2030 Projection Employment	Numeric Change	Percent Change	Annual Job Openings
	Support Occupations					
45-0000	Farming, Fishing, and Forestry Occupations	9,532	9,628	96	1.01%	1,482
47-0000	Construction and Extraction Occupations	99,532	106,676	7,144	7.18%	10,842
49-0000	Installation, Maintenance, and Repair Occupations	93,730	105,521	11,791	12.58%	10,603
51-0000	Production Occupations	189,685	201,541	11,856	6.25%	22,411
53-0000	Transportation and Material Moving Occupations	194,688	228,047	33,359	17.13%	29,899

Source: DEW, Employment Projections Program

One goal of projecting employment is to understand which occupations are growing and which ones are declining. This information can help career advisors counsel their clients and students into meaningful careers while avoiding obsolete ones. Many growing occupations are in the Healthcare field, while most declining occupations are being displaced by technological innovation.

Table 20

S.C. Statewide Top Growing Occupations, 2020-2030

SOC Code	SOC Title
53-7062	Laborers and Freight, Stock, and Material Movers, Hand
35-2014	Cooks, Restaurant
35-3023	Fast Food and Counter Workers
31-1120	Home Health and Personal Care Aides
41-2031	Retail Salespersons
35-3031	Waiters and Waitresses

SOC Code	SOC Title
53-7065	Stockers and Order Fillers
29-1141	Registered Nurses
11-1021	General and Operations Managers
53-3032	Heavy and Tractor-Trailer Truck Drivers
37-2011	Janitors and Cleaners, except Maids and Housekeeping Cleaners
33-9032	Security Guards
43-4051	Customer Service Representatives
35-1012	First-Line Supervisors of Food Preparation and Serving Workers
37-2012	Maids and Housekeeping Cleaners
49-9071	Maintenance and Repair Workers, General
13-1111	Management Analysts
41-4012	Sales Representatives, Wholesale and Manufacturing, except Technical and Scientific Products
37-3011	Landscaping and Groundskeeping Workers
15-1256	Software Developers and Software Quality Assurance Analysts and Testers

Source: DEW, Employment Projections Program.

Table 21

S.C. Statewide Top Declining Occupations, 2020-2030

SOC Code	SOC Title
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive
43-6011	Executive Secretaries and Executive Administrative Assistants
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers
43-6012	Legal Secretaries
43-3071	Tellers
43-2011	Switchboard Operators, Including Answering Service

SOC Code	SOC Title
43-9021	Data Entry Keyers
35-2011	Cooks, Fast Food
51-6064	Textile Winding, Twisting, and Drawing Out Machine Setters, Operators and Tenders
43-3051	Payroll and Timekeeping Clerks
41-9091	Door-to-Door Sales Workers, News and Street Vendors, and Related Workers
43-5021	Couriers and Messengers
51-9196	Paper Goods Machine Setters, Operators and Tenders
51-2011	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers
51-6063	Textile Knitting and Weaving Machine Setters, Operators, and Tenders
43-4111	Interviewers, Except Eligibility and Loan
41-9041	Telemarketers
15-1251	Computer Programmers
51-6061	Textile Bleaching and Dyeing Machine Operators and Tenders
51-8011	Nuclear Power Reactor Operators

Source: DEW, Employment Projections Program

iii. Education and Skill Levels of the Workforce

Educational Attainment

Educational attainment of the population gives an overall measure of the potential of the economy in the state. The educational attainment in the population refers to the highest level of education that a person has successfully completed. According to data from the U.S. Bureau of Labor Statistics (BLS), earnings increase, and unemployment decreases as educational attainment rises. Those with more education have higher earnings and lower rates of unemployment than those with less education.

According to the U.S. Census Bureau's American Community Survey (ACS), educational attainment in South Carolina was found to vary by gender and race. In 2022, the highest level of education of the population age 25 and older in South Carolina was distributed as follows, with 90.5% completing high school or higher and 32.6% completing their bachelor's degree or higher:

Table 22

Educational Attainment	Type		Males		Females	
(25 years or older) 3,664,922	Total	Percent	Total	Percent	Total	Percent
HS or equivalent degree	1,015,742	27.7%	516,742	29.7%	499,000	25.9%
Associates degree	368,850	10.1%	147,954	8.5%	220,896	11.5%
Bachelor's	725,469	19.8%	348,848	20.0%	376,621	19.6%
Graduate or professional	469,034	12.8%	203,620	11.7%	265,414	13.8%
HS Graduate or higher	3,315,918	90.5%	1,559,825	89.6%	1,756,093	91.3%
Bachelor's degree or higher	1,194,503	32.6%	552,468	31.7%	642,035	33.4%

Nationwide, there is a lack of clarity on the best way to measure the demand for education. The BLS produces a listing of the typical level of education that is needed for *entry* into over 800 detailed occupations but does not necessarily advocate using those as the sole measure of educational demand. The goal of their system is to provide career advice to students as well as for individuals who are interested in switching careers. The actual distribution of educational attainment within each occupation can be significantly different than the educational requirement category listed by BLS. For example, in 2021, 6.4 percent of fast-food cooks held a Bachelor's degree or higher, which is not required for the occupation.

Despite these limitations, the BLS educational requirements by occupation represent one method for attempting to determine potential educational demand in South Carolina. However, these estimates and any conclusions drawn from these estimates should be approached with caution.

Educational requirements can be grouped into four general categories: less than high school, high school diploma or equivalent, some college or Associate's degree, and Bachelor's degree or higher. According to measures of labor demand from the BLS, 24 percent of jobs in South Carolina require a Bachelor's degree or higher while 66 percent of jobs require only a high school diploma or less. Only about 10 percent of jobs require some college or an Associate's degree.

Table 23

S.C. 2022 Employment of Detailed Occupations by Education Required for Entry

Education	Occupational Employment	Percent
Less than high school	529,210	25%

Education	Occupational Employment	Percent
High school diploma or equivalent	886,810	41%
Some college or Associate's degree	224,810	10%
Bachelor's degree or higher	511,470	24%
Grand Total	2,152,300	100%

Source: U.S. Bureau of Labor Statistics (BLS), Occupational Employment and Wage Survey (OEWS), 2022 Education assignment to occupations from BLS' Employment Projections Program.

As mentioned above, O*NET's skill assessment provides a way to measure the skill of the existing workforce when applying it to the base employment element of the occupational projections. The top skills, required by roughly 1.9 million jobs, are critical thinking, active listening and speaking. Other skills that are in widespread demand in the workforce include reading comprehension, social perceptiveness, and service orientation. Some of the skills are based on more specific tasks to be completed such as operations analysis, installation, and management of financial resources.

Table 24

S.C. Base Estimated Employment by O*NET Job Skill Needed, 2020-2030

Skills	Base Employment	Skills	Base Employment
Critical Thinking	1,723,457	Negotiation	173,728
Active Listening	1,623,465	Management of Personnel Resources	168,481
Speaking	1,562,137	Mathematics	166,590
Reading Comprehension	1,438,861	Troubleshooting	132,213
Monitoring	1,350,027	Instructing	127,329
Coordination	1,214,394	Learning Strategies	124,360
Social Perceptiveness	1,119,358	Repairing	113,069
Service Orientation	846,114	Equipment Maintenance	110,262
Writing	734,715	Systems Analysis	43,643
Time Management	727,050	Operations Analysis	31,211
Judgement and Decision Making	642,841	Systems Evaluation	27,131
Active Learning	504,261	Science	23,060
Operation Monitoring	375,696	Installation	18,036

Skills	Base Employment	Skills	Base Employment
Persuasion	367,855	Management of Financial Resources	9,848
Operation and Control	337,944	Equipment Selection	1,661
Complex Problem Solving	252,982	Quality Control Analysis	208,860

Source: DEW, Employment Projections Program; U.S. Dept. of Labor

Soft Skills

Employers desire their ideal candidates have a variety of skills to fill their open positions. Many of these skills are basic in nature and are referred to as soft skills. Soft skills are those attributes not defined by technical accomplishments or certifications attained. They are interpersonal skills or character traits that define an individual. Examining job postings highlight the top soft skills requested by employers as seen in the figure below. The analysis shows that in-demand soft skills include communication skills, team-orientation, customer service, problem solving skills, and adaptability.

Table 25

Soft Skills
Communication (Verbal and written skills)
Cooperative/Team Player
Customer Service
Problem Solving
Adaptability/Flexibility/Tolerance of Change and Uncertainty
Organization
Supervision/Management
Interpersonal Relationships/Maintain Relationships
Self-Motivated/Ability to Work Independently/Self Leadership
Detail Oriented/Meticulous

Employment Outcomes for South Carolina Post-Secondary Graduates

Whereas educational attainment shows the potential for the economy, employment outcomes of S.C. graduates highlight the actual experience of the graduates and how they have engaged with the employers of the state. Specifically, South Carolina examined employment outcomes for post-secondary graduates to understand differences in employment and wage rates across fields and degrees. The information utilized college completion data and matched it with Unemployment Insurance Wage Records collected by DEW.

Three cohorts were used: students who completed undergraduate or graduate programs at a public or independent institution in FY 2009-10, FY 2014-15, and FY 2019-20. These graduates were matched with wage data from unemployment insurance wage records, and earnings were

annualized and then analyzed one year, five years, and ten years post-graduation. Specifically, the effect of degree level, college major, and demographic characteristics was investigated.

From one year to five years post-graduation, there was a decrease in the percentage of students found in wage records across all demographic characteristics. A similar decrease was seen from five to ten years post-graduation, although it was not as large as the decrease from one to five years.

The analysis found that students graduating from South Carolina's colleges and universities are not present at high rates in the state's wage records five or more years post-graduation. In general, only about 53 percent of graduating students are found in the wage records one year post-graduation. This falls to around 48 percent five years post-graduation and around 43 percent ten years post. Female and African American graduates are usually found at higher rates in the wage records post-graduation compared to male students and other racial groups. Students graduating from the state's Technical College system tend to be most likely to be found in the state's wage records, reflecting the fact that many of their programs are career/workforce-centered.

Across the three cohorts, the disciplines with the most students found in wage records one year post-graduation were varied, but those graduating in STEM fields were consistently the least likely to be found in the wage records. Five years post-graduation, there was a decline in the percentage of students found in the wage records for Arts and Humanities. By ten years post-graduation, there was the largest drop in the percentage of Education majors found in the wage records, and those graduating in the trades had the smallest drop.

Workforce Characteristics and Obstacles to Employment

South Carolina's workforce is very diverse. Different population groups often face varying challenges and barriers and may need more specific or dedicated services to meet their employment and training needs.

Individuals Living in Rural Areas

South Carolina is experiencing an economic development boom, as companies pledge to spend billions of dollars in capital investment and create thousands of new jobs. South Carolina is working to ensure that rural counties play a role in the economic development surge. The South Carolina Department of Revenue designates all 46 counties within four tiers, based on their unemployment rates and per capita income. Tier III and IV counties have weaker economies and are typically in more rural areas, while Tier I counties include the state's population hubs in Greenville, Charleston, and Richland counties. According to the 2020 Decennial Census, approximately 24 percent of South Carolinians live in a Tier III or IV county.

Companies that relocate to South Carolina can receive tax credits based on how many jobs they create. In Tier I and II counties, they can get \$1,500 and \$2,750 per each new full-time job, respectively. In Tier III and IV counties, they can receive substantially more, \$20,250, and \$25,000 per job, respectively. Incentive grants from the state can be larger in the rural counties as well. According to the Department of Commerce, the number of jobs in Tier III and IV counties has increased by more than 30% in the last five years. More than \$2.1 billion in capital investment and nearly 6,600 jobs have been announced in these areas in the last two years.[1]

However, individuals living in rural areas still face significant barriers to education and employment resulting from lack of access to transportation, housing, childcare, and digital connectivity, among others, and face longer periods of unemployment than their counterparts in less rural parts of the state. South Carolina has significantly increased outreach to rural areas

through the utilization of technology and virtual access to employment and training resources, increased presence in rural areas using mobile units and brick-and-mortar access points, collaboration among service agencies and organizations, and dedicated staffing.

Low Incomes Individuals and/or Families

In 2021, South Carolina had an estimated 718,345 people, or 14.5 percent of the population, living below the poverty level. Of this group, nearly 154,876 were employed, and 41,127 were unemployed.[2] During the 2022 fiscal year, the number of residents in the state receiving TANF benefits per month was 14,860. Child recipients accounted for 12,215, or 82 percent, of the total. Throughout the fiscal year, the number of recipients dropped from 15,559 to 14,308. Individuals receiving TANF benefits may have difficulty obtaining a family-sustaining wage, and even when they have jobs, the pay is often low. Training and employment support should be provided as this group may often lack the education and needed skills to secure a higher paying job.

Ex-Offenders

South Carolina had an inmate population of 15,985 during the fiscal year 2022. The S.C. Department of Corrections (SCDC) had 5,106 total releases from its base population. The average age of an inmate was 40.7 years old for women and men of all races. African Americans made up 58 percent of the total, with whites at 39 percent, and other races with 3 percent. The average sentence length is 5 years and 5 months. Fifty-five percent of inmates do not have a high school diploma or GED upon incarceration.[3]

People who have been imprisoned face several challenges re-entering society, such as overcoming their past criminal history when seeking employment. Lack of education, poor computer skills, poor people skills, low self-esteem, substance abuse problems, and access to transportation are problems that may be faced by an ex-offender during their job search.

Juvenile Offenders

In Fiscal Year (FY) 2021-2022, the S.C. Department of Juvenile Justice (DJJ) handled 13,481 new cases, an increase from 9,099 in 2020-2021. The top five offenses putting a person into DJJ custody were assault and battery third degree (1,107 cases), simple marijuana possession (610 cases), truancy (517 cases), being a runaway (458 cases), and contempt of court (314 cases).

Individuals with Disabilities

Estimates from the American Community Survey in 2021 show that 14.3 percent of the state's civilian noninstitutionalized population had a disability.[4] Those who both had a disability and were employed consisted of approximately 132,179 people aged 18 to 64. Nearly 19,000 more people were unemployed, yielding a disability unemployment rate of 12.5 percent. Ambulatory difficulty was the top disability for those employed, while cognitive difficulty was the top disability for those not in the labor force.[5] Therefore, this group will continue to need focused services to overcome substantial barriers to employment.

Homeless Individuals

South Carolina's homeless population was estimated at 3,608 people in 2022, down 15.8 percent from 2020, including 359 veterans, according to the U.S. Department of Housing and Urban Development. A total homeless rate of 7 per 10,000 people were experiencing sheltered homelessness.[6]

Individuals who are Long-term Unemployed

The U.S. Bureau of Labor Statistics considers someone unemployed for 27 weeks or more to be long-term unemployed. In 2022, South Carolina had 17,000 people in this category with a total of 80,000 unemployed.[7]

Veterans

According to the 2021 American Community Survey, South Carolina had 350,822 civilian veterans aged 18 or older, making up 8.9 percent of the state’s civilian adult population. Compared to the population aged 25 and older, there is a higher percentage of veterans with some college education or an Associate’s degree (38.6 percent for veterans, 30.1 percent for all aged 25 and older). Veterans had a lower unemployment rate, at 4.2 percent, than the civilian population aged 18 to 64 (5.3 percent). [8]

Skills Gap

A gap analysis of labor supply and demand compares the number of student program completions from public and private postsecondary institutions to projected annual job openings that require education beyond high school. The analysis below uses data from the Institute of Education Sciences’ Integrated Postsecondary Education Data System (IPEDS) and compares it to the latest available analysis on the average annual job openings from the Employment Projections Program, 2020-2030, which shows the annual openings over the 10-year projection period. The openings shown are for those occupations requiring more than a high school education, as defined by the U.S. Bureau of Labor Statistics. The job openings data details the expected annual job openings and includes the educational job requirements to enter the occupation and the occupational code, which is matched to one of 16 education-based career clusters.

A note to consider when examining the BLS assignment of the typical educational requirements for entry into an occupation is that it does not include all paths of entry. Many positions require higher levels of education than the level stated by BLS. In addition, changing entry requirements for some occupations may lead to higher educated individuals entering jobs than those who already hold a similar position.

The IPEDS program completer database covers the year 2021 and includes the Classification of Instructional Programs (CIP) code, the type of completed award, the institution type, and the number of graduates. Each CIP code is matched to one of 16 career clusters for comparison to the job openings data.

The IPEDS databases were summarized by career cluster and award type. The employment projections were summarized by career cluster for the education levels above high school. A comparison was made for the two primary data sets in terms of the number of graduates to the number of projected job openings for each of the two variables.

Table 26

SC 2021 Postsecondary Education Program Completers (Labor Supply)

Career Cluster	Less than 4 years	Bachelor's degree	Master's degree	Doctor's degree	Total
Agriculture, Food & Natural Resources	200	429	109	16	774

Career Cluster	Less than 4 years	Bachelor's degree	Master's degree	Doctor's degree	Total
Architecture & Construction	797	205	58	5	1,065
Arts, Audio/Video Technology & Communications	248	2,140	138	22	2,548
Business Management & Administration	1,624	3,736	1,585	69	7,014
Education & Training	5,890	3,570	2,125	166	11,751
Finance	387	1,744	192	0	2,323
Government & Public Administration	0	975	135	4	1,114
Health Science	4,710	3,658	1,105	1,024	10,497
Hospitality & Tourism	215	155	38	5	413
Human Services	2,208	2,403	628	57	5,296
Information Technology	825	1,040	155	23	2,043
Law, Public Safety, Corrections & Security	498	694	70	388	1,650
Manufacturing	2,548	13	0	0	2,561
Marketing	116	1,531	21	0	1,668
Science, Technology, Engineering & Mathematics	619	7,063	900	279	8,861
Transportation, Distribution & Logistics	848	61	19	0	928
Grand Total	21,753	29,417	7,278	2,058	60,506

Source: Integrated Postsecondary Education Data System (IPEDS), 2021

Table 27

SC Annual Job Openings for Positions Requiring Education Beyond High School, 2020-2030 (Labor Demand)

Career Cluster	Less than 4 years	Bachelor's degree	Master's degree	Doctor's degree	Total
Agriculture, Food & Natural Resources	78	242	0	0	320
Architecture & Construction	802	1,488	0	0	2,290
Arts, Audio/Video Technology & Communications	657	945	0	0	1,602
Business Management & Administration	2,508	9,473	0	0	11,981
Education & Training	2,372	7,018	1,633	1,424	12,447
Finance	8	4,450	0	0	4,458
Government & Public Administration	0	735	0	0	735
Health Science	8,992	4,402	979	1,061	15,434
Hospitality & Tourism	82	0	0	0	82
Human Services	1,591	1,424	484	89	3,588
Information Technology	1,050	3,177	0	0	4,227
Law, Public Safety, Corrections & Security	1,543	65	0	566	2,174
Manufacturing	1,419	0	0	0	1,419
Marketing	0	2,610	0	0	2,610
Science, Technology, Engineering & Mathematics	45	2,465	163	18	2,691
Transportation, Distribution & Logistics	5,669	467	0	0	6,136
Grand Total	28,816	38,961	3,259	3,158	72,194

Source: DEW, Employment Projections Program

Table 28

Labor Supply - Demand

Career Cluster	Less than 4 years	Bachelor's degree	Master's degree	Doctor's degree	Total
Agriculture, Food & Natural Resources	142	187	109	16	454
Architecture & Construction	-5	-1,283	58	5	-1,225
Arts, Audio/Video Technology & Communications	-409	1,195	138	22	946
Business Management & Administration	-884	-5,737	1,585	69	-4,967
Education & Training	3,518	-3,448	492	-1,258	-696
Finance	379	-2,706	192	0	-2,135
Government & Public Administration	0	240	135	4	379
Health Science	-4,282	-744	126	-37	-4,937
Hospitality & Tourism	133	155	38	5	331
Human Services	617	979	144	-32	1,708
Information Technology	-225	-2,137	155	23	-2,184
Law, Public Safety, Corrections & Security	-1,045	629	70	-178	-524
Manufacturing	1,129	13	0	0	1,142
Marketing	116	-1,079	21	0	-942
Science, Technology, Engineering & Mathematics	574	4,598	737	261	6,170
Transportation, Distribution & Logistics	-4,821	-406	19	0	-5,208
Grand Total	-5,063	-9,544	4,019	-1,100	-11,688

Source: IPEDS 2021; DEW, Employment Projections Program

The gap analysis shows that there is a severe shortage of graduates to fill the expected open jobs in the following career clusters:

- Architecture & Construction

- Business Management
- Education & Training
- Finance
- Health Science
- Information Technology
- Law, Public Safety, Corrections & Security
- Marketing
- Transportation, Distribution & Logistics.

Most of the gaps are in the Bachelor's degree category apart from Arts, Audio/Video Technology & Communications, Health Science, Transportation, Distribution and Logistics, and Law, Public Safety, Corrections & Security. Overall, the shortage of labor supply is estimated to be about 11,700 positions.

[1] How SC is working to ensure rural counties play a role in economic development surge, Mary Green, October 2, 2023, <https://www.wistv.com/2023/10/02/how-sc-is-working-ensure-rural-counties-play-role-economic-development-surge/>.

[2] U.S. Census Bureau, American Community Survey, 2021, 1-Year Estimate, Table S1701:Poverty Status in the Past 12 Months.

[3] South Carolina Department of Corrections, SCDC FAQs July 2022, http://www.doc.sc.gov/research/InmatePopulationStats/ASOF-FY20_Institutional_Count_Profile.pdf.

[4] U.S. Census Bureau, American Community Survey, 2021 1-Year Estimate, Table S1810:Disability Characteristics.

[5] U.S. Census Bureau, American Community Survey, 2021 1-Year Estimate, Table B18120: Employment Status by Disability and Type.

[6] U.S. Department of Housing and Urban Development, The 2021 Annual Homeless Assessment Report (AHAR) to Congress, pages 12, 24, 58.

[7] U.S. Bureau of Labor Statistics, Geographic Profile of Employment and Unemployment, 2022, Table 26, <https://www.bls.gov/opub/geographic-profile/home.htm>.

[8] U.S. Census Bureau, American Community Survey, 2021 1-Year Estimate, Table B21001:Sex by Age by Veteran Status for the Civilian Population 18 Years and Over, <https://data.census.gov/cedsci/table?q=south%20carolina%20veterans&tid=ACSDT1Y2019.B21001>.

C. COMPARISON OF ECONOMIC AND WORKFORCE ANALYTICAL CONCLUSION. DESCRIBE AREAS OF OPPORTUNITY FOR MEETING HIRING, EDUCATION, AND SKILLS NEEDS IDENTIFIED IN THE ECONOMY COMPARED TO THE ASSETS AVAILABLE IN THE LABOR FORCE IN THE STATE.

South Carolina's economy and its workforce have done relatively well reckoning with the upheaval of COVID and the ensuing recovery. Pre-pandemic, GDP and employment were strong, but the crash was steep and sudden. The rebound has proceeded more slowly but the state has

surpassed the previous GDP high. Amongst industry sectors, Health Care and Social Assistance leads the state in employment, including in the more urbanized workforce areas, where the highest industry wages are found. Among occupational categories, Office and Administrative Occupations are the most common in the state, followed by Sales and Related Occupations. Management Occupations top the occupational list for wages.

The state's emerging industries and occupations offer insight into the smaller but growing sub-sections of the economy. Generally, the upsurge appears in lesser-known corners of the state's already well-performing areas: manufacturing, trade, and transportation/logistics. Despite being thought of as mature industries, this is evidence they still have significant growth potential.

Data collected on employer needs also show that in-demand skills, knowledge, and credentials are concentrated in the largest industries and occupations, such as Registered Nurse, Basic Life Support, and Cardiopulmonary Resuscitation being frequently sought for jobs in Health Care. Outside of medical credentials, there is demand for valid Driver's Licenses; Commercial Driver's Licenses and Security Clearances. There is also a call for soft skills, with Customer Service, Problem Solving and other interpersonal relations qualities being frequently requested in job postings.

Currently, the state's employment landscape requires 66 percent of the workforce to have only a high school education or less, with 24 percent of jobs requiring a bachelor's degree or higher. When studying these middle- and upper-skill jobs, there is a clear labor supply gap that afflicts key sectors, indicating a need for not only more educational program graduates, but also a more tangible and reciprocal pipeline between the institutes of higher learning and employers. The clusters with the widest labor supply gap for graduates with a bachelor's degree are Transportation, Distribution & Logistics, Business Management & Administration, and Health Science.

2. WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ACTIVITIES ANALYSIS

The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in (a)(1)(B)(iii) above, and the employment needs of employers, as identified in (a)(1)(A)(iii) above. This must include an analysis of—

A. THE STATE'S WORKFORCE DEVELOPMENT ACTIVITIES

Provide an analysis of the State's workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required ⁶ and optional one-stop delivery system partners.⁷

[6] Required one-stop partners: 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 YouthBuild.

[7] Workforce development activities may include a wide variety of programs and partners, including educational institutions, faith- and community-based organizations, and human services.

B. THE STRENGTHS AND WEAKNESSES OF WORKFORCE DEVELOPMENT ACTIVITIES

Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A), directly above.

C. STATE WORKFORCE DEVELOPMENT CAPACITY

Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A), above.

A. The State's Workforce Development Activities

Governance of the State's Workforce Development System

The State's education and workforce system is governed by the Statewide Education and Workforce Development Act (Act No. 67 of 2023). Act 67 seeks to coordinate and align the state's workforce development efforts with centralized oversight for improved accountability and transparency, address obstacles unique to rural areas, and enhance responsiveness to industry needs and economic development commitments. The Act:

- Transfers workforce development responsibilities from the Department of Commerce to the Department of Employment and Workforce.
- Creates the Office of Statewide Workforce Development.
- Expands membership of the Coordinating Council for Workforce Development (CCWD), adding 19 new members.
- Builds upon the unified state plan for workforce development initially established pursuant to Act 194 of 2022.
- Requires employers to include standard occupational classification (SOC) codes and total number of hours worked in their quarterly wage records filed with DEW.

Through the unified state plan, the CCWD establishes the strategic vision and direction for education and workforce development in the state. Agencies and programs that administer education and workforce programs will align their programmatic strategies to that of the CCWD and unified state plan. This unified direction ensures that state, federal, and non-profit workforce programs are all working toward a common goal and encourages collaboration and leveraging of resources.

K-12

Career and Technical Education

Career and Technical Education (CTE) programs are offered across South Carolina throughout the 76 school districts. There are 47 career and technical education centers in South Carolina, of which 10 are multi-district shared centers offering a variety of programs that correspond with the SC Department of Education career clusters and provide a pathway for students to continue their education and/or transition to postsecondary employment. A list of career clusters and programs can be found on the SC Department of Education's website.

Dual Enrollment

Dual enrollment offers eligible high school students the opportunity to enroll in college coursework to earn both high school and college credit. Dual enrollment was made possible in South Carolina by the 2005 Education and Economic Development Act. College courses are provided by an accredited institution of higher education either at the high school or on the college/university campus. Local technical colleges are a primary provider of college-level courses to dually enrolled students. Generally, students can choose from general and career and technical education courses that can lead to a post-secondary degree or technical courses leading to in-demand certificates, diplomas, or degrees. Dual enrollment helps put students on a college and/or career pathway before graduating from high school and attainment of high-value credentials.

Career Readiness Assessment

South Carolina passed legislation in 2014 requiring all 11th-grade students to take a Career Ready assessment. The South Carolina Career Ready Test includes four component subtests – one soft skills specific assessment and three employability skills (math/reading/data) assessments. Together the four assessments measure the most common transferable skills that employers nationwide define as foundational for career readiness. The assessments provide students an opportunity to apply job skills – not just simply demonstrate concept knowledge.

Adult Education

Family Literacy

The purpose of Family Literacy is to provide an initiative that interrupts generational poverty and low literacy by equipping adult students who are parents or guardians and their children for lifelong learning and economic stability. Family Literacy provides adult education students who are parents or guardians with opportunities to improve their academic skills and use those skills to enhance the literacy skills of their children.

Family Literacy is an extension of services that may be offered by local adult education programs. One goal is to remove childcare barriers experienced by an enrolled student who is a parent or guardian and to increase the student's ability to participate fully in the adult education program.

Family Literacy program participation must support the interwoven goals of adult education and family literacy for adults to obtain a high school equivalency diploma (HSED), high school diploma (HSD), enter employment, retain employment, transition to post-secondary education and training, choose a career pathway, and obtain the educational skills necessary to become full partners in the educational development of their children.

Family Literacy programs are required to include the four components of Family Literacy: Adult Education, Parent Education, Interactive Literacy Activities, and Early Care and Education. The initiative must provide a broad array of services for the student to not only gain educational skills and earn a high school credential but also gain the skills to become the primary teacher for their children and prepare both the parent and the child for success in later life. The components of a Family Literacy program are:

1. Adult Literacy (i.e., Adult Education) with the goal of obtaining a high school diploma, high school equivalent diploma, career readiness certificate, career pathway, postsecondary education, or the military;

2. Training for Parents (i.e., Parent Education), guardians, or family members regarding how to be the primary teacher for their children and full partners in the education of their children;
3. Educational Activities between Parent and Child (i.e., Interactive Literacy Activities (ILA)) between parents or family members and their children. ILA must be supported by partnerships such as with the local school district, Head Start, Early Head Start, First Steps to School Readiness, and private partnerships;
4. Early Childhood Services (i.e., Early Care and Education (ECE)) is age-appropriate education to prepare children for success in school and life experiences. These services may be supported by partnerships such as the local school district, Head Start, Early Head Start, First Steps to School Readiness and/or private partnerships.

Family literacy through Adult Education Programs can be found in 15 locations, at least one in every workforce area.

Integrated English and Literacy and Civics Education

The Integrated English Literacy/Civics Education (IEL/CE) program is authorized by Title II (Adult Education) of the Workforce Innovation and Opportunity Act of 2014 (WIOA). The purpose of the IEL/CE program is to assist immigrants and other individuals who are English language learners to improve their reading, writing, and comprehension skills in English and mathematics, as well as understanding the American system of government, individual freedom, and the responsibilities of citizenship. In addition to requiring that the program of instruction be designed to help English language learners achieve competence in reading, writing, speaking, and comprehension of the English language, it also requires that the program of instruction must lead to the attainment of a secondary school diploma or its recognized equivalent, and transition to postsecondary education and training or employment. Twelve Adult Education programs, representing one from each Workforce Area, received funding to provide these services.

Integrated Education and Training

The SC Department of Education (SCDE) Office of Adult Education (OAE) has worked with local adult education providers across the state to develop Integrated Education and Training (IET) programs. IET is a process that, concurrently and contextually, combines student academic preparation, workforce preparation, and occupational training. The OAE currently has approved IET programs in all 46 counties in SC, which covers all 12 workforce areas of SC. All approved IET programs are in alignment with the high-growth sectors as identified by the State Leadership team, the LWDB plan and employers are directly linked to local employment needs.

Secondary Diploma Completion

Out of school youth 17 to 21 years old and adult learners 22 and older enroll in adult education programs at all academic skill levels (adult basic, adult intermediate, and adult secondary). To assist with secondary diploma completion, adult education providers offer flexible schedules for high school diploma credit classes and high school equivalency diploma preparation classes to youth and adult learners across all workforce areas. These secondary diploma completion classes include workforce preparation activities like digital literacy and other soft skills training. Moreover, secondary diplomas are often prerequisites for accessing higher education programs and specialized industry recognized occupational training.

Skills Upgrade

Adult education programs offer opportunities for upskilling and reskilling that meet the evolving needs of community and industries in the areas of math, reading, writing, English as a second language, and digital literacy training. Programs are equipped to strengthen the workforce pipeline through targeted education, workforce preparation, and soft skills training.

Two- and Four-Year Educational Opportunities

Technical College System

The SC Technical College System consists of 16 colleges that offer credit and non-credit certificates, diplomas and degree programs, short-term training, and continuing education, and two internationally renowned statewide programs, readySC™ and Apprenticeship Carolina™. As the state's largest higher education system, the Technical College System serves more than 134,000 students each year and educates nearly half of all South Carolina undergraduates attending a public college or university. The System plays a key role in educating and training South Carolina's workforce for the in-demand, high-skilled jobs of today and tomorrow. In addition, the System's internationally-recognized statewide programs – readySC™ and Apprenticeship Carolina™ – work to attract new companies to the state as well as provide comprehensive workforce solutions to ensure they stay and grow here.

readySC™

readySC™ is a division of the SC Technical College System and is a key contributor to the state's economic development efforts. Recognized internationally as a premier program of its kind, readySC™ provides recruiting and initial training for new and expanding businesses, with over 300,000 people trained since 1961. Partnership and collaboration with readySC™ facilitates coordinated delivery of employer services.

Apprenticeship Carolina™

Apprenticeship Carolina™, a division of the SC Technical College System, works to develop registered apprenticeship programs and certified pre-apprenticeship programs across the state. Our apprenticeship consultants and implementation specialists are a no-cost resource for employers to help build, maintain, and maximize the use of registered youth, adult, and pre-apprenticeship programs. Apprenticeship Carolina is committed to creating and strengthening career pathways that enrich and enhance South Carolina's existing and future workforce.

Our industry-driven youth and adult apprenticeship programs are nationally recognized in the US Department of Labor's Registered Apprenticeship System and combine job-related education with critical on-the-job training.

Pre-apprenticeship is yet another program offered by the SC Technical College System designed to build a talent pipeline for business and industry in South Carolina. Pre-apprenticeship programs are custom designed to prepare individuals to enter and succeed in apprenticeship programs. These programs have many benefits for both employers and participants. For participants, they provide the knowledge and skills training needed for specific jobs and industries and are especially helpful to individuals who may have barriers to employment, such as underrepresented populations. Employers also benefit by getting screened, trained employees who are ready to work, saving them recruiting time and resources, and reducing turnover rates.

Colleges, Universities and Professional Schools

South Carolina has three research institutions, 10 comprehensive four-year colleges/universities, and four two-year regional University of South Carolina campuses. There are also 23 private senior and two-year institutions, and two professional schools.[1] A recent agreement between the SC Technical College System and the state's public research institutions makes it easier for students to transfer credits[2]. Key components of the agreement include:

- Establishment of 30 or more credit hours of guaranteed acceptance and applicability to the student's major designed to reduce credit loss at the time of transfer.
- Maintenance of the acceptance of a minimum of 60 credit hours for students completing an Associate in Arts or Associate in Science.
- A reverse transfer credit option enabling credits earned at the university to be transferred back to the technical college for the completion of an associate degree.
- Establishment of annual data sharing in an effort to highlight successes and opportunities for further collaboration to increase transfer student success.
- A commitment to ongoing, regular collaboration through the facilitation of faculty and staff convenings to promote better advising.

Work-Based Learning and Training Programs

Work-based learning and training models are widely used across programs as an effective vehicle for career exploration, training new workers, and upskilling existing workers. For students, work-based learning experiences support school-to-work opportunities, especially for students in grades 7-12 and postsecondary education. Work-based learning types and terminology vary across programs, agencies, and organizations. Some types of work-based learning require active employment, like on-the-job training, apprenticeship, and incumbent worker training, where others are more of a work experience or job tryout that does not require an employer-employee relationship. Additionally, some opportunities are paid, while others are not. The goals are largely the same – to provide career exploration opportunities, to allow students and job seekers to experience work or a specific type of job, to build skills, and a pipeline for current and future jobs.

The following types of work-based learning are a sampling of offerings in South Carolina:

Workplace Adult Education and Literacy Activity

Workplace literacy is a process that is used by local adult education providers where the employer identifies educational needs in reading, writing, mathematics, English as a second language for existing employees. This process could also be modified and used to identify potential employees that qualify to work at the employer site based on scores.

On the Job Training (OJT)

OJT is primarily used to help individuals secure employment and obtain the specific skills and competencies needed for full performance of the job. Each program has specific OJT requirements but generally, a program participant is matched with an employer to fill an open position. The employer trains the new employee on-the-job and is reimbursed a percentage of the employee's wages during the period of training.

Job Try Outs

Job try-outs are a stipend-funded training service coordinated between SCVRD, the client, and a business partner. During a job try-out, a career ready client learns specific, basic skills for a job at a company's worksite(s). While like OJT, clients are not employed at the time of training.

Work Experience

Work experience is a structured activity designed to provide participants with supervised training based on an individual's vocational objective. Work experience placements can be at public, private non-profit and private for-profit agencies, businesses, or institutions that provide supervision in a real work environment. Work experience activities are available across partners programs and used as a secondary education tool to create school-to-work opportunities.

Work-Based Learning Experiences for Students with Disabilities

Work-based learning experiences is one of the five required activities provided as a Pre-Employment Transition Service. These experiences may be used to expose students to a real work situation so they may become familiar with employer expectations and what it is like to work. Experiences are also used to explore careers. These may be paid or unpaid and a student may perform actual work tasks to determine interest in the career and what the career will require. These are often coordinated with the local school district during the school year.

Job Readiness Training Centers

Local SCVRD job readiness training centers are working within their communities to identify demand-driven training opportunities and needs. The SCVRD training centers utilize customized job readiness training contracts to build foundational skills and refer qualified clients to business partners for employment opportunities. SCVRD is developing demand-driven and customized trainings for identified industries and employers throughout the state. There are currently 30 demand-driven training programs available across the state, some leading to industry-recognized credentials, and there are 12 customized training initiatives in place with more planned for the future.

Incumbent Worker Training (IWT)

IWT is designed to ensure that current employees can gain the skills necessary to retain employment and advance within the company. Ideally, IWT will result in industry recognized credentials, as well as pay increases and/or promotion opportunities. The Title I Adult program routinely uses IWT to engage businesses and provide funding to upskill existing employees. Local Workforce Development Areas can use up to 20 percent of their combined Adult and Dislocated Worker funding to provide IWT. SC also uses Governor's Reserve Funding to provide additional IWT funding to LWDA's.

Pre-Apprenticeship and Apprenticeship

Apprenticeship is an industry-driven, high-quality career pathway where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, classroom instruction, and a portable credential. A Registered Apprenticeship Program (RAP) is a model of apprenticeship that has been validated by the U.S. Department of Labor or a State Apprenticeship Agency. South Carolina has more than 1,000 Registered Apprenticeship Programs (RAPs) with the U.S. Department of Labor, many of which are available on the Eligible Training Provider List for selection by WIOA Title I participants. Program components include a paid job, on-the-job training, related instruction, mentorship, and credentials.

Pre-apprenticeship programs are designed to prepare individuals to enter and succeed in apprenticeships. Pre-apprenticeship programs are not registered or regulated by DOL as with Registered Apprenticeships. However, Apprenticeship Carolina™, through the SC Technical College System, can certify pre-apprenticeship programs for providers. Pre-apprenticeship programs have a strong relationship with at least one apprenticeship program, provide training and curriculum that align with that program, including a wide range of support services explicitly designed to ensure student success – allowing for greater chances of success and access to apprenticeship programs.

Digital Literacy and Soft Skills Training Opportunities

WIN Learning Digital Literacy, Essential Soft Skills, and Professional Skills Credential

Through funding from the General Assembly and State Workforce Board, the WIN Learning Digital Literacy, Essential Soft Skills, and Professional Skills Credential are available to individuals and job seekers statewide. Courseware provides instruction and practice before taking the related assessment. A credential is awarded to individuals who pass a proctored assessment.

The Digital Literacy credential demonstrates competency in the following areas:

- Computer operations
- Internet browsing
- Digital communication
- Digital documents
- Digital security

The Essential Soft Skills credential demonstrates competency in the following areas:

- Communicating effectively
- Conveying professionalism
- Promoting teamwork and collaboration
- Thinking critically and solving problems

The Professional Skills Credential is a custom offering that combines the Digital Literacy and Essential Soft Skills credentials into one. Individuals and job seekers who successfully pass the individual Digital Literacy and Essential Soft Skills assessments are awarded the Professional Skills Credential.

Other Modes of Soft Skills Training

There are several other soft skills instructional tools used across the state. For example, SCVRD incorporates soft skills training into the delivery of Pre-Employment Transition Services to students as well as Job Preparedness Instruction courses offered in/by its Job Readiness Training Centers. SC Works centers provide individual and group soft skills workshops and programs like Back to Work and JET (Job Endurance Training) heavily incorporate soft skills or employability skills. Secondary education providers use the Microburst EmployABILITY Soft Skills Certification. All of these are acceptable models and demonstrate the importance and commitment to equipping the emerging and existing workforce with soft skills.

Training Incentives E-Zone

The E-Zone program incentivizes education and training by allowing South Carolina manufacturing companies to utilize the Job Retraining Tax Credit (E-Zone) program, which reimburses training and education-related expenses. After approval by the State Board for Technical and Comprehensive Education, companies may claim a credit of \$1,000 per employee against withholding taxes.

Programs and Activities that Enhance Services to Priority Populations

As mentioned in the Economic and Workforce Analysis section, some job seekers face multiple challenges in entering and thriving in the labor market. While there are many programs within the state to support individuals with barriers to employment, partnerships will continue to be pursued with businesses, community-based organizations, and non-profits to ensure vulnerable and disadvantaged individuals have opportunities to succeed within the labor market.

Youth with Barriers

Jobs for America's Graduates-SC

Jobs for America's Graduates-South Carolina (JAG-SC) is a dropout prevention program focused on academic success and career readiness skills. A dedicated career specialist in each of our affiliated schools functions as a teacher, coach, counselor, and advocate for students with documented barriers to success. Over the course of their multi-year enrollment, students master up to 81 competencies identified by businesses as essential to successful employment. The program, launched in 2005, was originally piloted by the South Carolina State Workforce Investment Board and is now sponsored by the South Carolina Technical College System. JAG-SC is entering its nineteenth year of service delivery at the original pilot high schools and has assisted over 11,430 youth in transitioning to postsecondary opportunities.

JAG-SC operates within 33 high schools spanning across 16 counties. The program currently serves approximately 1,400 active participants. Students, on average, are enrolled with seven documented barriers to success (e.g., teen parenting, excessive absenteeism, low-income household, or substance abuse). Program outcomes have exceeded JAG National Standards for thirteen consecutive years.

Job Corps

The Bamberg Job Corps Center is federally funded by the US Department of Labor (USDOL) and has been in operation since 1979. It is a residential training center for youth, providing a variety of workforce development and educational activities, including GED preparation and testing, academic coursework and support, career readiness training and assessment, and job placement services, among other activities.

The Bamberg Job Corps Center has several partnerships with local WIOA programs, adult education providers, technical colleges, and SCVRD. Participants are referred to Job Corps through these partnerships.

National Guard Youth Challenge (SCNGYC)

The SCNGYC is a two-phase program consisting of a two-week residential phase that allows cadets a short opportunity to adjust to the rigors and discipline of the program, followed by a 20-week program where cadets receive military-based training, engage in supervised work experience and complete eight core program components. These include academic excellence, health and hygiene, job skills, leadership/followership, life-coping skills, physical fitness,

responsible citizenship, and service to community. Cadets are also matched with a mentor who will provide one-on-one support to graduates during the 12-week post-residential phase.

Juvenile and Adult Offenders

Birchwood School

DJJ's Birchwood School, is a comprehensive middle and high school that offers male and female students in grades 4 through 12 a variety of Career and Technology Education (CTE) and academic courses. The Academy is accredited by Cognia and has completed the High Schools That Work reform model review. It was the first school in the nation to have an Army JROTC program inside a correctional institution. In addition to academic subjects such as English (ELA), math, science, and social studies, the Birchwood School offers CTE Completer programs in the following areas: carpentry, ceramics, culinary arts, digital desktop publishing, entrepreneurship, integrated business applications, matting & framing, music technology, personal finance, and welding.

Work related transitional courses, such as woodworking and upholstery, are also available to some youth. In preparing high school graduates for life beyond DJJ, students can earn industry certifications in areas such as, ServSafe (Food Handlers and Manager), OSHA 10, NCCER, and Forklift Operator. A SC Vocational Rehabilitation Department (SCVRD) counselor is housed at the Academy to assist eligible students with school-to-work transition and the full range of SCVRD services, including work-based learning opportunities and connecting students with local SCVRD staff in their home community as they approach release. High school graduates have an opportunity to earn college credits through partnership with Allen University, Voorhees College, and the SC Technical College System.

Career Readiness Center (CRC)

All students are eligible for career readiness services provided by the Career Readiness Center (CRC). The Mission of the CRC is to equip, expose and assist DJJ-involved youth with employment readiness skills throughout the State of South Carolina. The CRC is equipped with four regional job developers/career development facilitators that provide services across the state to DJJ-involved youth concerning employment, vocational training, and postsecondary education. Most of these youth are eligible for the Youth Empowerment Sites (YES) paid internship Program.

E.A.R.N. Program

Through E.A.R.N (Empathy, Attitude, Respect, Knowledge), a DJJ volunteer provides employment readiness skills to youth at all SCDJJ campuses. Companies seek to hire new employees who possess soft-skills and can enter the workplace capable of communicating effectively. Teens and young adults entering the workforce today are rarely trained in these skills. This workshop equips students with interpersonal and communications skills to help open doors of opportunity, enable them to be successful in business, and empower them to be engaged citizens for their community and the world.

Teen After-School Centers (TASC)

DJJ partners with local churches, community centers, and other youth serving organizations across the state to provide Teen After-School Centers (TASCs). These centers offer structured time, activities, and supervision between the end of the school day and when parents return from work, which is a risky time for young people, and when serious and violent crime committed by youth increases. This nationally recognized program is specifically designed to

reduce the likelihood that participants could be incarcerated and is geared toward those youth in need of additional structure and assistance, often supplementing the normal supervision that DJJ provides to youth on probation, parole, or on contract.

TASC provide youth with many opportunities including, but not limited to:

- Educational support and after-school tutoring.
- Development of employability skills and job placement.
- Computer labs and instruction.

Youthful Offender Parole and Reentry Services (YOPRS)

The SC Department of Corrections (SCDC) Division of YOPRS provides both institutional and community-based services for male and female offenders sentenced under the Youthful Offender Act (YOA). Eligible individuals must be between 17 and 25 years of age at the time of conviction and have no previous YOA convictions. The mission of this division is to reduce the recidivism of youthful offenders by utilizing evidence-based principles and practices that teach accountability, promote public safety, and enhance skill development with a focus on employability.

While incarcerated, SCDC's institutional staff provides youthful offenders with job and career development. Upon reentry into the community, the officers guide the offenders in locating resources within the community that can assist with employment and other reentry needs. Additionally, SCDC's intensive supervision officers provide parole supervision while assisting these young adults with seeking and maintaining employment.

Self-Paced In-Classroom Education Program (SPICE)

The SPICE program is a voluntary inmate education and employment initiative that provides meaningful educational opportunities, such as vocational skills training, career readiness training, life skills training, and spiritual awareness. This initiative is a faith-based community partnership between SCDC, SC Department of Probation, Parole and Pardon Services (SCDPPPS), SCVRD, and the SC Technical College System. The SPICE program consists of two components: an institutional component and a community-based supervision component.

The Institutional Component is operated by SCDC at designated facilities throughout the state where inmates participate in a SPICE program curriculum consisting of educational, spiritual, social/life skills, vocational, health education, and wellness training. SCDPPPS operates the community-based supervision component during which individuals on probation participate in vocational skills training or high school equivalency diploma (HSED) preparation, attend spiritual events (e.g., Church), and are assigned community/church sponsors and mentors to assist in their transition. Offenders who choose not to participate in spiritual events may opt to participate in approved public works programs or community events with assistance from their sponsor or mentor. Upon completion of the vocational/educational training element, SCDPPPS agents coordinate with community sponsors and mentors and other service agencies to facilitate offender employment.

Reentry One-Stops

DEW and SCDC are partnering to help offenders find jobs through a work ready initiative that launched in November 2014. With onsite support from SC Works at the Manning Correctional Institution, this partnership allows inmates to participate in a series of workshops that develop key employability skills. After completing the required workshops and intensive services, job

ready participants are referred to a recruiter or career development specialist for additional training and services. DEW provides each inmate, who successfully completes the program, a letter detailing the Federal Bonding Program that they can share with employers. DEW also assists employers through the process of utilizing the Work Opportunity Tax Credit (WOTC) which can reduce an employer's federal tax liability up to \$2,400 for each qualifying ex-offender hired. The success of the Manning program led DEW and SCDC to expand the program into the Camille Griffin Graham Correctional Institution, an all-female facility, in 2017 and the Kershaw Correctional Institution and Reentry Center in 2022.

Connecting Inmates to Vital Records and Resources

Through collaboration with the Social Security Administration, SCDC was able to obtain 2,725 social security cards. With an agreement between State agencies, SCDC released 1,591 individuals with SC DMV IDs. During FY23, SCDC continued a partnership with SC Thrive Benefits Bank, which has provided SCDC with the opportunity to serve approximately 2820 returning citizens. Some of the services provided through engagement with SC Thrive are Medicaid, Welvista, SNAP, and TANF. Additionally, in FY23, SCDC assisted 748 males register for Selective Services and assisted in locating housing for 3,702 individuals. Perskin Approximately 544 returning citizens were released with employment and approximately 919 were referred for employment services post-release. Catholic Charities continues to provide a viable service for the indigent population (males and females). Four hundred-two individuals were referred to Catholic Charities for assistance with transitional housing or out-of-state birth certificates.

Bounce Back

Bounce Back is a multi-disciplinary program designed to help address many of the challenges faced by individuals with a criminal background. The program is designed to help prepare individuals to enter or re-enter the workforce. Two of the greatest challenges facing individuals with a criminal background are finding and maintaining employment. The program brings together community partners for a common purpose and goal. Coordinated and offered by the SC Vocational Rehabilitation Department, the program invites agencies and service providers to share information that will help participants learn greater skills for a life without crime. The day-long program introduces participants to many of the resources available in their community. Each VR office designs and offers a program they feel best addresses the needs of their clients with a criminal background. Common topics that all offices address include working with the client's Probation Counselor, gaining insight into remaining in compliance with SCDPPPS, as well as how to apply for a pardon and the expungement process. Additional topics include:

- The Value of Work
- Attitude for Success
- Finding Employment and Maintaining Employment
- Services found at the Library
- Quick Jobs (Technical Colleges)
- Alcohol & Drug Treatment and Awareness
- Client Success Story
- Addressing Transportation Challenges

- Employer Presentation (What they look for in an employee)
- Goal Setting
- Social Media: The Good and the Bad
- Time Management

The following partners have participated in the Bounce Back program: SC Department of Probation, Parole and Pardon, Technical Colleges, SC Department of Motor Vehicles, County Libraries, SC Works, the State Solicitors Office, SC Legal Services, Austin Wilkes Society, Goodwill Services, and local nonprofits who provide resources.

Veterans and Eligible Spouses

Veterans Programs and Services

SC Works representatives are available in centers throughout the state to help veterans transition into the workforce. Local Veterans' Employment Representatives (LVER) staff conduct employer outreach and job development in the local community to assist veterans in gaining employment, including conducting seminars for employers and, in conjunction with employers, conducting job search workshops and establishing job search groups. Disabled Veteran Outreach Program (DVOP) Specialists are trained to provide intensive case management services to veterans and eligible spouses with Significant Barriers to Employment (SBE), as well as age-priority veterans ages 18 to 24, Vietnam-era veterans, and eligible transitioning service members, spouses, and family caregivers. Case management services include individual career coaching, job referral, resume preparation assistance, career fairs and job search workshops, job training programs, and referrals to supporting or training services.

SCVRD has an ongoing partnership with DEW's LVERs and DVOPs to coordinate outreach efforts with federal contractors. Federal contractors are required to establish an annual hiring benchmark for protected veterans and individuals with disabilities or adopt the national benchmark provided by the Office of Federal Contract Compliance Programs (OFCCP). Through this informal partnership, SCVRD and DEW LVERs and DVOPs identify work ready individuals and coordinate employment opportunities with federal contractors.

Individuals with Disabilities

Strategic Partnerships

Subminimum Wage Taskforce

On May 23, 2022, (S.533), a Joint Resolution to end subminimum wage in South Carolina, was signed into law by Governor Henry McMaster following years of grassroots advocacy by Able SC and partners. South Carolina became the third state in the Southeast and the thirteenth in the nation to pass legislation, breaking from federal law by ending subminimum wage. S.533 prioritizes the stability of individuals with disabilities who are currently subject to subminimum wage by developing a task force to create a two-year transition plan to phase out subminimum wage by August 1, 2024, ensuring that those currently working under subminimum wage can successfully transition to other types of employment. The Subminimum Wage Taskforce began meeting in 2023.

SC Disability Employment Coalition

The SC Disability Employment Coalition, led by Able SC, is a statewide systems improvement effort formed in 2014 that comprises a broad stakeholder group working to improve employment recruitment, retention, and advancement for South Carolinians with disabilities. Primary activities of the coalition include raising awareness among South Carolina's businesses regarding hiring people with disabilities, supporting systems to ensure employment is the preferred service option and outcome for people with disabilities, disseminating information relating to employing people with disabilities, and collecting quantitative and qualitative data about the experiences of employers and employees with disabilities, among other activities.

There are over 40 partnering organizations including Able SC, AccessAbility, Walton Options for Independent Living, SC Vocational Rehabilitation Department, SC Commission for the Blind, SC Department of Disabilities and Special Needs, SC Department of Education, SC Department of Employment and Workforce, SC Department of Health and Human Services, Disability Rights SC (Protection and Advocacy for Individuals with Disabilities), SC Developmental Disabilities Council, Family Connection of SC, University of South Carolina Center for Disability Resources, and SC Department of Mental Health.

Hire Me SC

People with disabilities can work, want to work, and should be afforded every opportunity to work. Powered by Able SC and the South Carolina Disability Employment Coalition, Hire Me SC is a statewide campaign and resource hub that promotes a culture of inclusion across the state of South Carolina, one in which employment for every individual, disability or not, is the norm rather than the exception. Hire Me SC provides information about job training programs, resources to help employers empower or hire an individual with a disability, and a platform to join in advocacy for policy change.

SC Association of People Supporting Employment First (APSE)

Established in 2018, South Carolina developed a statewide APSE chapter. APSE is the only national membership organization focused exclusively on Employment First to facilitate the full inclusion of people with disabilities in the workplace and community. APSE members recognize that everyone has abilities to contribute, and their work should be recognized and rewarded with fair pay, creating inclusive workplaces. Employment enriches and adds meaning to every life, and workplaces and communities are enhanced when they embrace differences.

Transition Alliance of South Carolina (TASC)

The Transition Alliance of South Carolina is a broad systems improvement and technical assistance resource for professionals working with students with disabilities. Their primary outcome is to empower students to transition into community-based employment. Local transition programs choose to enhance their curriculum through a variety of evidence-based transition practices, including student-led IEP meetings, goal setting and attainment, socializing in the workplace, job accommodations, and other activities meant to empower students with disabilities to control their career strategy. TASC consists of a state-level interagency steering committee that supports local interagency transition teams across the state.

Centers for Independent Living

CILs are designed and operated within a local community by individuals with disabilities and provide an array of independent living services, such as one-on-one and group training on topics such as employment soft skills, transportation utilization, accommodation requests, and transition from high school to postsecondary life. CILs have been strong resources to SC Works Centers, such as providing disability sensitivity awareness training, assessing centers for

accessibility, and serving on local boards. South Carolina has three CILs: Able SC, Walton Options for Independent Living, and AccessAbility.

Work Incentives Planning and Assistance (WIPA)

Able SC is South Carolina's WIPA provider that empowers SSI and SSDI beneficiaries with disabilities to make informed decisions regarding their career strategies and transitioning to self-sufficiency. Community Work Incentives Coordinators provide in-depth counseling about benefits and the effect of work on those benefits; conduct outreach efforts to beneficiaries of SSI and SSDI (and their families) who are potentially eligible to participate in federal or state work incentives program; and work in cooperation with federal, state, and private agencies and nonprofit organizations that serve social security beneficiaries with disabilities.

Ticket to Work

Ticket to Work is a voluntary program for people receiving disability benefits from Social Security and whose primary goal is to find good careers and have a better self-supporting future. Consumers may receive employment services through an employment network provider, including career counseling, socialization to the workplace, and job support advice, among others. Able SC, and SC's Department of Employment and Workforce, Commission for the Blind, and Vocational Rehabilitation Department serve ticket beneficiaries under SSA's Ticket to Work program.

Pre-Employment Transition Services for Students with Disabilities

In PY 2022 SCVRD opened 1,560 new cases for students referred through the school system, which represents 15.9% of the agency's total new referrals. 7,382 students received at least one Pre-ETS service during the year, including 3,345 who do not have an open VR case but who are potentially eligible. SCVRD continues to maintain a presence in local school districts and add new partnerships with nontraditional schools to include two major virtual programs. Of the consumers that SCVRD is currently serving, 28% are students (age 13-21 and enrolled in education) and 49.5% are youth (age 14-24).

The SCCB provides Pre-employment Transition Services to students with disabilities who are eligible or potentially eligible for SCCB's Vocational Rehabilitation program. SCCB employs three Transition Counselors who travel statewide to coordinate Pre-employment Transition Services in conjunction with local school districts and the SC School for the Deaf and Blind. In addition, SCCB has contractual partnerships with SCVRD, Able SC, NFB Successful Transitions, and Walton Options to provide work-place readiness, work-based learning experiences, counseling on postsecondary opportunities, and instruction in self-advocacy. SCCB Transition Counselors provide job exploration counseling in addition to the other four required Pre-Employment Transition Services. SCCB has worked to ensure that these services are available in all areas in SC including rural areas and works with partners to assist with transportation to enhance service delivery to this population.

Career Boost

Career BOOST (Building Occupational Options for Students in Transition) continues a contractual partnership between the SCVRD, SCCB, South Carolina's Independent Living Centers (SCILC), the National Federation of the Blind of South Carolina, and public schools. Under this contract, eligible and potentially eligible students with disabilities receive instruction in Self-Advocacy Skills, Work Readiness (Soft) Skills, Job Exploration, Work-based Learning and Counseling on Opportunities for Postsecondary Enrollment. The purpose of Career BOOST is to provide these "Pre-Employment Transition Services" to give middle and high school aged

students with disabilities career exploration and preparation experiences before exiting the public school system.

Student Internship Program (JSIP)

The SCCB provides eligible high school students with an opportunity to gain valuable work experience during a summer internship with business partners throughout the state. Participants receive a stipend upon successful completion of the program. This program is also available to college students.

Summer Teen Program

Traditionally, Summer Teen is a multi-week summer residential program located at the SCCB Training Center in Columbia. Summer Teen includes work readiness skills training, soft skills training, self-advocacy skills training, and work-based learning experiences.

Project SEARCH

Project SEARCH is an international program first developed in 1996 at the Cincinnati Children's Hospital. South Carolina currently has eleven Project SEARCH locations. Project SEARCH is a unique, business-led transition program designed to provide education and job training to young adults with intellectual and developmental disabilities. Students participate in the program for a full school year. They receive classroom instruction, including training in employability and independent living skills, and master core job skills through three 9- to 10-week internship rotations. Upon successful completion of the program, students are employed in nontraditional, complex, and rewarding jobs in the host-company and community. Along with job skills, the Project SEARCH program gives students self-confidence, opportunities, and hope for a thriving future.

Job Driven Vocational Training Programs

SCVRD continues to develop job driven skills training based on specific business needs in local communities. Skills training is delivered through the department's local area offices in partnership with community entities including technical colleges to grow skilled talent pools from which local business partners can recruit and hire. Used in conjunction with other statewide workforce development efforts, this individualized training assists individuals with disabilities to access training that is customized to meet their needs and the needs of businesses. This initiative is coordinated through SCVRD's Business Services Team, whose members also collaborate at the local and regional level on interagency business services teams including all WIOA core partners.

An example of this customized training approach is SCVRD's partnership with North American Rescue. In the Greenville, Greer, and Laurens area, consumers work in the agency's Job Readiness Training Centers with NAR to assemble specialty medical kits for EMS first responders and the US military. During the COVID-19 pandemic, NAR's operations were deemed critical due to the nature of the work. Agency consumers worked alongside NAR employees to prepare medical kits for all types of emergency situations. As a result, many consumers were hired on with NAR after demonstrating the hard skills needed for this job. NAR continues to employ VR consumers at competitive wages in the Upstate region.

VR has also developed a Certified Custodial Technician training that prepares consumers for high demand housekeeping and custodial occupations. This training leads to an industry-recognized credential through the Cleaning Management Institute and gives consumers an edge over their competition in this field.

Older Workers and Workers that Acquire Disabilities

Identifying and meeting the needs of older workers to support their continued participation in employment is essential to meeting the need for talent and experience in the workforce. As an example, SCVRD provides Job Retention Services (JRS) for individuals who are currently employed but may face the jeopardy of losing their employment due to a variety of factors. Through evaluation of their strengths and abilities, identification of supports, and the use of rehabilitation technology, older workers can often maintain employment or retrain in a new role before losing their jobs.

Services and interventions must be adapted to meet the diverse needs of mature workers. This includes, but is not limited to, timely provision of supports, identification of training needs and process/procedure barriers, and planning for effective strategies to enhance outcomes and work options later in life.[3]

Senior Community Service Employment Program (SCSEP)

SCSEP is the only federal job-training program focused exclusively on helping low-income seniors. The program promotes personal dignity and self-sufficiency through work. People 55 and older who qualify for the program work in their local communities. The South Carolina Department on Aging is designated to administer all Older Americans Act programs, including Title V, SCSEP. The goal of South Carolina SCSEP is to provide participants with the training experiences, supportive services and information needed to improve their lives by becoming economically self-sufficient through gainful employment.

Homeless Population

Back to Work Program

The Back to Work Program was launched by DEW in partnership with Transitions, a local homeless shelter in Columbia, South Carolina in 2015. Because of the success of the program, the Back to Work program was expanded in 2017, to include Serenity Place in Greenville that works with individuals in addiction recovery. The program has expanded to all 12 local workforce areas with partner organizations such as shelters, addiction treatment centers, community organizations, and state agencies.

The Back to Work program was created to help individuals gain self-sufficiency and soft skills. A partner agency works with individuals to develop life skills and address challenges such as housing, addiction, and medical needs, while DEW staff conducts an intensive employment boot camp, creating the opportunity for long-term success. Participants are trained in areas such as soft skills, diversity in the workplace, conflict in the workplace, résumé writing, financial management, interviewing skills, and dress for success. The culmination of the Back to Work program is a hiring event exclusively for participants and a graduation ceremony with family, friends, mentors from partnering organizations and community leaders. For some participants, this is the first milestone they have ever completed.

Low-Income

Individuals receiving SNAP or TANF often have difficulty finding and keeping living-wage employment. Recognizing the importance of expanding career opportunities that lead to long-term self-sufficiency, DSS provides employment and training services for SNAP and TANF recipients, such as: resume assistance, soft skills development, job search assistance, and referrals to employers and partner organizations. DSS works to assist participants with

removing barriers that prevent successful employment and to coach participants through the process of obtaining and retaining employment.

DSS employs Workforce Consultants who work with employers and training providers across the state to develop opportunities for SNAP and TANF recipients that assist them in achieving their highest level of self-sufficiency. Workforce Consultants promote employment as a means of stabilizing the lives of SNAP and TANF recipients by encouraging participation in Work Experience activities, DSS' On-the-Job Training program, and the Family Independence Tax Credit in their local area. DSS has co-located Workforce Consultants in all SC Works Comprehensive Centers and in several affiliate centers.

SNAP Employment and Training (SNAP E&T)

The SNAP Employment & Training (SNAP E&T) program is designed to expand the state's skilled workforce while increasing employment and training opportunities for recipients of the Supplemental Nutritional Assistance Program (SNAP), formerly known as the Food Stamp program. The SNAP E&T program provides training and employment opportunities to low income, working-age individuals to increase their income and ultimately leading to self-sufficiency. The SNAP E&T program provides federal funding to providers of employment and training services to SNAP participants through a "third-party reimbursement" model. Partner agencies, state agencies, non-profit organizations, foundations, and others use non-federal funding for the necessary and reasonable costs of an employment and training component available to SNAP participants and DSS uses that funding to leverage a 50% percent federal reimbursement to help pay for partner services.

The SNAP E&T program is designed to address both the needs of employers for qualified staff and the needs of low-income participants to find meaningful work. SNAP E&T has ongoing partnerships with state agencies, technical colleges, and community-based organizations across South Carolina. Through the partnership with Adult Education, SNAP E&T recipients can gain skills, training, and work experience that help move them toward self-sufficiency. Emphasis for dually enrolled SNAP/Adult Ed participants is placed on obtaining a high school diploma (HSD) or HSED, and a career readiness certificate.

To better align and coordinate programs that help individuals prepare for competitive employment, DSS' SNAP E&T employees are co-located in each of the comprehensive SC Works Centers across the State and in several affiliate centers.

Senior Community Service Employment Program

The Senior Community Service Employment Program (SCSEP) is the only federal job-training program focused exclusively on helping low-income seniors. The program promotes personal dignity and self-sufficiency through employment; individuals 55 years of age and older and who are at or below 125% of the Federal Poverty Level (FPL) qualify for the program. SCSEP is an Older Americans Act program administered by the Employment and Training Administration (ETA) at the US Department of Labor. The South Carolina Department on Aging is designated to administer all Older Americans Act Programs. There are two SCSEP grantees in South Carolina: the South Carolina Department on Aging serves as the state grantee, and Goodwill Industries International serves as the national grantee. ETA determines which counties are served by each of the grantees. South Carolina SCSEP aims is to provide participants with the training experiences, supportive services, and information needed to improve their lives by becoming economically self-sufficient through gainful employment.

Pathways Scholarship Program

The Pathways Scholarship Program (PSP) is a scholarship opportunity available for participants in the SNAP Employment and Training (SNAP E&T) program. These scholarships are awarded to SNAP recipients who wish to further their education and to gain skills and certifications that can lead to employment. The PSP provides scholarships that will pay for tuition and books for SNAP recipients attending any accredited organization that provides employment-related certifications within South Carolina.

Childcare and Transportation

Access to affordable childcare and transportation create an obstacle to education and employment for many in South Carolina. Act 67 requires the unified state plan to address these obstacles. The challenge for childcare and transportation providers is complex including provider workforce challenges and funding.

Childcare

Led by the Department of Social Services, the Division of Early Care and Education serves as the lead for the Child Care Development Fund (CCDF) federal funding. Childcare funded partners are taking a multifaceted approach to creating more affordable, accessible, and quality childcare options. Strategies include grants and resources to help entrepreneurs start new childcare facilities, professional development, technical assistance, and coaching to new and existing childcare programs and professionals, and the development of pathways into early care and education occupations.

When it comes to helping families locate available childcare, the South Carolina Child Care Resource and Referral (SCCCR&R) is a premier resource. SCCCR&R promotes high-quality early care and education by providing free, statewide services to families, early childhood programs, and communities. The SCCCR&R website features a childcare search tool. For families that need more assistance, SCCCR&R staff provide person-to-person assistance and referrals to childcare programs. Through trainings, conferences, and technical assistance, SCCCR&R provides coaching services to childcare programs and professionals. SCCCR&R can also help employers evaluate childcare options for their workforce.

The South Carolina legislature formed a bipartisan Special Joint Committee in 2023 to study childcare. The Committee is charged with addressing and drafting legislation on the availability and affordability of childcare.

Transportation

The Transportation Association of South Carolina (TASC) is leading legislative efforts to increase funding for public transportation to ensure access statewide. Workforce development is a primary driver behind the conversation as it supports access for job seekers and current and future employers who need access to a workforce. The Regional Transit Authorities provide a variety of public transit options to include ridesharing. Other providers like Commute with Enterprise have also created ridesharing models supporting major South Carolina employers.

[1] About The Commission on Higher Education . n.d. <<https://www.che.sc.gov/about-commission-higher-education>>.

[2] Norton, Ross. "Agreement formalizes credits transfer among South Carolina technical colleges, universities." 12 January 2024. *GSA Business*. <<https://gsabusiness.com/agreement-formalizes-credits-transfer-among-south-carolina-technical-colleges-universities/>>.

[3] University of Arkansas CURRENTS, The Aging Workforce Primary Study Group 34th IRI, 2009.

B. The Strengths and Weaknesses of Workforce Development Activities

The key strengths of the activities identified above are:

Workforce System Governance and Clear Statewide Strategic Direction

The State's education and workforce system is governed by the Statewide Education and Workforce Development Act (Act No. 67 of 2023). Act 67 seeks to coordinate and align the state's workforce development efforts with centralized oversight for improved accountability and transparency, address obstacles unique to rural areas, and enhance responsiveness to industry needs and economic development commitments.

Through the unified state plan, the CCWD establishes the strategic vision and direction for education and workforce development in the state. Agencies and programs that administer education and workforce programs will align their programmatic strategies to that of the CCWD and unified state plan. This unified direction ensures that state federal, and non-profit workforce programs are all working toward a common goal and encourages collaboration and leveraging of resources.

Abundance of Programs and Activities

The inventory of programs in preceding pages shows that workforce development, education, and training programs are plentiful in South Carolina. Additionally, these programs are accessible across the continuum from secondary education through career and are aligned to serve the state's most vulnerable citizens.

Willingness to Partner and Collaborate

While there are still opportunities to strengthen partner alignment, there is a strong willingness among partners to collaborate to develop a more customer-focused, outcome-driven workforce system. Several of the activities identified above are examples and outcomes of collaboration. In addition, relationships are developing with non-traditional partners such as the State Energy Office, the Digital Opportunity Department, and the Department of Transportation, to name a few.

Weaknesses

Identifying weaknesses is important, but addressing them with a strategic approach is vital to overcoming them to ensure a more robust and effective workforce system. Each weakness below is being addressed by one or more objectives and corresponding strategies of the Combined Plan.

Program Alignment and Coordination

While there is an abundance of programs in the state, there is always an opportunity for greater alignment, coordination of services, and resource leveraging to create a workforce system that is more accessible and effective. Strategies like implementation of an integrated case management system, cross-partner staff training and development, and strategic outreach to employers, support alignment and coordination.

Access to Services

Many South Carolinians, especially those in rural areas, struggle to access employment and training services. Rural communities with limited broadband service have difficulty pursuing employment opportunities, education and training, entrepreneurship, and healthcare. Additionally, job seekers can lack digital literacy skills to effectively use the resources on hand. Other employment barriers such as access to transportation, childcare, broadband, and affordable housing impact South Carolina's workforce. While most workforce programs offer supportive services that address aspects of these barriers, there is a need for a more innovative, proactive, and collaborative approach to providing employment services and supports. Strategies such as increasing access to digital literacy education and training, increasing awareness of resources to mitigate obstacles to employment, and implementing a multifaceted rural outreach strategy will help to improve overall access to workforce, education, and training activities.

C. State Workforce Development Capacity

South Carolina is positioned to continue providing high-quality workforce development programs and activities that prepare job seekers for high-demand, high-wage careers. The focus on partnership, collaboration, and innovation will better align programs and resources, creating a more customer-centered workforce delivery system. Centralized governance of the workforce system and development of a state strategic plan for education and workforce development will help to direct program efforts and resources in support of the overarching state vision.

The capacity to deliver workforce, education, and training activities has only improved over the last several years. In addition to at least one comprehensive SC Works center in each local workforce area, the delivery system also includes more than 170 Connection Points, a Virtual Engagement Center that supports virtual job fairs and hiring events, the SC Works Career Coach – a mobile unit that responds to Rapid Response and disaster events statewide, and a handful of mobile units managed by local workforce areas. Through these centers and connection points, individuals and businesses can access resources and services offered by WIOA core programs and other one-stop programs like the Trade Adjustment Assistance program, Jobs for Veterans State Grant program, and the SNAP Employment & Training program, which is co-located in all SC Works comprehensive centers. Center staff is available to assist with filing a claim for UI benefits and to provide reemployment assistance. Job seekers and businesses can also access employment services remotely using SC Works Online Services (SCWOS), and individuals can manage their UI benefits through the MyBenefits portal.

To help eliminate some transportation barriers for many adult learners, adult education and literacy activities are delivered through 51 Adult Education Programs (47 school-district programs, which includes the Palmetto Unified School District of SC, and four community-based organizations) covering more than 150 physical locations. The adult education and literacy activities include South Carolina High School Diploma and High School Equivalency study and completion for out of school youth 17 to 21 years old, and adults 22 and above for all 79 school districts. Moreover, to support high school equivalency preparation, there are multiple GED Tests centers in every Workforce area. Industry-recognized credential career pathway development and Integrated Education and Training collaboration with the SC Technical College System and other post-secondary training providers, College and Career Navigation (Global Career Development Facilitator) wrap-around services, Northstar Digital Literacy training, WIN Courseware, WIN Academic testing, WIN soft skills assessment, workforce preparation activities, and Skills Upgrade classes are all part of adult education literacy activities. Skills Upgrade classes are offered to individuals who already have a high school diploma or a higher education level and need to improve math, reading, English, writing, or digital literacy skills.

Adult Education teachers are trained educators who are required to hold and maintain valid SC teacher licenses. Programs offer flexible schedules to meet the demanding schedules of individuals seeking services. Through Workplace Literacy, Adult Education seeks to serve employers directly by providing customized academic and workforce preparation instruction as determined by specific employer need. These services can be delivered on-site at an employer's location or off-site at the Adult Education program site.

SCVRD has 31 area offices and 25 job readiness training centers across the state. Through a team approach, SCVRD staff work to prepare consumers for employment opportunities within their local labor market, as well as develop relationships with business and industry to individually match consumers with employment opportunities that fit their strengths, abilities, capabilities, and skill sets. Comprehensive programs, including occupational therapy and physical therapy services, rehabilitation engineering, and a residential alcohol and drug recovery center further expand the capacity of SCVRD to meet the individualized needs of eligible individuals with disabilities.

SCCB has nine area offices across the state through which vocational rehabilitation services for the blind are delivered. SCCB staff work to prepare consumers for employment opportunities within their local labor market, as well as develop relationships with business and industry to individually match consumers with employment opportunities that fit their unique strengths, skills, abilities, capabilities, and informed choice. Through the SCCB Training Center, consumers learn adjustment to blindness skills such as Braille Literacy, Orientation and Mobility Skills, and Daily Living Skills that support employment. SCCB works in partnership with South Carolina's K-12 and higher education systems to enable individuals who are blind or visually impaired to obtain the education and training necessary for employment.

There are several education and training opportunities available to job seekers through the technical college system and private providers. The SC Technical College System has a network of 16 technical colleges serving the 46 counties. Many of these colleges have satellite campuses, making them accessible to job seekers in rural communities, and offer online and non-traditional formats to reach those who cannot participate in the traditional classroom experience.

B. STATE STRATEGIC VISION AND GOALS

The Unified or Combined State Plan must include the State's strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency. This must include—

1. VISION

Describe the State's strategic vision for its workforce development system.

2. GOALS

Describe the goals for achieving this vision based on the analysis in (a) above of the State's economic conditions, workforce, and workforce development activities. This must include—

(A) Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment⁸ and other populations.⁹

(B) Goals for meeting the skilled workforce needs of employers.

[8] 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; eligible migrant and seasonal farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families Program; single parents (including single pregnant women); and long-term unemployed individuals.

[9] Veterans, unemployed workers, and youth and any other populations identified by the State.

3. PERFORMANCE GOALS

Using the tables provided within each Core Program section, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)

4. ASSESSMENT

Describe how the State will assess the overall effectiveness of the workforce development system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment, which may include evaluation findings, and other feedback to make continuous or quality improvements.

1. Vision

The vision for South Carolina's education and workforce system is to *achieve and sustain South Carolina's workforce potential*.

2. Goals

In order to move towards this vision, the State has adopted four objectives:

Objective 1: Develop and create an effective customer-driven workforce system through alignment of programs and policies, the use of leading-edge technology, and high-quality staff.

Objective 2: Prepare job seekers for high-wage, high-demand, and high-mobility (4H) occupations through relevant training and skills acquisition, and match job seekers to open employer positions.

Objective 3: Improve the education and workforce infrastructure network to decrease obstacles to work to improve recruitment and retention of workers, which is necessary to maintain economic development competitiveness.

Objective 4: Create alignment between the workforce development system and the states agencies and organizations directing implementation of the IIJA, IRA, and CHIPS and Science Act funding.

3. Performance Goals

Expected levels of performance for the WIOA Core Programs can be found in the table within each Core Program section of the plan.

4. Assessment

Act 67 requires the CCWD to establish a ten-year labor participation rate target and a ten-year credential attainment rate. The CCWD is required to evaluate the Return on Investment of education and workforce programs. Additionally, the Unified State Plan, developed in accordance with Act 67, includes key performance indicators that will be assessed throughout the duration of its implementation. These are among the measures the CCWD and presumably the legislature will use to assess and measure effectiveness of the education and workforce development system.

In alignment with the USP and the CCWD, the WIOA Combined State Plan and partners covered have adopted similar measures for assessing system effectiveness:

- The WIOA Primary Indicators of Performance assess employment, earnings, credential attainment, skill gains, and effectiveness in serving employers. These indicators apply to all the WIOA Core Programs and measure effectiveness of program services.
- Labor and employment statistics like the number of people employed, labor force participation, and the unemployment rate will give an indication of whether workforce programs are helping more people access employment.
- The State-established SC Works Certification Standards evaluate local SC Works Centers and the SC Works delivery system for effectiveness, including customer satisfaction, physical and programmatic accessibility, and continuous improvement. LWDBs are required to certify SC Works centers at least once every three years. The six core programs and the combined partner programs of TANF, SNAP E&T, TAA, and JVSG are part of the certification process, a key assessment tool of system effectiveness.
- The SWDB created state-specific fiscal measures for WIOA Title I that evaluate fund utilization and the expenditure of funds on participants.

Assessment results are used to support the development and provision of technical assistance, opportunities for collaboration, and resource investments. Failed measures or system feedback communicate the need for technical assistance in the form of policy development and guidance to local workforce development boards or specific programs based on the indicated need and the pervasiveness of the issues. New partnerships or deeper collaboration with core and partner programs is a strategy commonly used to support or develop initiatives to answer areas of deficiency. Additionally, resources are allocated and aligned to address specific areas of need.

C. STATE STRATEGY

The Unified or Combined State Plan must include the State's strategies to achieve its strategic vision and goals. These strategies must take into account the State's economic, workforce, and workforce development, education and training activities and analysis provided in Section (a) above. Include discussion of specific strategies to address the needs of populations provided in Section (a).

1. DESCRIBE THE STRATEGIES THE STATE WILL IMPLEMENT, INCLUDING INDUSTRY OR SECTOR PARTNERSHIPS RELATED TO IN-DEMAND INDUSTRY SECTORS AND OCCUPATIONS AND CAREER PATHWAYS, AS REQUIRED BY WIOA SECTION 101(D)(3)(B), (D). "CAREER PATHWAY" IS DEFINED AT WIOA SECTION 3(7) AND INCLUDES REGISTERED APPRENTICESHIP. "IN-DEMAND INDUSTRY SECTOR OR OCCUPATION" IS DEFINED AT WIOA SECTION 3(23)

2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ALIGN THE CORE PROGRAMS, ANY COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND

OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE TO THE STATE TO ACHIEVE FULLY INTEGRATED CUSTOMER SERVICES CONSISTENT WITH THE STRATEGIC VISION AND GOALS DESCRIBED ABOVE. ALSO DESCRIBE STRATEGIES TO STRENGTHEN WORKFORCE DEVELOPMENT ACTIVITIES IN REGARD TO WEAKNESSES IDENTIFIED IN SECTION II(A)(2)

1. Describe the strategies the State will implement, including industry or sector partnerships related to in-demand industry sectors and occupations and career pathways, as required by WIOA section 101(d)(3)(B), (D). “Career pathway” is defined at WIOA section 3(7) and includes registered apprenticeship. “In-demand industry sector or occupation” is defined at WIOA section 3(23).

South Carolina will implement the following strategies to support the vision and objectives of the state workforce system:

Objective 1: Develop and create an effective customer-driven workforce system through alignment of programs and policies, the use of leading-edge technology, and high-quality staff.

- Strategy 1.1 Implement a case management system that integrates data across the WIOA core partner programs.
- Strategy 1.2 Develop and implement cross-partner staff training to enhance service delivery to job seekers and businesses.

Objective 2: Prepare job seekers for high-wage, high-demand, and high-mobility (4H) occupations through relevant training and skills acquisition, and match job seekers to open employer positions.

- Strategy 2.1 Increase the percentage of participants that obtain high-value credentials.
- Strategy 2.2 Increase access to education and training necessary for individuals to use Broadband to advance their personal goals and increase South Carolina’s technology workforce competitiveness.
- Strategy 2.3 Improve strategic outreach and service delivery to employers to effectively match job seekers with employers.

Objective 3: Improve the education and workforce infrastructure network to decrease obstacles to work to improve recruitment and retention of workers, which is necessary to maintain economic development competitiveness.

- Strategy 3.1 Increase awareness of resources to mitigate obstacle to employment.
- Strategy 3.2 Implement a multifaceted outreach strategy to rural and underserved communities to outreach strategy to ensure that individuals living in these rural areas of South Carolina have access to employment and training resources.

Objective 4: Create alignment between the workforce development system and the states agencies and organizations directing implementation of the IIJA, IRA, and CHIPS and Science Act funding.

- Strategy 4.1 Identify resources and funding opportunities to provide services to job seekers.
- Strategy 4.2 Communicate opportunities to the workforce system.

- Strategy 4.3 Identify and strategically target training providers in the state that are offering programs in the infrastructure, energy, manufacturing sectors.

2. Describe the strategies the State will use to align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available to the State to achieve fully integrated customer services consistent with the strategic vision and goals described above. Also describe strategies to strengthen workforce development activities in regard to weaknesses identified in section II(a)(2).

While partnership and collaboration at the state and local levels are stronger than ever, more steps can be taken to align workforce development programs and strengthen activities for the benefit of both employers and job seekers. Alignment across programs was identified as an area that warrants continuous improvement by partner programs in the activities analysis.

“Communication, collaboration, and coordination” is the Governor’s mantra, and it is woven into the fabric of South Carolina. All the strategies discussed in this plan support alignment across programs; however, the approaches that most directly support alignment include Strategies 1.1, 1.2, 2.3, 3.1, and 4.2.

- Strategy 1.2 creates the framework for common intake, co-enrollment, and effective referrals, which the workforce system has tried for many years to incorporate into its service strategy.
- Strategies 1.2, 3.1, and 4.2 ensure that workforce professionals have the knowledge and awareness of other programs and resources they can leverage to support job seekers and employers.
- Strategy 2.3 encourages coordination and alignment in the delivery of employer services.

III. OPERATIONAL PLANNING ELEMENTS

The Unified or Combined State Plan must include an Operational Planning Elements section that supports the State’s strategy and the system-wide vision described in Section II(c) above. Unless otherwise noted, all Operational Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. This section must include—

A. STATE STRATEGY IMPLEMENTATION

The Unified or Combined State Plan must include—

1. STATE BOARD FUNCTIONS

Describe how the State board will implement its functions under section 101(d) of WIOA (i.e., provide a description of Board operational structures and decision making processes to ensure such functions are carried out).

Consistent with the functions of the SWDB as outlined in WIOA sec. 101(d), the SWDB provides direction to the South Carolina Department of Employment and Workforce (DEW) regarding administration of WIOA Title I and the public workforce development system as a whole. In support of the priorities identified and co-created by state plan partners, the WIOA State Plan serves as a blueprint for the SWDB to execute its role through policy development, program alignment, and strategic investments.

The functions of the SWDB are delegated to four standing committees:

- **The Executive Committee:** the “management” arm ensures that deliverables are in line with the Governor’s vision for workforce development.
- **The Board Development Committee:** the “administrative” arm ensures that the Board is prepared to govern the state’s workforce system.
- **The SC Works Management Committee:** the “operations” arm ensures effective and consistent service delivery.
- **The Committee on Workforce Innovation:** the “innovation” arm encourages the identification and expansion of promising practices that drive increased effectiveness and efficiencies in serving job seekers and employers.

The Board and each standing committee meet at least once per quarter. Additional meetings, committee planning calls, and work sessions are scheduled as needed. Key stakeholders and workforce partners are invited and encouraged to attend quarterly SWDB meetings. Partners are routinely included on agendas to highlight promising practices and partner contributions to the broader workforce system. The SWDB convenes stakeholders and partners through ad hoc councils, work groups, or taskforces to address specific priorities and action items.

2. IMPLEMENTATION OF STATE STRATEGY

Describe how the lead State agency with responsibility for the administration of each core program or a Combined Plan partner program included in this plan will implement the State’s Strategies identified in Section II(c). above. This must include a description of—

A. CORE PROGRAM ACTIVITIES TO IMPLEMENT THE STATE’S STRATEGY

Describe the activities the entities carrying out the respective core programs will fund to implement the State’s strategies. Also, describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies, as appropriate.

Objective 1: Develop and create an effective customer-driven workforce system through alignment of programs and policies, the use of leading-edge technology, and high-quality staff.

Strategy 1.1. Implement a case management system that integrates data across the WIOA core partner programs.

WIOA envisions a customer-centered workforce system that provides efficient access to a variety of education and training programs and services using a one-stop model. The Act encourages the use of common intake applications, co-enrollment strategies, and referral procedures that make it easier for individuals to access the network of partners and services represented in the one-stop. Partners are also encouraged to share data for service delivery and reporting purposes. Currently, SC Works partners use individual systems to manage customer service delivery, data, and reporting. The lack of connectivity between the systems diminishes our ability to create a seamless customer experience.

A responsibility of the SWDB is to ‘develop strategies for aligning technology and data systems across SC Works partner programs.’ To this end, in January 2023, the SWDB allocated funding to

conduct a feasibility study and recommend options for achieving a more integrated system. The study was completed November 2023, and the recommendation is to procure a case management system to be used by Title I, III, Trade Adjustment Assistance, and the Jobs for Veterans State Grant program that will integrate with the case management systems used for Title II and IV, at a minimum. The State is expected to have an active procurement in the first year of the State Plan and to implement the new system within the four-year planning period. Procurement of the case management system will be led by the Department of Employment and Workforce.

Strategy 1.2 Develop and implement cross-partner staff training to enhance service delivery to job seekers and businesses.

Over the last several years, State Plan partners have collaborated on the development of SC Works Frontline Staff Training, which included the creation of SC Works 101 – an online course that provided an overview of the SC Works system and the partners and partner roles within the system. More than 900 SC Works staff completed SC Works 101 between its launch in 2019 through 2023. The partners also launched WIOA Partner Series – a series of lunch and learns spotlighting SC Works partners and their program offerings. Starting in PY'24, the State will relaunch the Partner Series with new content that aligns with and supports the strategic direction as outlined in the State Plan. Additionally, the State will complete initial implementation of the SC Works Learning Management System, which will support the development and delivery of timely and relevant training material.

Objective 2: Prepare job seekers for high-wage, high-demand, and high-mobility (4H) occupations through relevant training and skills acquisition, and match job seekers to open employer positions.

Strategy 2.1 Increase the percentage of participants that obtain high-value credentials.

As required by the Act 67, the Statewide Education and Workforce Development Act, South Carolina will complete a supply-gap analysis of critical occupations requiring postsecondary credentials to evaluate and compare the demand for labor and the available labor supply to fill projected job openings. The analysis will provide information to workforce programs as well as the public, increasing awareness about jobs for which there is an oversupply of labor and those where additional workers are needed. Presumably, this information will be used by workforce programs to facilitate strategic alignment of training investments, including recruitment of training providers to the Eligible Training Provider List (ETPL), and career guidance and coaching into career pathways that are projected to have an undersupply of labor. For current and emerging job seekers, or career changers, this information will help to identify potential pathways.

The supply-gap analysis, economic development strategies, and job creation resulting from recent federal investments will inform the definition of “high-value credentials” at the state and local levels. To support alignment and ensure that program participants have access to these credentials, South Carolina will make an intentional effort to expand training offerings to include those that lead to or result in high-value credentials. Another opportunity the State may consider is creating additional Integrated Education and Training Pathways that strategically align with occupations that are changing or emerging because of recent federal investments. These pathways provide clear opportunities for individuals earning their high school credential to simultaneously earn a high-value occupational skills credential.

Strategy 2.2 Increase access to education and training necessary for individuals to use Broadband to advance their personal goals and increase South Carolina's technology workforce competitiveness.

In support of Strategy 2.2, State Plan partners will improve communication and coordination with the Office of Regulatory Staff (ORS) Digital Opportunity Department – the agency responsible for implementing the state's Digital Equity Plan. Additionally, State Plan partners will provide digital literacy instruction and assessments to certify that individuals have core digital literacy competencies for life and the workplace. Existing instructional tools include, but are not limited to, Northstar Digital Literacy and WIN Learning Digital Literacy Courseware and Assessment. WIN Learning Courseware and Assessments are available through numerous partner locations across the state.

The State currently has a network of more than 170 Connection Points, which are an ideal location for individuals to access the Internet and be connected to SC Works resources. These locations could also be leveraged to provide digital literacy instruction individually or in a group setting. Funding is available to support the launch of new Connection Points in rural communities across the state. Through ongoing promotion and by targeting strategic partners, we will add to the growing network of Connection Points and leverage these locations to provide digital literacy education and training.

Funding from the Digital Equity Act (DEA), alongside the Broadband Equity, Access, and Deployment (BEAD) program will support digital literacy education and training programs. There is opportunity to align existing digital literacy programming and the potential to leverage funding available through DEA or BEAD to expand the reach of current programming through SC Works centers or Connection Points.

Strategy 2.3 Improve strategic outreach and service delivery to employers to effectively match job seekers with employers.

Identifying employer needs is the starting point to effective service delivery. The State will provide comprehensive guidance on customer satisfaction, requiring the utilization of state-specific survey questions for job seekers and employers. Feedback from employers will inform service delivery models and continuous improvement efforts. Additionally, there is consideration for developing a statistically relevant survey to gather information from employers about pain points and how the workforce system can help. Results of the survey will inform employer's top concerns related to recruiting, hiring, and retaining employees. This activity is consistent with WIOA requirements as well as the national benchmark measures of the SCSEP program.

Local workforce areas will continue to utilize Integrated Business Services Teams (IBSTs) to coordinate outreach and service delivery to employers. Additionally, local workforce boards are revitalizing existing industry-led sector partnerships and establishing new partnerships as a strategy to identify and address employer needs collaboratively. These efforts are ongoing and continue to support the State's strategy for engaging employers. To provide guidance on the delivery of local business services, State Partners will develop joint guidance on the expectations of strategic planning, utilizing data to anticipate employer needs, IBSTs, the utilization of sector partnerships as part of the local business service strategy, and carrying out delivery in a coordinated approach to reduce duplication of efforts.

Objective 3: Improve the education and workforce infrastructure network to decrease obstacles to work to improve recruitment and retention of workers, which is necessary to maintain economic development competitiveness.

Strategy 3.1 Increase awareness of resources to mitigate obstacle to employment.

South Carolina has a vast network of partners that provide resources and services to mitigate or remove obstacles to employment. Some partners operate statewide while others have specific geographic service areas in the state. The State is actively building an inventory of education, training, and supportive services that will be publicly available to help facilitate connection to these resources. We anticipate launching and promoting availability of the inventory within the first year of the State Plan. Through efforts like the SC Works Partner Series and the SC Works Learning Management System, partners will inform and educate workforce system professionals about the availability of these resources. Leveraging dedicated staff, the State will catalog promising practices and models for removing obstacles, primarily related to transportation, childcare, and housing, but not limited to these.

Strategy 3.2 Implement a multifaceted outreach strategy to rural and underserved communities to ensure that individuals living in these areas have access to employment and training resources.

Recent economic development investments, coupled with IJJA, IRA, and CHIPS federal investments, present a great opportunity for job development in rural and underserved communities. Rural and underserved communities face several barriers that tend to stifle economic development as well as job opportunities. In 2022, the University of South Carolina, Darla Moore School of Business completed a study to identify the characteristics of workers who remained unemployed the longest after being laid-off because of the COVID-19 recession. The study found that laid-off workers living in rural areas of the state were more likely to still be unemployed one year later than those living in more urbanized regions. The report concludes that reemployment initiatives directed towards rural areas of the state will be crucial to help improve long-run economic growth.

Partners define “rural” and “underserved” differently based on their program mandates; however, all the programs covered in this State Plan are focused on ensuring service delivery in communities with the greatest need for access to employment and training services. Across programs, the state is utilizing strategies like targeted resource allocations to High Poverty Index Areas, deployment of mobile units to serve rural and underserved communities, and a focus on local and regional collaboration.

In support of collaboration, DEW will hire and deploy a Rural Outreach Team that will work in Tier III and IV communities helping to expand access to employment and training resources for job seekers and employers. The team will utilize a regional approach to foster collaboration with rural stakeholders through implementation of regional collaboration meetings, events, small business outreach, and the promotion of virtual services. The Rural Outreach Team will engage state and local partners to collect information on existing communication channels in rural areas, research and identify churches that have a significant presence and influence in each rural community, and to research and identify community organizations that are involved in rural development. This team will work closely with business services staff and staff dedicated to identifying strategies for removing barriers to work and improving labor force participation overall.

Objective 4: Create alignment between the workforce development system and the states agencies and organizations directing implementation of the IJJA, IRA, and CHIPS and Science Act funding.

Strategy 4.1 Identify resources and funding opportunities to provide services to job seekers.

South Carolina has received record investments through the IIJA and IRA. The IIJA alone has created \$4.8B in new investments in the state: more than \$3B for transportation investments in roads, bridges, public transit, ports and airports, as well as electric school and transit buses, EV charging and more; \$250M for grants, rebates, and other initiatives to accelerate the deployment of clean energy, clean buildings, and clean manufacturing; \$120M to make communities more resilient to climate change and other threats; and \$200M to provide clean water across South Carolina and improve water infrastructure. Through the Internet for All initiative, South Carolina is projected to receive \$1.2B to provide affordable high-speed internet to everyone in South Carolina[21].

While these investments are not flowing to the state workforce agency, there is a great opportunity to identify the workforce-related programs and investments and create linkages to the agencies managing implementation of the programs. Workforce partners will use the tools available through the National Governors Association and the White House to track South Carolina investments.

There are existing relationships with the State Energy Office, the Department of Transportation, and the Digital Opportunity Office, through which workforce partners are being invited to participate in working groups, review and comment on draft plans, and provide letters of support on discretionary funding applications. To support this strategy, workforce partners will seek opportunities to be involved in decisions about how these federal investments are being used to support job development, education and training, and supportive services. As an example, DEW will continue its participation on the EV Interagency Working Group, which was formed by Executive Order in 2022 to develop and implement the states National Electric Vehicle Initiative (NEVI) plan. The focus of the working group will shift to mapping the placement of public EV chargers along the Alternative Fuel Corridors in the state. We will also remain involved in the State Energy Office working groups related to energy workforce development.

Strategy 4.2 Communicate opportunities to the workforce system.

As the workforce system pivots its focus, approach, and service delivery model to serve job seekers in sectors relevant to these new federal investments, it will be necessary to educate the workforce system on these investments and the opportunities they present for job seekers. The State has already begun to develop training opportunities for SC Works partners that will include content on the energy sector, including energy occupations, skills, projected growth, and wages, and action the local workforce system can take to facilitate collaboration with energy-sector partners and employers. Additionally, as part of Governor McMaster's PowerSC initiative, DEW will complete an analysis of the energy sector and distribute recommended workforce strategies that can be implemented at the state or local level and by the education and workforce system or employers.

Strategy 4.3 Identify and strategically target training providers in the state that are offering programs in the infrastructure, energy, manufacturing sectors.

Strategy 4.3 also supports Strategy 2.1 – Increase the percentage of participants that obtain high-value credentials, discussed above. To ensure that job seekers have access to high-value credentials, the State needs to identify the providers that offer programs and credentials of value to South Carolina employers. The federal investments flowing to South Carolina are projected to create 200,000 new jobs in the areas of infrastructure, energy, and manufacturing. As these jobs are created, employers will begin to articulate the types of jobs in demand, the skill requirements, and related credentials. In response, we anticipate, and have already seen,

providers creating new programs or retooling existing programs to meet projected employer demand. Program partners are engaging these providers. Using tools like Apprenticeship.gov and the State Energy Office training portal, the State will continue to identify and outreach to new providers.

B. ALIGNMENT WITH ACTIVITIES OUTSIDE THE PLAN

Describe how the activities identified in (A) will be aligned with programs and activities provided by required one-stop partners and other optional one-stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

It is critical that partner programs beyond those covered by the plan are engaged in the implementation of these strategies early on to ensure alignment and to avoid duplication of activities. The following are examples of efforts that have and/or will be made in support of alignment and coordination:

Formation of and/or Participation in Work Groups and Committees

Work groups are created to work on specific priorities and action items. Some work groups are ad hoc, and others are created by statute, executive order, or other more formal rules. Work groups provide an opportunity for partners to be engaged in implementation of the state strategy. Participation of workforce partners in these work groups provide an opportunity for the workforce system to share and receive information, ensure that the system's efforts are coordinated with other partner initiatives and programs, identify potential linkages, and seek feedback and input. There are several active work groups that engage workforce partners: the Allied Partners Group, the EV Interagency Working Group, the Subminimum Wage Taskforce, the Rural Outreach Work Group, the Digital Equity Collaborative, and the Disability Employment Coalition are some of the most active. There are many others as work groups are a primary tool that partners use to coordinate and collaborate on initiatives. Where appropriate, State Plan partners will utilize the work group format to advance the strategies and activities discussed in this plan.

Participation in Partner Board and Commission Meetings

Partner staff often participate in partner board and commission meetings. This listening and learning opportunity allows staff to hear current and planned partner activities and serves as a starting point for collaboration. Sometimes, partners may be invited to share or present, which furthers the conversation and opportunities for alignment.

Direct Outreach to Partners

Often, direct outreach to a partner is the most effective and appropriate tool. To advance the SC Works Partner Series initiative, for example, we anticipate engaging SC Works center staff to identify areas of interest and then contacting state and local partners that can develop and deliver related content. In the past, we have partnered with entities like South Carolina First Steps to provide an overview of their First Five portal and application platform.

Local and Regional Collaboration

Key partners are engaged through local and regional strategic planning efforts as well as ongoing partner meetings and events. Communication, coordination, and collaboration will be a primary method of aligning activities with programs and activities provided by other partners.

C. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO INDIVIDUALS

Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services (e.g. transportation), to individuals, including those populations identified in section II(a)(1)(B), and individuals in remote areas. The activities described shall conform to the statutory requirements of each program.

Several strategies have been identified that will support coordination and alignment across partners:

Strategy 1.1 Implement a case management system that integrates data across the WIOA core partner programs.

Implementation of an integrated case management system is by far that most impactful step toward coordination and alignment among WIOA Core Program partners. This system will allow for a single point of entry for job seekers into the SC Works system. It will support common intake, co-enrollment, and referrals among partners. Removing an access barrier, we are hopeful this system will improve service delivery to job seekers.

Strategy 1.2 Develop and implement cross-partner staff training to enhance service delivery to job seekers and businesses.

Cross-training for staff increases their knowledge and awareness of information critical to support effective case management and referrals to other partners. Through webinars and other training modalities, SC Works staff learn about partner agencies and organizations, programs, and how to make effective referrals.

Strategy 3.1 Increase awareness of resources to mitigate obstacle to employment.

It is through this awareness of resources, that staff can more effectively match job seekers to the education, training, and supportive services and coordinate service delivery with relevant partners.

D. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO EMPLOYERS

Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.

There are multiple agencies and organizations that provide services to employers. A survey of SC Chamber of Commerce members showed that employers do not want to be contacted by multiple programs or organizations to offer services. This confirms what we have always known – that a “one-knock approach” or coordination of services is important to ensure that employers receive the most benefit from the workforce system, but in a way that does not cause undue burden to the employer.

Strategy 2.3 Improving strategic outreach to employers, is intended to create coordination and alignment in the delivery of employer services. Activities to implement Strategy 2.3 include:

- Joint guidance to the workforce system on effective delivery of employer services, including the utilization of data, such as InformSC to identify new operations or expansions
- Guidance on employer survey methods and questions
- Utilization of a statistically relevant survey to gauge employer needs
- Continued utilization of local Integrated Business Services Teams
- Growth and expansion of industry-led sector partnerships

E. PARTNER ENGAGEMENT WITH EDUCATIONAL INSTITUTIONS AND OTHER EDUCATION AND TRAINING PROVIDERS.

Describe how the State's Strategies will engage the State's community colleges, adult education providers, area career and technical education schools, providers on the State's eligible training provider list, and other education and training providers, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv). Include how the State's strategies will enable the State to leverage other Federal, State, and local investments to enhance access to workforce development programs at these institutions.

South Carolina has a robust network of educational institutions at the secondary and postsecondary levels. These institutions are vital partners in the workforce development ecosystem, providing education and training programs that result in or lead to high-value credentials, putting individuals on family-sustaining career pathways. The state's vision for workforce development cannot be accomplished without the engagement and partnership of all education and training providers. As discussed below, there are two primary strategies that will engage the state's educational institutions:

Strategy 2.1 Increase the percentage of participants that obtain high-value credentials.

The SC Technical College System consists of 16 technical colleges. Every community college is a 30-minute drive or less to the communities they serve. Technical colleges offer more than 1,000 programs including 78 degrees, 28 diplomas, and nearly 1,000 certificate programs. Technical college programs are included on the state's ETPL and State Plan partners promote and refer clients and participants to education and training programs offered at the state's 16 technical colleges. Students who attend a South Carolina technical college can use Lottery Tuition Assistance (LTA), SC WIN Scholarships, Pell Grants, and discretionary grants like the apprenticeship expansion funding awarded to South Carolina, to pursue their academic goals. Programs leverage these resources to increase access to education, training, and supportive services and in turn, support credential attainment.

The ETPL is compiled to provide WIOA Title I participants with a full array of training programs designed to meet their needs for employment or a career pathway. The South Carolina ETPL is housed on the Palmetto Academic and Training hub (PATH) website. The ETPL is a comprehensive list of approved training providers and programs of training. Each training provider and program of training must be approved by at least one local workforce development area. Only approved training providers and programs listed on the ETPL are eligible to receive WIOA Title I training funds through the use of Individual Training Accounts

(ITA's). WIOA emphasizes informed customer choice, job-driven training, provider performance, and continuous improvement. The ETPL is utilized by WIOA participants, training providers, SC Works staff, and program partners when researching career and training options. Other programs are not required to use the ETPL; however, they utilize contracted or otherwise approved training providers to provide relevant training to their participants or clients.

The completion of secondary diplomas is a critical part of the workforce development process. Adult Education Programs provide the opportunity for out of school youth 17 to 21 years old and adult learners 22 and older to earn the South Carolina High School Diploma or the High School Equivalency Diploma. Most post-secondary education or training programs require the secondary diploma as a prerequisite to start industry recognized occupational training, or work towards an associate or bachelor's degree.

Adult Education Programs continue to develop and implement Integrated Education and Training (IET) Career Pathways that are developed with the SC Technical College System and other workforce training providers to meet local and regional workforce area needs. Concurrently with IET classes, adult education programs offer flexible and tailored instruction to accommodate the diverse needs of adult learners, including those seeking to earn high school diplomas or GEDs, improve basic literacy and numeracy skills, learn English as a second language, or acquire job-specific skills required for occupational credentials. Pathways that are aligned to high-value credentials, yielding both a high school credential and an occupational credential. There is opportunity to align these IET programs to occupations that are changing or emerging because of recent federal investments.

With the strong emphasis on job creation through record economic development investments coupled with the federal investments through IJJA, IRA, and CHIPS, the state has recognized the need to strategically recruit and diversify its training providers to include a mix of public and private training providers. Aligning approved programs to the training needs for jobs in energy efficiency, cybersecurity, and electric vehicle manufacturing, infrastructure, clean energy, and advanced manufacturing, to name a few, will ensure that participants can earn high-value credentials that are relevant in today's marketplace.

Strategy 2.2 Increase access to education and training necessary for individuals to use Broadband to advance their personal goals and increase South Carolina's technology workforce competitiveness.

South Carolina's Digital Opportunity Office is leading development and implementation of the state Digital Equity Plan. A major thrust of the plan is ensuring that South Carolinians have access to education and training to ensure that they can use Broadband to improve their lives. While education and training providers along the spectrum will play a role in providing digital literacy instruction, there is a great opportunity for non-profit and faith-based organizations to participate in the delivery of instruction to individuals in their communities. Connection Points serve as an ideal location for individuals to access the Internet and be connected to unemployment and employment resources, including digital literacy instruction. We will continue to build the Connection Point network through ongoing promotion, resource investment, and strategic targeting of community-based organizations that would be ideal for inclusion in the network.

Additionally, State Plan partners will provide digital literacy instruction and assessments to certify that individuals have core digital literacy competencies for life and the workplace. Existing instructional tools include, but are not limited to, Northstar Digital Literacy and WIN

Learning Digital Literacy Courseware and Assessment. Funding through the DEA and BEAD program could be used to expand access to these instructional programs.

Workforce system alignment is a primary goal of the SC WIOA State Plan. State Plan partners seek opportunities to remove or mitigate duplication of services and leverage the funding and resources available through other programs as appropriate. Enrolling a client or participant in a program for which scholarship funding is available, or where the cost can be covered by another program, allows the partner to invest their dollars in wrap-around and supportive services that are needed to remove obstacles to program participation and often employment. Where applicable, partners seek to co-enroll participants to leverage funding and program services.

F. IMPROVING ACCESS TO POSTSECONDARY CREDENTIALS

Describe how the State's strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.

Improving access to postsecondary credentials requires a multifaceted approach, including awareness about high-growth, high-demand occupations and education, training, and credentials required for entry into these critical occupations. Additionally, access requires the removal or mitigation of obstacles that prevent individuals from accessing credentials, including financial, transportation, and childcare obstacles. Several of the state's strategies will improve access to these critical credentials:

Strategy 2.1 Increase the percentage of participants that obtain high-value credentials.

As required by the Act 67, the Statewide Education and Workforce Development Act, South Carolina will complete a supply-gap analysis of critical occupations requiring postsecondary credentials to evaluate and compare the demand for labor and the available labor supply to fill projected job openings. The analysis will provide information to workforce programs as well as the public, increasing awareness about jobs for which there is an oversupply of labor and those where additional workers are needed. Presumably, this information will be used by workforce programs to facilitate strategic alignment of training investments, recruitment of training providers, and career guidance and coaching into career pathways that are projected to have an undersupply of labor. For current and emerging job seekers, or career changers, this information will help to identify potential pathways.

Another important action is to define credentials of value for South Carolina both at the state and local/regional levels. The supply-gap analysis will inform this definition coupled with economic development investments and projected job creation as well as state and federal areas of focus such as cybersecurity, energy, and infrastructure.

Both the supply-gap analysis and definition of high-value credentials will support expansion and intentional recruitment of training providers and programs, to include programs that lead to or result in a high-value credential.

The following strategies, Strategy 2.2, 3.1, and 3.2, support removal or mitigation of obstacles to employment.

Strategy 2.2 Increase access to education and training necessary for individuals to use Broadband to advance their personal goals and increase South Carolina's technology workforce competitiveness.

Strategy 3.1 Increase awareness of resources to mitigate obstacle to employment.

Strategy 3.2 Implement a multifaceted outreach strategy to rural and underserved communities to outreach strategy to ensure that individuals living in these rural areas of South Carolina have access to employment and training resources.

For implementation of these strategies, the State will continue promotion of Connection Points as a network of partners and a physical location where job seekers can access unemployment and employment services and digital literacy instruction. Additionally, State Plan partners will provide digital literacy instruction and assessments to certify that individuals have core digital literacy competencies for life and the workplace. The ability to use the Internet opens a number of training, education, and even employment opportunities for individuals and communities and removes the information access barrier. Other actions to implement these strategies include relaunching the SC Works Partner Series, compiling and distributing promising practices for mitigating or removing obstacles, updating the SC Works Partner Resource page, and implementing a rural strategy including local and regional coordination, utilization of mobile units, and targeted resource investments.

G. COORDINATING WITH ECONOMIC DEVELOPMENT STRATEGIES

Describe how the activities identified in (A) will be coordinated with economic development entities, strategies, and activities in the State.

South Carolina has experienced record economic development in the past several years. With a recent focus on attracting EV battery and manufacturing investments, the State has successfully recruited companies that make up the entire EV manufacturing lifecycle. The Department of Commerce, the State's economic development agency, has successfully recruited investments like Scout Motors, AESC, and Redwood Materials, all making multibillion dollar investments in the state and creating thousands of new jobs. Commerce announced a new strategic direction in January 2024, which will encompass life sciences, company headquarters, and advanced energy. These new areas are in addition to existing priorities such as manufacturing. Commerce provides information about new economic development projects, investments, and job creation through its site InformSC. The workforce system utilizes this information to anticipate and prepare for job development.

readySC™, the economic development arm of the SC Technical College System, is a major contributor to the State's economic development efforts. In partnership with the 16 technical and community colleges, readySC™ provides customized recruiting and training solutions for new and expanding companies. readySC™ provides a listing of active projects to DEW to ensure alignment in the delivery of services to employers. Additionally, DEW assists readySC™ with recruitment outreach through job fairs and hiring events and other activities to help build awareness and interest in readySC™ projects.

There are two primary strategies that will require coordination with economic development and an overarching strategy to ensure ongoing communication, collaboration, and coordination of economic development and workforce activity:

Strategy 2.3 Improve strategic outreach and service delivery to employers to effectively match job seekers with employers.

To support implementation of this strategy, DEW will continue to foster collaboration with economic development agencies through a collaborative that formed in 2023. The collaborative currently includes DEW, Commerce, and the SC Manufacturing Extension Partnership (SCMEP). It was created after passage of Act 67, which transferred workforce development

responsibilities from the Department of Commerce to DEW. The primary focus is on ensuring continuation of workforce development services to existing industry. In addition, the collaborative has deepened the cooperation and engagement of the partners involved and resulted in the development of common tools and procedures to improve coordination of service delivery to employers. While the current makeup of the collaborative lends itself to a manufacturing focus, there is opportunity to expand the collaborative or model the collaborative in other sectors like healthcare, which has ongoing needs for workforce recruitment.

Industry-driven sector partnerships as well as Integrated Business Services Teams will continue to support coordination and collaboration with economic development and other partners.

Strategy 2.1 Increase the percentage of participants that obtain high-value credentials.

Economic development strategies will inform the types of credentials that are considered “high-value” and the number of credentials needed in the marketplace to support job creation. Agencies like Commerce and readySC™ are usually first to learn of the types of jobs an employer will create when they establish operations in the State. Routine and regular communication, especially on new projects, is critical to understanding whether the existing workforce has the appropriate credentials or if new skills need to be developed.

The following strategies, Strategy 2.2, 3.1, and 3.2, support removal or mitigation of obstacles to employment.

Strategy 2.2 Increase access to education and training necessary for individuals to use Broadband to advance their personal goals and increase South Carolina’s technology workforce competitiveness.

Strategy 3.1 Increase awareness of resources to mitigate obstacle to employment.

Strategy 3.2 Implement a multifaceted outreach strategy to rural and underserved communities to outreach strategy to ensure that individuals living in these rural areas of South Carolina have access to employment and training resources.

Obstacles such as transportation and childcare are primary barriers to employment, making it difficult for employers to recruit the number of workers initially planned. While these strategies are primarily geared toward job seekers, employers also need to have awareness of the resources available to assist their workforce overcome these obstacles. Existing partnerships with organizations like SC Childcare Resource and Referral and the Department of Transportation, can be leveraged to develop customized solutions for employers that want to offer incentives or other packages to improve their employee’s ability to access employment. This strategy requires coordination with economic development because the earlier in the company recruitment process these resources can be shared, the better the outcomes for the employer, job seekers, and the community.

B. STATE OPERATING SYSTEMS AND POLICIES

The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in section **II Strategic Elements**. This includes—

1. THE STATE OPERATING SYSTEMS THAT WILL SUPPORT COORDINATED IMPLEMENTATION OF STATE STRATEGIES (E.G., LABOR MARKET INFORMATION SYSTEMS, DATA SYSTEMS, COMMUNICATION SYSTEMS, CASE MANAGEMENT SYSTEMS, JOB BANKS, ETC.).

Labor Market Information (LMI)

DEW's Labor Market Information Division (LMI) collects, analyzes, and disseminates various data in cooperation with the US Department of Labor's Bureau of Labor Statistics (BLS). Data includes employment statistics, job forecasts, wages, demographics, and other labor market information to help public and private organizations, researchers, and others better understand today's complex workforce. LMI helps monitor and forecast national, statewide, and local economic trends, helping employers and job seekers make more informed career, education, and economic development decisions.

LMI's website provides real-time, monthly, and annual information and publications. The following are a sampling of what is available on the LMI website:

- **Community Profile Report:** A comprehensive report with economic, demographic, industry, occupation, and education statistics for the state, counties, metropolitan, and workforce areas.
- **Trends:** A monthly publication with employment and unemployment analyses for the state, counties, and Metropolitan Statistical Areas.
- **Regional Economic Overview Reports:** Comprehensive quarterly reviews of population demographics, industry and occupational employment, and other labor force statistics.
- **Regional Workforce Snapshot Reports:** Easily absorbed showcases of key education, economic development, and labor market statistics within each Local Workforce Development Area.

Adult, Dislocated Worker, and Youth, TAA, JVSG, and Wagner-Peyser Programs

The information management system for WIOA Adult, DW, and Youth programs, TAA, and Wagner-Peyser is the web-based SC Works Online Services (SCWOS) system developed by Geographic Solutions, Inc. The WIOA service delivery and case management components of the system have been deployed in South Carolina since October of 2002 and have been continuously upgraded and enhanced.

The Trade Adjustment Assistance module was added in 2008 to track participants in that program. This portion of the system includes a module that tracks Trade Readjustment Allowance (TRA) payments and is updated daily. Wagner-Peyser, the state job matching system that integrates employer and job seeker data, was implemented in 2010 and has enhanced DEW's ability to track services across programs.

SCWOS interfaces with Southeastern Consortium Unemployment Benefits Integration (SCUBI), which enables automatic registration of UI claimants into the system if accounts do not already exist and produces files that provide information about UI claimants. South Carolina requires that all UI claimants conduct at least two of their work searches through SCWOS every week. To facilitate this verification, an electronic file is provided to UI each week. Electronic files are also provided that allow UI to verify whether a claimant should be waived from the mandatory work search requirements due to participation in training. SCWOS's integration and interfaces help support the coordinated implementation of state strategies and training and employment activities.

The Customer Relationship Management (CRM) module was added to SCWOS in 2015 to manage and track employer engagement efforts. This module allows employers to be added to the system directly by designated staff while maintaining the security and integrity of the

system. Additionally, spidered or unregistered employers can be converted to Marketing Leads using a mini-registration that collects only enough data for logging and tracking purposes. This mini-registration allows all employer engagement efforts to be documented regardless of registration status.

For traffic counts and services received, we have recently instituted a Greeter Kiosk, which allows jobseekers and center visitors to check in to the system for one or multiple reasons. These visit reasons are then reportable through SCWOS and roll-up to state-level visit reasons. A state instruction was issued at the end of October 2021, requiring statewide use of the Kiosk at all comprehensive and affiliate centers to be effective in April 2022. This instructs local workforce development areas to standardize visit reasons, allowing for normalized traffic counts and services received to be reported.

The Advanced Individual Fund Tracking (AIFT) module was added in July of 2021 to document participant-funded activities. The purpose of this implementation was to provide local workforce areas and state staff with real-time obligation and expenditure data.

The use of the SC Works system statewide also allows for local workforce areas to partner with state staff to submit required reporting data for other WIOA and non-WIOA grant activities. An H-1B Rural Healthcare grant was awarded to two of the State's local workforce boards and the use of SCWOS has allowed for the LWDAs involved to concentrate on serving customers and less on federal reporting. Additionally, a CAREER Dislocated Worker Grant was awarded to a consortium of five LWDAs. Limited state involvement was necessary to ensure the consortium was able to report federal performance because of the shared case management system.

SCWOS is the system used for the state's job bank and labor exchange activities. Employers can post jobs, search resumes, and find qualified staff for their operations. Job seekers can search for jobs added in the system as well as from hundreds of spidered in job boards and company websites, post resumes, and get access to a wide variety of educational and workforce information.

SCWOS integrates case management and labor exchange services with required performance reporting file generation and oversight through on-demand reports. The vendor works directly with their state clients to ensure that any changes made to federal reporting guidelines are adhered to within the system and subsequently through the Participant Individual Record Layout (PIRL) file generation. System-generated reports, as well as our state-developed ad hoc reports, are used to evaluate the efficiency, performance, and effectiveness of the workforce system. Reports also help staff identify data issues within the system so that data may be corrected in a timely fashion.

South Carolina has made quarterly and annual submissions through the Workforce Integrated Performance System (WIPS) since it became available in October 2016. Data specific to LWDAs within our state was first made available in WIPS for the period ending December 31, 2017, and has been disseminated to each LWDA since. Additionally, the state requests wage records each quarter from the Unemployment Insurance Division of the South Carolina Department of Employment and Workforce. The state has data-sharing agreements with State Wage Interchange System (SWIS), and South Carolina began using this system in January 2020.

Adult Education and Family Literacy Act Program

The SC Department of Education (SCDE) Office of Adult Education (OAE) uses the vendor-provided web-based software application Literacy, Adult, and Community Education System (LACES). This system provides day-to-day academic activity documentation, compiles, and

produces all reports required by the National Reporting System (NRS) and allows the state office to track performance outcomes.

Local providers eligible for adult education use a state standardized registration/intake form to collect student information upon entry into the local program. A virtual intake/registration platform was employed in 2021 which allows students to register for programs electronically.

All data entry occurs at the local provider level. Instructional hours are added on a monthly basis to document student attendance. Goals and Cohorts are entered and marked “met” as required by federal guidance. The OAE has access to all local program information through LACES, and each local program has the capability to run the federally required reports on only their program. At the state level, the OAE can run these reports on all eligible providers. Additionally, the OAE collects reports such as the WIOA Indicator Six (i6R) employer reports that documents local adult education providers interaction with local employers, and the College and Career Navigation report that collects all career and wrap-around services delivered to students.

The OAE has access to each local program’s database as well as a combined database for state reporting. While Adult Education produces aggregate reports for a number of partners and other entities, the OAE and local providers are the only entities that have access rights to this web-based application. OAE conducts data matches with DSS, DEW, the Technical College System, and with the Commission on Higher Education.

Rehabilitation Programs

SC Vocational Rehabilitation Department

The Case Management System (CMS) for SCVRD is an internally developed set of programs that provide agency staff with real-time access to client information to support integrated service delivery and data reporting based on the agency’s unique needs. Client information is collected and reported to the Rehabilitation Services Administration (RSA) and includes the quarterly Case Service Report (RSA-911) and the quarterly Vocational Rehabilitation Financial Report (RSA-17). Within CMS are time management tools that facilitate casework and ensure compliance to policy. These tools include automatic tasks, appointments, and compliance notifications that are recorded in the client record. CMS also provides data for customized reports available in real-time. An accuracy rate identifies trends and needed areas for improvement at the caseload, area, region, and state level. Additionally, the system allows for quality assurance to take place online locally and at the SCVRD state office.

CMS includes the Universal Business System components that allow the agency to support employers by preparing, identifying, and referring clients with disabilities for their hiring needs. In addition, these components assist employers receiving federal contracts to meet their hiring and reporting requirements under Section 503 of the Rehabilitation Act of 1973, as amended (Section 503), at 41 CFR Part 60-741. This enhances outreach to local business communities, provides greater detail in planning and reporting business outreach, manages the assignment of SCVRD points of contact to local businesses, and augments the SCVRD’s ability to identify trends and respond effectively to employer needs.

Since the 2020 WIOA State Plan was approved, SCVRD has developed new capacities for gaining insights and managing from performance data. For example, area analyses are prepared, which include comparisons of area-level data on career-ready client vocational objectives (by SOC code) and job openings for those occupations in their counties from the LMI published by DEW. Managers are able to see if the labor supply on their caseloads aligns with employer demand, or

if there are gaps in meeting business needs for particular occupations, or oversupply of workers for jobs available. Additionally, an employer services dashboard was built to track in real-time the volume, type, and location of employer services delivered by the agency.

SCVRD has also entered into a data-sharing agreement with the SC Department of Education, which will allow for data matches to identify and provide supporting evidence for reporting of secondary students served by the agency who meet criteria for Measurable Skill Gains and Credential Attainment (i.e., high school diploma).

SC Commission for the Blind

SCCB currently uses the AWARE (Accessible Web-Based Activity and Reporting Environment for Vocational Rehabilitation) VR Case Management System. This system collects and manages case information for all SCCB consumer services programs (Vocational Rehabilitation, Older Blind, Children's Services, Independent Living for the Blind and Prevention of Blindness). Counselors and service providers have the capability of managing cases and training services online with real-time data entry and reporting. Although the standard rehabilitation case flow process is used to organize all data pages, system parameters are adaptable to meet the SCCB business process as needed. The functionalities of AWARE include, but are not limited to, a chronological history of key events of a case, audit logging of critical data, use of multiple caseload or reporting structure search criteria, caseload reports, managed layouts, standardized letters and forms catalog, and caseload activity due reminders.

Regarding data sharing, SCCB does data share with DEW. The purpose of data sharing is to obtain wage data for social security reimbursement and the WIOA primary performance indicators.

Temporary Assistance for Needy Families

The Department of Social Services utilizes the Participation and Tracking System (PATS) to monitor TANF work program participation and time-limit requirements. PATS provides electronic documentation of the TANF participant's engagement in activities designed to further self-sufficiency. Case management efforts to assist a TANF benefit group and the associated tracking of these efforts are also maintained in PATS.

The Participation and Tracking System (PATS) has existing reporting capabilities to calculate the state's TANF participation. These routine, system-generated reports are reviewed at the state, local workforce development area, county, and individual level to monitor the provision of effective case management services for TANF work program participants. Whenever necessary, ad hoc reports can be generated to retrieve TANF data associated with special initiatives or pilots.

Workforce Consultants who are responsible for assisting TANF recipients with obtaining employment opportunities utilize the SC Works Online Services (SCWOS) system, operated by the Department of Employment and Workforce. These co-located Workforce Consultants have partner access which allows for referrals to listed vacancies, enrolling of employers, and job seeker services.

SNAP Employment and Training Program

In 2019, the Department of Social Services' SNAP Employment & Training (SNAP E&T) program created a secure portal for E&T training providers to obtain eligibility information, a streamlined process for inputting all of the contractual information related to each provider, a

modernized tracking system for all participation information, a queue for E&T staff to manage their workload, and the framework for future enhancements to include invoicing, data collection, and ad hoc reporting. This system, the South Carolina Comprehensive Employment and Training System (SCCETS), allows real-time access to client information for both case management staff as well as providers while also maintaining the required data for the SNAP E&T national reporting measures.

SNAP E&T Coordinators, who are co-located in SC Works Centers, utilize the SC Works Online Services (SCWOS) system, operated by the Department of Employment and Workforce. Their partner access allows these SNAP E&T Coordinators to assist job seekers and employers.

2. THE STATE POLICIES THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES (FOR EXAMPLE. CO-ENROLLMENT POLICIES AND UNIVERSAL INTAKE PROCESSES WHERE APPROPRIATE). IN ADDITION, PROVIDE THE STATE'S GUIDELINES FOR STATE-ADMINISTERED ONE-STOP PARTNER PROGRAMS' CONTRIBUTIONS TO A ONE-STOP DELIVERY SYSTEM AND ANY ADDITIONAL GUIDANCE FOR ONE-STOP PARTNER CONTRIBUTIONS.

SC Works Center Certification

As required by WIOA, the State has established SC Works Certification Standards to evaluate local SC Works centers and the SC Works delivery system for effectiveness, including customer satisfaction, physical and programmatic accessibility, and continuous improvement. The Standards are divided into Management, Job Seeker, and Business Services standards, including baseline measures and proposed evaluation methods for each standard. Included within the standards is the expectation that local areas develop and submit business engagement and center operational plans and implement a customer feedback system and that all SC Works partners complete the SC Works 101 training. LWDBs are required to certify SC Works centers at least once every three years. Centers must receive certification again by June 2022.

Rapid Response Manual

The U.S. Department of Labor (DOL) and our state and local workforce investment system partners offer many services to help businesses and workers deal with the effects of layoffs and plant closures, including those that result from increased competition from imports, natural disasters and other events. One such service is Rapid Response. Rapid Response is a pro-active, business-focused, and flexible strategy designed to respond to layoffs and plant closings by quickly coordinating services and providing immediate aid to companies and their affected workers. Rapid Reemployment teams work with employers and any employee representative(s) to quickly maximize resources to minimize disruptions associated with job loss.

The Rapid Response Manual was developed and issued in 2019 to establish a comprehensive resource for Rapid Response information and operational guidance and to communicate expectations for the delivery of Rapid Response services statewide across multiple programs. Rapid Response teams are comprised of representatives from the following programs:

- WIOA Title I – Dislocated Worker
- Wagner-Peyser
- Unemployment Insurance
- TAA

The updated manual was distributed through a memo to all SC Works staff, including partners, to ensure high-quality, consistent, and timely services to businesses, cross-partner staff training, and business outreach, respectively, in 2022. Multiple training sessions regarding Rapid Response services and the manual were conducted, and all staff providing Rapid Response services are required to complete the training and study the manual prior to attending any onsite Rapid Response event.

Sanctions Policy

The U.S. Department of Labor (DOL), as the federal oversight agency for WIOA and the national workforce system, ensures that the requirements of WIOA are met and has the authority to impose sanctions on states for failure to perform and operate in compliance with the programs. The Department of Employment and Workforce (SCDEW), as the Governor’s designated administrative entity, in conjunction with the State Workforce Development Board (SWDB), has the responsibility of ensuring accountability of subrecipients, including compliance with applicable federal and state laws, regulations, policies, guidance.

At the request of the SWDB, a policy was developed that outlines a process for identifying, assisting with, and addressing potentially sanctionable acts, including a LWDB’s failure to meet the established federal and state standards of performance and compliance with federal, state, and local laws, regulations, policies, and guidance.

After a vigorous development and approval process, which included a public comment period, the policy was unanimously approved by the SWDB in December of 2019 and became effective immediately. The policy will assist the SWDB with increasing accountability and ensuring improved performance in achieving outcomes, ensuring adequate returns on SC’s workforce investments, and supporting the state in achieving its workforce goals.

Figure 1: Flowchart of sanction determination process



Soft Skills Instruction

In 2020, South Carolina conducted an in-depth analysis of current job openings using national and state labor market information. The analysis determined that today’s essential soft skills are

Communication, Digital Literacy, Problem Solving, Professionalism, Teamwork, and Time Management. Soft skills can be learned and refined through education, training, and experience, and are transferable in career pathways.

Increasing the provision of soft skills training has remained a top priority in building the talent pipeline and is part of many statewide strategies. Partner programs routinely provide soft skills instruction through workshops, boot camps, instructor-led curriculums, and career coaching. Traditionally, the workforce system has primarily served individuals who face barriers to employment, and while priority of services remains essential, there is an increasing need to promote and reinforce soft skills

The SWDB has emphasized that the workforce system must provide soft-skills training to the existing and emerging workforce seeking employment assistance. In August 2023, in partnership with WIN Learning, the SC Professional Skills Certificate was developed. The SC Professional Skills Certificate is awarded to individuals who pass WIN assessments for soft skills and digital literacy. While the range of soft skills varies by industry, there are common skills or essential soft skills that are recognized by businesses across industries and career levels.

TAA and WIOA Dislocated Worker Program Co-enrollment Policy

The Department of Labor (DOL) issued a new final rule implementing the Trade Act, effective September 21, 2020. DOL has aligned the Final Rule with WIOA requirements, promoting integrated service delivery for the TAA program within the nation's public workforce system. With the Final Rule, DOL mandates co-enrollment between the TAA program and the WIOA DW program. While the TAA program will pay for all training and related costs and the majority of employment and case management services for eligible participants, trade-affected workers can also benefit from WIOA's supportive services and post-employment follow-up services, which cannot be funded through the TAA program.

A hallmark of WIOA is its emphasis on Integrated Service Delivery across multiple core and partner programs to serve workforce customers better. An integrated workforce system connects workers with the full range of services available in their communities by interweaving partner program resources on behalf of shared customers. Program staff are encouraged, and in some cases required, to co-enroll participants in partner programs to increase participant access to services and thereby increase their likelihood of successfully securing and advancing in employment with family-sustaining wages.

To promote integrated service delivery, TAA program participants who are eligible must be co-enrolled in the WIOA Title I DW program. Most adversely affected workers meet the eligibility criteria of a DW defined at WIOA § 3(15). Participants in the DW program who are eligible for the TAA program but are not currently enrolled in that program must be co-enrolled in the TAA program.

Required Use of SCWOS for Referrals

The Workforce Innovation and Opportunity Act (WIOA) places a strong emphasis on planning across multiple partner programs to ensure alignment and collaboration in service delivery. The SC Works system brings together a series of partner programs and entities responsible for workforce development, education, and other human resources programs to collaborate in the creation of a seamless customer-focused service delivery network that enhances access to the programs' services. Effective referrals are essential to maximizing resources and aligning critical services for SC Works customers.

A vital responsibility of each SC Works partner is the effective referral of customers to the appropriate partner for services, in a manner that reduces duplication and ensures tracking of referrals to build accountability. Additionally, WIOA strongly encourages the use of an integrated system of case management, using technology to achieve alignment in service delivery that meets customers' needs, including referrals. In order to facilitate such a system, the following programs are required to conduct all customer referrals through SCWOS:

- WIOA Title I
- Wagner-Peyser (WP)
- Trade Adjustment Assistance (TAA)
- Jobs for Veterans State Grants (JVSG)
- Reemployment Services and Eligibility Assessment Grants (RESEA)

The use of SCWOS for referrals will foster a more streamlined referral system, while further supporting a coordinated delivery of service to SC Works customers. Additionally, electronic referrals via SCWOS can be more easily tracked, including outcomes.

Guidelines for Resource Sharing and Infrastructure Funding

A work group of state partners was established to discuss and better understand the complexities of resource sharing and infrastructure funding of the one-stop delivery system. Guidance was developed and reviewed by the work group that will assist local boards in determining equitable and stable methods of funding infrastructure. The guidance advises local workforce boards that infrastructure and shared services costs should be allocated proportionately among partners unless not permitted due to partners' funding restrictions. Determining the proportionate share attributable to a specific partner program is part of the negotiation process. Partners should first review SC Works Center budgets to determine which costs should be shared. The USDOL-issued One-Stop Comprehensive Financial Management Technical Assistance Guide is referenced as a resource for federally accepted cost-sharing methodologies. Local boards and partners are expected to negotiate in good faith. Costs must be allowable, allocable, and reasonable. Partners may pay for their share of the system through cash payments or fairly evaluated in-kind contributions. The proportionate share methodology and payment mechanisms developed, negotiated, and approved by each partner must be included in the Infrastructure Funding Agreement (IFA) as part of the Memorandum of Understanding (MOU) to ensure costs are allocated to partners in proportion to the benefit received.

A MOU template, which includes the IFA and related documents, was developed in collaboration with core and other partners at the State level using the two preferred and currently used cost allocation methodologies in SC, Full-time Equivalency and Square Footage. The template is designed to give guidance in the development of local area service delivery agreements and to ensure that Local Boards and partners are in compliance with US Department of Labor directives, as well as those of the partners' federal cognizant agencies. Local Boards and partners must utilize the template of their choosing and all attachments when negotiating the MOU to increase consistency among all partners and maximize partner participation in the development and execution of the agreements. Additionally, the template and attachments must be used as formatted to streamline the signature process, including ease of administration for partners with multiple agreements to review.

To ensure compliance and fiduciary responsibility, all MOUs for the upcoming program year must be fully executed no later than June 30th of each year. Local Boards must ensure all required partners are engaged in a timely manner to allow for the necessary negotiations. To facilitate state partner engagement and participation in the local negotiation process, specific meeting dates are determined and issued to the Local Boards annually by the State. Additionally, Local Boards must report the outcome of negotiations to the State annually by April 15th in accordance with state policy.

To ensure compliance and fiduciary responsibility, all MOUs for the upcoming program year must be fully executed no later than June 30th of each year. Local Boards must ensure all required partners are engaged in a timely manner to allow for the necessary negotiations. To facilitate state partner engagement and participation in the local negotiation process, specific meeting dates are determined and issued to the Local Boards annually by the State. Additionally, Local Boards must report the outcome of negotiations to the State annually by April 15th in accordance with state policy.

3. STATE PROGRAM AND STATE BOARD OVERVIEW

A. STATE AGENCY ORGANIZATION

Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

South Carolina Department of Employment and Workforce (DEW)

DEW is a cabinet agency and is the state administrative entity for Title I Adult, Dislocated Worker, and Youth programs, Title III Wagner-Peyser Program, Trade Adjustment Assistance Program, and Jobs for Veterans State Grant program. The Executive Director and members of the SWDB are appointed by the Governor. The SWDB executes the vision for the state's public workforce development system by setting policy and providing strategic direction.

DEW has four key divisions: Unemployment Insurance, Employment Services, Workforce Development, and Labor Market Information. Through these divisions, the agency is responsible for paying unemployment insurance benefits, collecting unemployment taxes, helping people find jobs, matching businesses with qualified candidates, and collecting and disseminating state/federal employment statistics.

Local administration of the WIOA Title I program is delegated to 12 Local Workforce Development Areas (LWDA). Each LWDA also has at least one comprehensive SC Works Center where individuals and businesses can access program services, resources, and activities. Some LWDAs also have affiliate centers, access points, and mobile units making programs and services more readily accessible. DEW provides oversight through financial and programmatic monitoring and technical assistance to ensure compliance and improve the delivery of services.

Figure 2: DEW Agency Organization Chart

Agency Organizational Chart

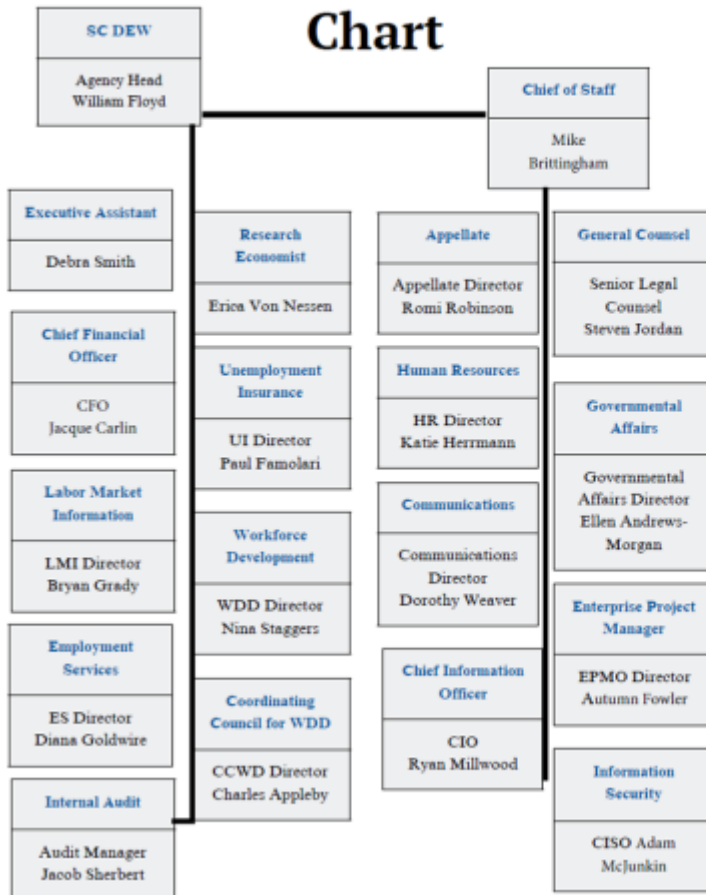


Figure 3: Map of South Carolina Local Workforce Development Areas



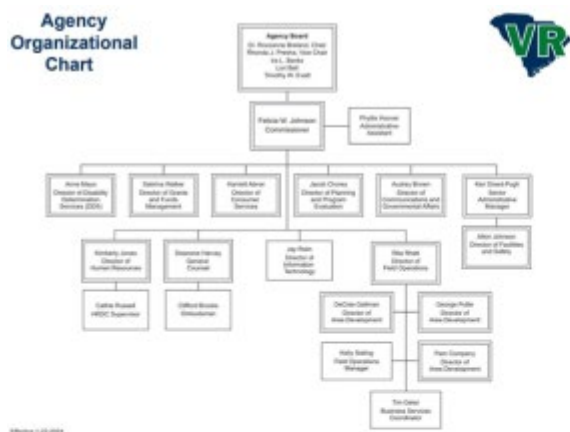
South Carolina Vocational Rehabilitation Department (SCVRD)

The SCVRD board sets policy under which the Vocational Rehabilitation Department operates. Board members are appointed by the Governor and confirmed by the Senate, serving seven-year terms.

The agency operates in 24 area offices (plus 7 sub-offices) and 25 job readiness training centers (JRTCs) across the state, through which services are provided to all eligible individuals who desire to enter or maintain competitive, integrated employment. Through a team approach, SCVRD counselors, assessment and career exploration specialists, job readiness training staff, job preparedness instructors, and business development specialists work to prepare clients for employment opportunities within their local labor market, as well as develop relationships with business and industry to match clients individually with employment opportunities that fit their strengths, abilities, capabilities, and skillsets. JRTCs are expanding offerings to include more demand-driven and customized occupational/vocational training. Comprehensive programs, including occupational therapy and physical therapy services, rehabilitation engineering, as well as residential alcohol and drug recovery facilities further expand the capacity of SCVRD to meet the needs of eligible individuals with disabilities.

The SCVRD State Office consists of the following Departments: Administration; Budget; Business Services; Communications; Consumer Services; Facilities/Safety and Security Management; Field Operations; Finance Operations; Grants and Funds Management; Human Resources; Human Resource Development; Internal Audits, Privacy and Risk Management; Information Technology; Job Readiness Training Center Services; Legal; Policy and Internal Controls; Planning, Program Evaluation and Quality Assurance; and Procurement.

Figure 4: SC Vocational Rehabilitation Agency Organization Chart



South Carolina Commission for the Blind (SCCB)

The SCCB Board of Commissioners works with the Agency Commissioner and Senior Management Team to set policy, establish goals and strategic plans, and ensure the quality provision of vocational rehabilitation services to blind consumers. Board members are appointed by the Governor and confirmed by the Senate, serving four-year terms.

The Commission operates nine local area offices through which services are provided to all eligible individuals who desire to enter or maintain competitive integrated employment. The SCCB Training Center in Columbia provides comprehensive adjustment to blindness services including personal adjustment to blindness, orientation and mobility skills, daily living skills, Braille literacy skills, and pre-vocational training on the use of Assistive Technology devices. SCCB counselors, Adjustment to Blindness Instructors, Vocational Evaluators, and Employment Consultants work to prepare consumers for employment opportunities within their local labor market. Employment Consultants build relationships with businesses in order to provide talent acquisition and talent retention services. In addition, the Commission manages a state-funded Prevention of Blindness Program, the Older-Blind Program, Low Vision Clinics, and the Business Enterprise Program.

Figure 5: SC Commission for the Blind



SC Department of Education, Office of Adult Education

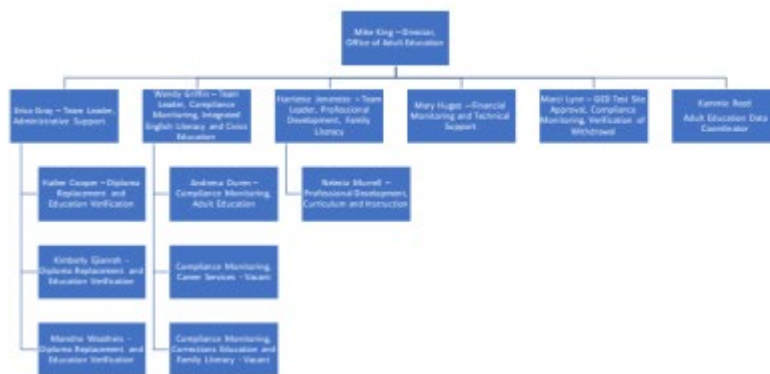
The South Carolina State Board of Education oversees the South Carolina Department of Education (SCDE). The SCDE is responsible for K-12 public education and is under the supervision of the elected State Superintendent of Education. The Office of Adult Education is contained within the SCDE under the Division of College and Career Readiness and is managed by the position of State Director of Adult Education.

Technical support, professional development, and compliance monitoring are provided by Education Associates within the Office of Adult Education. There are 79 school districts in South Carolina. Fifty-one Adult Education Programs with more than 150 physical locations provide adult education and literacy activities in all 79 school districts.

Adult education programs are voluntary and afford opportunities for adult learners 17 and older to obtain a high school diploma, GED, a career readiness certificate, participate in English as a second language classes (ESL), and family literacy (FL). Some adults enroll in Skills Upgrade classes to improve their basic literacy and/or numeracy skills. Integrated education and training career pathways can occur concurrently with these options. Additionally, adult learners are provided instruction to prepare for the WIN academic tests and earn a South Carolina Work Ready Credential, and the WIN Soft Skills Credential. Adult education classes are taught by certified teachers and trained volunteers who are overseen by certified teachers. Each adult education program has a program director, instructors, administrative support, a designated data specialist, a college and career navigator, and key staff to support initiatives offered by the program.

Figure 6: Office of Adult Education Organization Chart

South Carolina Department of Education – Office of Adult Education
 Division of College and Career Readiness



SC Department of Social Services

The Department of Social Services (DSS) is a cabinet agency with the State Director appointed by the Governor of South Carolina with the advice and consent of the Senate. The Department has offices in each county and regional offices for adoptions, intensive foster care and clinical services, and child support enforcement.

The Department’s mission is to serve South Carolina by promoting the safety, permanency, and well-being of children and vulnerable adults, helping individuals achieve stability and strengthening families.

DSS provides protective services for children and vulnerable adults, adoption, and foster care services. It administers federal Title IV-B Child Welfare Services and Title IV-E Foster Care and Adoption Assistance program. Additionally, the Department is the administrator of the Interstate Compact on the Placement of Children. The Department also establishes standards for and licenses childcare providers and residential group homes for children.

Through its Division of Economic Services, DSS administers economic assistance programs including the federal Temporary Assistance for Needy Families (TANF) program, which provides employment and training for people receiving cash assistance. The Department administers food assistance programs in every county in South Carolina. The Supplemental Nutrition Assistance Program (SNAP) is a federal benefit to assist low-income individuals in purchasing food. Also, a commodities program distributes supplemental food through a network of food banks. Other food programs provide financial assistance for child and adult care providers, homeless shelters, and summer feeding sites for children. The Department also administers the child support enforcement program under federal Title IV-D and other child support services, including fatherhood initiatives.

Under the Economic Services umbrella, the Division of Employment Services offers programs and services to individuals who often have the most significant barriers to employment. These programs include:

The Temporary Assistance for Needy Families (TANF) program provides transportation, childcare assistance, job training, employment activities, and other support services while simultaneously receiving case management and cash assistance. Using a holistic approach, case managers work to promote self-sufficiency for the benefit of the entire family.

The Supplemental Nutrition Assistance Program Employment and Training Program provides support services to SNAP recipients in an effort to increase their long-term employability. Support services include childcare, transportation, job retention services, and rent assistance, among others.

Figure 7: SC Department of Social Services Agency Organization Chart



South Carolina Department of Aging

The Department on Aging (SCDOA) is the federally designated State Unit on Aging (SUA) in South Carolina. The Older Americans Act (OAA) gives the Department on Aging (SCDOA) authority to administer aging programs and services in South Carolina. The Department on Aging was established to study, plan, promote, and coordinate a statewide program to meet the

present and future needs of aging citizens in South Carolina and to administer all federal programs relating to aging that are not the specific responsibilities of another state agency under the provisions of federal or state law. The Department on Aging is the administrator and steward of the OAA and its funds in South Carolina. The state is divided into 10 regional Area Agencies on Aging (AAA's) and their contracted service providers. The 10 AAAs and their providers provide core Older American Act services. SCSEP is an Older Americans Act program but is administered by the Employment and Training Administration (ETA) at the US Department of Labor. In South Carolina, there are two SCSEP grantees. The South Carolina Department on Aging serves as the state grantee and Goodwill Industries International serves as the national grantee. ETA determines which counties are served by each of the grantees. SCSEP serves older adults 55+ who are at 125% of the Federal Poverty level. The goal of South Carolina SCSEP is to provide participants with the training experiences, supportive services, and information needed to improve their lives by becoming economically self-sufficient through gainful employment.

Figure 8: SC Department on Aging Organization Chart



B. STATE BOARD

Provide a description of the State Board activities that will assist State Board members and staff in carrying out State Board functions effectively. Also, provide a membership roster for the State Board consistent with 20 CFR 679.110-120, including members' organizational affiliations and position titles.

I. Membership Roster

Governor

- The Honorable Henry McMaster, SC Office of the Governor, Governor

Legislature

- Mr. Randy Ligon, South Carolina House of Representatives, Representative

- Mr. Ross Turner, South Carolina Senate, Senator

Business

- Mr. Thomas Freeland, Door Systems, part of Assa Abloy, Sales Coordinator
- Dr. Windsor W. Sherrill, Clemson University School of Health Research, Associate VP of Health Research
- Mr. Cliff Bourke, Jr., Southeastern Freight Lines, Inc., VP of Legal Services
- Mr. Gregory Cannon Clark, Wells Fargo, Senior Vice President
- Mr. Gregory L. Tinnell, Schaeffler, Senior VP of HR
- Mr. James W. Snead, Cooper Standard, HR Manager
- Mr. Jay Holloway, OCS Garage Doors & Hurricane Services, Owner
- Mr. John Uprichard, Find Great People (FGP), CEO
- Mr. Michael W. Sexton, Piedmont Bushings and Insulators, LLC, Woodruff, President
- Ms. Susan Cohen, SC Restaurant and Lodging Association, President, and CEO
- Ms. Swati Patel, The Boeing Company, Director, State and Local Government Operations
- Ms. Elaine Morgan, Berkeley Chamber of Commerce, CEO

Labor

- Mr. Charles Brave, Jr., International Longshoremen Association, President
- Mr. James "Chris" Hall, SMART Local 399, Business Manager

Apprenticeship

- Ms. Valerie S. Richardson, Prisma Health, Director, Talent & Workforce Development

Community-Based Organization

- Mr. Patrick "Pat" Michaels, Goodwill Industries of the Upstate/Midlands South Carolina, CEO & President
- Mr. Craig J. Currey, Transitions Homeless Center, President & CEO

Government – Core Program

- Ms. Felicia W. Johnson, SC Vocational Rehabilitation Department, Commissioner
- Mr. Mike King, SC Department of Education, Director, Office of Adult Education/State GED Administrator
- Mr. William H. Floyd, III SC Department of Employment and Workforce, Executive Director
- Ms. Darline Graham, SC Commission for the Blind, Commissioner

Government – Local

- Mr. Tyler Servant, Horry County Council, Vice Chair

Other Partners

- Dr. Tim Hardee, SC Technical College System, President

II. Standing Committees

The Board executes its functions through three standing committees:

The purpose of the **Board Development Committee** is to prepare, assist, and equip the State Workforce Development Board (SWDB) to govern the state's public workforce system. be the leading advocate for innovative, coordinated workforce development in South Carolina. Its functions include:

- equipping SWDB members with resources and tools to be leaders and drivers of workforce development;
- providing opportunities for SWDB members to be engaged with workforce efforts and support SWDB initiatives;
- developing and monitoring board-related policies;
- gathering and presenting data for establishment of promising practices for development of board members and overall management of the board ; and
- facilitating recognition of workforce development board members.

The purpose of the **SC Works Management Committee** is to build a demand-driven workforce delivery system that equips job seekers with the skills businesses need. Its functions include:

- championing initiatives to make in-person and online services and access to services more user-friendly;
- overseeing the implementation of the SC Works Certification process by the local areas, and monitoring and maintaining the progression of the standards;
- Developing benchmarks and baseline standards to measure and evaluate SC Works system performance;
- identifying training needs (hard, middle, and soft skills) and opportunities for businesses and job seekers and implementing and/or driving efforts to close gaps;
- initiating statewide operational practices to improve service delivery;
- improving communication with local workforce development boards; and
- promoting business engagement with the workforce system.

The purpose of the **Committee on Workforce Innovation** is to strengthen South Carolina's workforce system through technology and strategic innovation that drives increased effectiveness and efficiencies in serving job seekers and employers. Its functions include:

- using data to understand and plan for workforce trends;
- identifying strategies deployed by other states that drive strong employment outcomes for job seekers and employers;
- incentivizing innovation and proven strategies in the SC Works system; and

- providing recommendations to facilitate improved access to and resiliency of the workforce system.

Key state and local stakeholders are routinely invited to participate in ad hoc work groups and taskforces and to attend or present at committee and full board meetings, lending their expertise and feedback to policy development and workforce strategies.

Term Limits

Members of the SWDB serve for a term of years as provided below. Term of service is defined as beginning at the time of appointment and ending upon resignation or removal from the board.

Three-year term with the option for reappointment for one consecutive three-year term:

- State Legislators and Chief Elected Officials
- “Other” Representatives as the Governor may designate

Four-year term with the option for reappointment for one consecutive four-year term:

- Representatives of Business
- Representatives of Labor
- Representatives of Community-Based Organizations

Board members may be reappointed for a third term after a break in service. A break in service is defined as at least 12 consecutive calendar months since resignation. Persons removed from the board are not eligible for reappointment.

The Board Chair serves for a period of time as requested by the Governor after which time he/she may be appointed to the Board as a member according to the term limits provided above.

4. ASSESSMENT AND EVALUATION OF PROGRAMS AND ONE-STOP PROGRAM PARTNERS

A. ASSESSMENT OF CORE AND ONE-STOP PROGRAM PARTNER PROGRAMS.

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. Describe how other one-stop delivery system partner program services and Combined State Plan partner programs included in the plan will be assessed each year. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

WIOA Primary Indicators of Performance

The WIOA Core Programs are assessed each year using the WIOA Primary Indicators of Performance. The WIOA core programs provide data for federal reporting on the common indicators of performance required by section 116(b) of WIOA:

1. Employment in the 2nd quarter after program exit;
2. Education or training, or employment 2nd quarter after program exit (youth);
3. Employment in the 4th quarter after program exit;

4. Education or training, or employment 4th quarter after program exit (youth);
5. Median earnings in the 2nd quarter after program exit;
6. Postsecondary credential attainment during program participation or within 1 year after program exit or secondary school diploma or equivalent;
7. Measurable skill gains; and
8. Effectiveness in serving employers.

The State's expected levels of performance for the WIOA Core Programs are provided in Appendix 1.

Compliance Monitoring and Technical Assistance

The programs included in this plan each have a well-established process for programmatic and financial monitoring to ensure that federal awards are used for authorized purposes in compliance with laws, regulations, and terms and conditions of contracts or grant agreements and that programs are being implemented as intended in an efficient and effective manner. The monitoring process helps identify opportunities for improvement resulting in recommended or required actions, such as technical assistance, including training, policy development, or implementation of promising practices.

Certification Standards

By providing access to programs, activities, and services, SC Works partners contribute to the overall effectiveness of the workforce delivery system. The SC Works Certification Standards, which measure the effectiveness of system management and services to job seekers and employers, is the primary method used to assess core, mandatory, and optional partner programs and the effectiveness of South Carolina's one-stop system.

State Instruction number 21-06 (SC Works Certification Standards) outlines Management, Job Seeker, and Business Services standards as well as baseline measures and proposed evaluations for each standard. Included in the state instruction is the expectation for partner integration and efficient and effective service delivery through non-duplication of services, and an integrated staff development plan directing center partners to receive SC Works 101 training to ensure each center staff member is aware of the full range of services provided by the system.

Local workforce development boards submit Business Engagement and SC Works Operational plans, documentation of the SC Works certification standards assessment process, and documentation of a full certification determination to the state every three years. Centers were last certified in 2022.

Customer Satisfaction

State Instruction Letter 21-06, SC Works Certification Standards, also provides criteria that must be used to evaluate one-stop centers and the one-stop delivery system for effectiveness, including customer satisfaction, physical and programmatic accessibility, and continuous improvement. The Job Seeker and Business Services Standards require local areas to have a customer feedback system in place that assesses customer satisfaction with both the service(s) provided and the outcome(s) of the services. Customer satisfaction surveys are the primary method used to collect job seeker and employer feedback. Local areas use a combination of paper and electronic survey methods:

- Digital surveys are more commonly distributed to customers through email platforms.

- Products such as Survey Monkey, Brazen, and Century Link are used for electronic surveys.
- Paper surveys are available in resource rooms and on or near staff workstations.
- Some SC Works centers have a central location where customers can submit completed paper forms.

Local areas submit area-specific customer satisfaction data to the State each year. State-staff look for trends and areas of opportunity to address through technical assistance, policy development, and/or resource allocation.

Program-Specific Assessment Processes

Each individual program has assessment processes in place, such as program performance, annual monitoring, and/or program needs assessment. Examples of assessment processes include:

- For WIOA Title I, the State Workforce Board has identified three state-specific fiscal measures including Obligation Rate, Fund Utilization Rate, and Participant Cost Rate. These measures are tracked through the monthly submission of financial data from local workforce areas to the State.
- SNAP Employment and Training is required to report outcome data in an annual report to monitor the effectiveness of programming. This annual report is monitored at the regional and national levels.
- TANF annual reports are required to monitor a variety of caseload data to include spending, work participation, characteristics, and financial circumstances.
- TAA is evaluated on a quarterly basis by DOL using the TAA Data Integrity (TAADI) Report Card consisting of sixteen (16) measures in financial and data reporting. Each quarter's evaluation and response will culminate in a yearend, annual report. Each measure's goal is set on a national level and is not negotiated on a state or local level.
- U.S. Department of Labor, Veterans' Employment and Training Service (VETS) conducts triennial audits of each state's Jobs for Veterans State Grant (JVSG). The purpose of the audit is to determine compliance of the statutory roles and responsibilities of the JVSG-funded staff in South Carolina, as well as audit services to nonveterans.

B. PREVIOUS ASSESSMENT RESULTS

For each four-year state plan and state plan modification, provide the results of assessments of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner programs included in the Unified or Combined State plan during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle), in accordance with methods described in 4(A). Describe how the State is adapting its strategies based on these assessments.

The State has performed successfully during the preceding two-year period, covering PYs 2021 and 2022, and is on track to meet negotiated levels of performance for PY 2023. Additionally, all SC Works centers required to be certified received certification in PY 2022. Finally, job seekers and employers reported satisfaction levels of 73% and 72% respectively, with SC Works services in PY 2022.

While achievement of negotiated performance is commendable, there is opportunity to improve overall satisfaction with service delivery and individual and employer outcomes. The strategies outlined in this plan will help to improve overall system access and efficiency, as well as attainment of high-value credentials and digital literacy skills leading to employment or advancement along a career pathway, coordination of service delivery to employers, and removal or mitigation of obstacles to employment. Implementation of these strategies is expected to improve overall satisfaction with service delivery and outcomes.

C. EVALUATION

Describe how the State will conduct evaluations and research projects of activities carried out in the State under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and, further, how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA (WIOA Section 116(e)).

South Carolina's history of conducting evaluations on WIOA and workforce strategies, in general, has been initiated under the direction of the State Workforce Development Board and in collaboration with WIOA State Plan Partners. With representatives from the core partners as well as the educational system serving on the SWDB, the SWDB is uniquely positioned to identify the need for further evaluations and to ensure cross-agency awareness and participation in the evaluations. Additionally, South Carolina welcomes the opportunity to partner with the Secretary of Labor and/or Education to coordinate and align evaluation activities. For example, South Carolina used the recent equity snapshots developed by DOL and provided to states to inform training for the SWDB on diversity, equity, and inclusion as it relates to the role of SWDB members.

5. DISTRIBUTION OF FUNDS FOR CORE PROGRAMS

Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

A. FOR TITLE I PROGRAMS

Provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

I. YOUTH ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 128(B)(2) OR (B)(3)

Title I Youth program funds are distributed to LWDA's according to the following fund allocation formula:

- 33 $\frac{1}{3}$ percent based on the relative number of unemployed individuals in areas of substantial unemployment in each workforce development area, compared to the total number of unemployed individuals in areas of substantial unemployment in the state;
- 33 $\frac{1}{3}$ percent based on the relative excess number of unemployed individuals in each workforce development area, compared to the total excess number of unemployed individuals in the state; and
- 33 $\frac{1}{3}$ percent based on the relative number of disadvantaged youth in each workforce development area, compared to the total number of disadvantaged youth in the state.

Hold Harmless

Applies to each funding stream. Ensures that funds are distributed without significant shifts in funding levels. A local area will not receive an allocation percentage that is less than 90 percent of the average allocation percentage of the local area for the two preceding years.

II. ADULT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) OR (B)(3)

Title I Adult program funds are distributed to LWDA's according to the following fund allocation formula:

- 33 $\frac{1}{3}$ percent based on the relative number of unemployed individuals in areas of substantial unemployment within each workforce development area, compared to the total number of unemployed individuals in areas of substantial unemployment in the state;
- 33 $\frac{1}{3}$ percent based on the relative excess number of unemployed individuals in each workforce development area, compared to the total excess number of unemployed individuals in the state; and
- 33 $\frac{1}{3}$ percent based on the relative number of disadvantaged adults in each workforce development area, compared to the total number of disadvantaged adults in the state.

Hold Harmless

Applies to each funding stream. Ensures that funds are distributed without significant shifts in funding levels. A local area will not receive an allocation percentage that is less than 90 percent of the average allocation percentage of the local area for the two preceding years.

III. DISLOCATED WORKER EMPLOYMENT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) AND BASED ON DATA AND WEIGHTS ASSIGNED

Title I Dislocated Worker program funds are distributed to LWDA's according to the following fund allocation formula:

The distribution formula is based on the following factors and weights:

- | | |
|---|-----|
| • Insured Unemployment Data | 30% |
| • Unemployment Concentrations | 25% |
| • Mass Layoff Data | 10% |
| • Declining Industries Data | 5% |
| • Farmer-Rancher Economic Hardship Data | 5% |
| • Long-Term Unemployment Data | 25% |

Hold Harmless

Applies to each funding stream. Ensures that funds are distributed without significant shifts in funding levels. A local area will not receive an allocation percentage that is less than 90 percent of the average allocation percentage of the local area for the two preceding years.

B. FOR TITLE II

I. DESCRIBE THE METHODS AND FACTORS THE ELIGIBLE AGENCY WILL USE TO DISTRIBUTE TITLE II FUNDS.

The methods and factors the eligible agency will use to distribute title II funds is described in III.b.5.B.ii.

II. DESCRIBE HOW THE ELIGIBLE AGENCY WILL ENSURE DIRECT AND EQUITABLE ACCESS TO ALL ELIGIBLE PROVIDERS TO APPLY AND COMPETE FOR FUNDS AND HOW THE ELIGIBLE AGENCY WILL ENSURE THAT IT IS USING THE SAME GRANT OR CONTRACT ANNOUNCEMENT AND APPLICATION PROCEDURE FOR ALL ELIGIBLE PROVIDERS.

The South Carolina Department of Education (SCDE) – Office of Adult Education (OAE) ensures that all eligible providers have direct and equitable access to apply and compete for grants and contracts under AEFLA. The entire RFP process, from beginning to end, is managed by the SCDE, and eligible providers submit proposals through the SCDE’s grants submission system. Eligible applicants are not required to apply nor submit proposals through any other agency or agencies.

The SCDE – Office of Adult Education also ensures direct and equitable access in its processes and procedures related to the RFP announcement/distribution, the grant application, and technical assistance.

RFP Announcement/Distribution: Announcements of the availability of federal funds, under the auspices of WIOA – Title II, are circulated to the widest extent possible. Various sources and mediums are used to make the public and eligible providers aware of the RFP. SCDE’s Public Information Office notifies the public, school districts, and other stakeholders. Grant opportunities are posted on the SC Department of Education’s website and distributed via SCDE’s GrantNews listserv. Announcements are forwarded to current adult education providers and organizations such as the SC Association of Nonprofit Organizations (SCANPO); the South Carolina Library Association (SCLA); South Carolina Technical Education Association (SCTEA); South Carolina Association of School Administrators (SCASA); and others.

South Carolina Department of Education - OAE holds a full and open competition consistent with the standards of CFR 200.319. All eligible agencies are granted direct and equitable access to apply and compete for grants or contracts. The OAE is in compliance with all state and federal laws regarding the award of contracts and the expenditure of public funds as well as requirements outlined in Title II of the Workforce Innovation & Opportunity Act of 2014.

The following steps are initiated to ensure direct and equitable access:

- The same grant and application process is used for all eligible providers in the state.
- Standard criteria for evaluation of local proposals is used for all eligible providers.
- Technical assistance workshops are held to review the entire process and provide information to all eligible providers interested in applying. Dates, times, and places of these workshops are included in the announcements and the Request for Proposal.

The announcement contains information such as:

- Type of grants available
- Contact person to obtain RFP guidelines
- Timeline with grant application due date
- Other pertinent items

- Any information required by state law in regard to the awarding of contracts and the expenditure of public funds

C. VOCATIONAL REHABILITATION PROGRAM

In the case of a State that, under section 101(a)(2)(A)(i) of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

In South Carolina, vocational rehabilitation services are delivered by two agencies: SCVRD and SCCB. The Agencies maintain an agreement that outlines the roles and respective duties of each Agency. Federal grant funding is allocated as follows: 13 percent is allocated to SCCB and 87 percent is allocated to SCVRD. This is proportionally consistent with the client service and operational needs of the two agencies.

6. PROGRAM DATA

A. DATA ALIGNMENT AND INTEGRATION

Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State's plan for integrating data systems should include the State's goals for achieving integration and any progress to date.

Describe data-collection and reporting processes used for all programs and activities, including the State's process to collect and report data on co-enrollment, and for those present in the one-stop centers.

I. DESCRIBE THE STATE'S PLANS TO MAKE THE MANAGEMENT INFORMATION SYSTEMS FOR THE CORE PROGRAMS INTEROPERABLE TO MAXIMIZE THE EFFICIENT EXCHANGE OF COMMON DATA ELEMENTS TO SUPPORT ASSESSMENT AND EVALUATION

In late 2022, the SWDB approved discretionary funding to procure a consultant to conduct a feasibility study for an integrated case management system across the WIOA required partners as well as an assessment for DEW for system development and modernization. The state was able to procure Gartner Consulting, Inc., and the project began in August 2023, completing in December 2023. Key items from the study included current state assessment, business capability model, market scan, options analysis, and finally a high-level roadmap and recommendations. The current state assessment included 15 interviews and 8 workshops with multiple partners and stakeholders. Some key themes for DEW as a result of the study include:

- a desired future state to increase system interoperability to connect and exchange information with partner agencies,
- a 360-degree view of the customer so that staff can have a full picture of an individual or business in the case management process,
- a seamless user experience that is intuitive, consistent, and seamless automation of current manually intensive processes, and

- better understand the efficacy of jobseeker support programs across case management and labor exchange systems.

DEW will implement the recommendations over the course of several years, resulting in a case management system primarily used by Title I, Title III, TAA, and JVSG, that is capable of integrated with the systems used by Title II and IV.

II. DESCRIBE THE STATE'S PLANS TO INTEGRATE DATA SYSTEMS TO FACILITATE STREAMLINED INTAKE AND SERVICE DELIVERY TO TRACK PARTICIPATION ACROSS ALL PROGRAMS INCLUDED IN THIS PLAN

During the feasibility study mentioned above, it was made clear to the vendor that each of the required partners were operating systems in their own space using program-specific solutions and were not ready to migrate to a single system.

To streamline processes and track participation across all programs, the main focus of any procurement for a new case management system and/or labor exchange system will be system interoperability. Having the necessary interfaces of common data elements as well as enrollment information will allow each program to have a holistic view of a participant.

III. EXPLAIN HOW THE STATE BOARD WILL ASSIST THE GOVERNOR IN ALIGNING TECHNOLOGY AND DATA SYSTEMS ACROSS REQUIRED ONE-STOP PARTNER PROGRAMS (INCLUDING DESIGN AND IMPLEMENTATION OF COMMON INTAKE, DATA COLLECTION, ETC.) AND HOW SUCH ALIGNMENT WILL IMPROVE SERVICE DELIVERY TO INDIVIDUALS, INCLUDING UNEMPLOYED INDIVIDUALS

The SWDB funded a feasibility study to determine if an integrated case management system would be an effective solution in South Carolina. The results of the study indicated the top priority for a future system would be interoperability between the different case management systems.

IV. DESCRIBE THE STATE'S DATA SYSTEMS AND PROCEDURES TO PRODUCE THE REPORTS REQUIRED UNDER SECTION 116, PERFORMANCE ACCOUNTABILITY SYSTEM. (WIOA SECTION 116(D)(2)).

Title I Adult, Dislocated Worker, and Youth and Title III Wagner-Peyser Act Programs

Title I and III services are provided in a shared case management and labor exchange system called SC Works Online Services (SCWOS), powered by Geographic Solutions, Inc. The vendor proactively makes system upgrades, adjustments to business rules based on federal and state guidance, and updates federal reporting system requirements. The system has a nightly job which generates a combined PIRL file for the Adult, Dislocated Worker, Youth, Wagner-Peyser, Trade Adjustment Assistance, National Dislocated Worker Grant, and Jobs for Veterans State Grants programs. This combined PIRL is then uploaded into the Workforce Integrated Performance System (WIPS) to generate the ETA-9173 and ETA-9169.

Eligible Training Provider List reporting is conducted within two systems in South Carolina. The client facing ETP site, SC Palmetto Academic and Training Hub (SC PATH), collects provider and program information as well as allows providers of training to upload student data. PATH data is then migrated into SCWOS where the vendor generates the ETP data file to submit into WIPS for the ETA-9171.

DEW is the lead agency that reports Effectiveness in Serving Employers (ESE) data to DOL. Annual procedures are in place to communicate deadlines and instructions for submitting ESE

data to DEW. Once data is received from all partners, it is combined, de-duplicated, and submitted into WIPS.

Title II Adult Education and Family Literacy Act Program

The SCDE Office of Adult Education utilizes the Literacy, Adult and Community Education System (LACES) to collect and analyze program data from local adult education programs throughout the state. Local providers input data into LACES on a regular basis. The data collected from this system is used for annual state and federal reporting, which includes the following:

- Student demographic information
- Student performance and outcomes
- Employment
- Post-secondary education and/or training
- Credential attainment

Title IV Vocational Rehabilitation Act Programs

SC Vocational Rehabilitation Department

The Case Management System (CMS) for SCVRD is an internally developed set of programs that allows for the flexibility of interfacing with partners as necessary. For example, SCVRD's system works with the South Carolina Enterprise Information System (SCEIS) to process client procurements, the South Carolina Department of Health, and Human Services (SCDHHS) for Social Security verification and beneficiary status through the State Verification and Exchange System (SVES), and the South Carolina Workers' Compensation Commission. An exchange of data from DEW is now in place for wage data necessary for reporting on WIOA performance measures: employment 2nd quarter after exit, employment 4th quarter after exit, and median earnings 2nd quarter after exit. CMS also allows the agency to make changes and improvements quickly, deliver consistent services to clients statewide, react to data changes enacted by RSA as mandated, and provide real-time reporting.

SC Commission for the Blind

SCCB's data collection process consists of data that is collected directly from consumers, medical health providers (eye and medical doctors), educational institutions, consumer organizations, and advocacy groups, and the Social Security Administration. Although Counselors in all consumer services programs have the primary responsibility of collecting and entering data, other staff, such as Counselor Assistants, Supervisors, and service providers can also collect and enter consumer data as needed.

SNAP Employment and Training

The South Carolina Comprehensive Employment and Training System (SCCETS), allows real-time access to client information for both case management staff as well as providers while also maintaining the required data for the SNAP E&T national reporting measures. The SNAP E&T program submits an annual report which measures the impact of E&T components. In addition to its security as a centralized data repository for SNAP E&T, SCCETS was internally developed to collect the data required for the annual performance report. SCCETS interfaces with the Department of Social Services' TANF and SNAP eligibility system, Client History, and

Information Profile (CHIP), to allow providers to securely and remotely determine if a participant is eligible to participate in the SNAP E&T program.

Annually, the SNAP E&T program is responsible for achieving specific goals to ensure the program continues to achieve its mission and is accountable for the funds allocated. In federal fiscal year 2021, the SNAP E&T program created framework for a return on investment analyses to assist with providing a better understanding of programmatic outcomes and to better determine the extent of the programs' success in reducing reliance on SNAP benefits. In 2022, development of the ROI continued with a further review of data elements and deeper analysis of the relationships of participants, providers, and outcomes. Financial expenditures were evaluated by provider and provider type to ensure an equitable performance study. In 2023, the development of an ROI dashboard was initiated to provide real-time data for program management regarding participation, demographic, and performance data. The dashboard was launched in the Fall of 2023 and users can see statewide demographic data alongside participation data with a simultaneous county comparison. Future enhancements include a further review of the SNAP E&T program's financial elements through additional real-time performance metrics which synthesize both provider and employee data and provide a view of the entire program's performance.

Senior Community Service Employment Program

Grantee Performance Management System (GPMS) is the application all grantees and sub-grantees of SCSEP use as required by the Employment and Training Administration (ETA) of the US Department of Labor (DOL), which administers the SCSEP Program. GPMS is a new data collection system which started in July 2022. GPMS serves as the primary source for entering, tracking, and submitting program participant data more efficiently, providing visibility and reporting capabilities for the data captured for Participant cases (GPMS User Guide for Grantees, page 9). The data captured in GPMS is used to benchmark the grantees in South Carolina performance measures.

B. ASSESSMENT OF PARTICIPANTS' POST-PROGRAM SUCCESS

Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.

Primarily, programs will use the WIOA sec. 116(b) indicators of performance to assess participant success post-program. The applicable measures are:

- Employment during 2nd and 4th quarter after exit,
- Education, training, or employment 2nd and 4th quarter after exit (Title I Youth),
- Median earnings 2nd quarter after exit,
- Credential Attainment Rate (during or 1 year after program exit), and
- Measurable Skill Gains

C. USE OF UNEMPLOYMENT INSURANCE (UI) WAGE RECORD DATA

Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market

information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

DEW is the State Unemployment Insurance Agency (SUIA) and also the Performance Accountability and Customer Information Agency (PACIA) for the State Wage Interchange System (SWIS) for Title I and III of WIOA. DEW performance and reporting staff query SWIS at the earliest point allowable to match wages for participants. Wages are then processed into SCWOS for inclusion in PIRL reporting. State UI wages are housed within DEW and are queried quarterly and annually to match wages to participants. Results are then processed into SCWOS for inclusion in PIRL reporting.

DEW's LMI Division utilizes wage records from the State's UI system to complete labor market and economic analyses, provide return on investment data, and to provide job seekers and employers with LMI data garnered from wage records and national data.

D. PRIVACY SAFEGUARDS

Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

The South Carolina workforce system complies with all federal and state laws and guidelines for the handling and protection of Personally Identifiable Information (PII), including but not limited to 2 CFR and TEGL 39-11, and ensures compliance through the following means: data sharing agreements with workforce partners, state and local memorandums of understanding (MOU), local area agreements, and resource sharing agreements. Additionally, PII is maintained and disposed of in a secure and confidential manner, and policies and procedures for the handling of PII are in place and reviewed regularly.

The State's case management system for Titles I and III is accessible to the public to search for jobs and access information-only services such as Labor Market Information, employer information, and job orders active in the system. Expanded capabilities such as uploading a resume, applying to jobs, and searching resumes is available only through registration into the system. Staff accounts are created manually by administrative staff. All staff accounts are based on privileges that align to the program(s) they support, their role in the program, and their duties with job seeker and employer customers. Any detailed individual data is only available by authorized users and not provided to the public.

The SC Works Online Services system includes a privacy statement, as well as tips on how to protect against online scams and identify theft. The State's management information system also employs software programs to monitor network traffic to identify unauthorized attempts to upload or change information and registrants are notified accordingly if any activity is noticed. Unless otherwise required, reports are typically aggregated to avoid disseminating individual student or participant data.

7. PRIORITY OF SERVICE FOR VETERANS.

A. DESCRIBE HOW THE STATE WILL IMPLEMENT THE PRIORITY OF SERVICE PROVISIONS FOR COVERED PERSONS IN ACCORDANCE WITH THE REQUIREMENTS OF THE JOBS FOR VETERANS ACT, CODIFIED AT SECTION 4215 OF 38 U.S.C., WHICH APPLIES TO ALL EMPLOYMENT AND TRAINING PROGRAMS FUNDED IN WHOLE OR IN PART BY THE DEPARTMENT OF LABOR.

B. DESCRIBE HOW THE STATE WILL MONITOR PRIORITY OF SERVICE PROVISIONS FOR VETERANS.

C. DESCRIBE THE TRIAGE AND REFERRAL PROCESS FOR ELIGIBLE VETERANS AND OTHER POPULATIONS DETERMINED ELIGIBLE TO RECEIVE SERVICES FROM THE JOBS FOR VETERANS STATE GRANTS (JVSG) PROGRAM'S DISABLED VETERANS' OUTREACH PROGRAM (DVOP) SPECIALIST/CONSOLIDATED POSITION.

A. Veterans and other eligible persons, defined as covered persons, are ensured Priority of Service (POS) upon entering the Workforce System with the implementation of the following services:

- Identified at the point of entry to programs & services
- Made aware of priority of service
- Made aware of full array of programs and services available to them
- Take precedence over non-covered person in accessing and obtaining services

Covered person means any of the following individuals:

1. A veteran. The term means a person who served at least one day in the active military, naval, or air service, and who was discharged or released under conditions other than dishonorable, as specified in 38 U. S. C. 101. Active service includes full-time Federal service in the National Guard or a Reserve component.
2. The spouse of any of the following individuals:
 - Any veteran who died of a service-connected disability
 - Any member of the Armed Forces serving on active duty who, at the time of application for assistance under this section, is listed, by the secretary concerned in one or more of the following categories and has been so listed for a total of more than 90 days:
 - Missing in action
 - Captured in line of duty by hostile force
 - Forcibly detained or interned in line of duty by a foreign government or power
 - Any veteran who has a total disability resulting from a service-connected disability.
 - Any veteran who died while a disability so evaluated was in existence.

Depending on the type of service or resource being provided, priority of service may mean:

- Covered person gains access to services or resources earlier than the non-covered persons when resources are limited
- Priority of Service applies to every qualified job training program funded, in whole or in part, by the Department of Labor
- The proposal states that those with the greatest need should receive priority of service in programs for which they are eligible.

All covered persons are to receive POS at any “point of entry”, which includes physical locations, such as AJCs, as well as websites and other virtual service delivery resources. They must also have access to adult and dislocated worker programs.

POS is the responsibility of each staff member within the AJC with oversight and compliance provided by the One-Stop Operator. Reports and on-site reviews ensure adherence to mandated legislative requirements.

JVSG staff work closely with all WIOA partners providing training on current issues that affect Veterans and other eligible persons. The spirit of assisting Veterans and providing priority of service is primarily a legal requirement, but also a moral imperative and meaningful way of doing business.

B. Describe how the state will monitor priority of service provisions for veterans.

The requirement to provide priority of service applies to all WIOA, Wagner-Peyser Act, discretionary grants, targeted programs (Senior Community Service Employment Program, Indian and Native American Programs, National Farmworkers Job Programs, and Trade Adjustment Assistance) and all other programs and services funded in whole or in part by the DOL. Agreement by a program operator to implement priority of service is a condition of receipt of DOL funds.

Monitoring will be performed by Veterans’ Employment and Training Service, DEW, and Program Operators responsible for the qualified job training program’s administration and oversight. Program operators are required to ensure that priority of service is applied throughout their respective service delivery systems, including service delivery points maintained by all sub-recipients. It is expected that program operators will monitor local service delivery operations to ensure that their internal policies and procedures result in compliance with the priority of service requirements.

DEW will monitor priority of service to ensure that veterans and eligible spouses are made aware of and afforded priority of service. SC Works centers operate under the direction of an Operator. This assures that DEW, as well as all partner staff, is continually made aware of the established office policies and procedures and their responsibility to provide priority services to all veterans. At the SC Works Center level, monitoring of priority of service is conducted LVERs utilizing automated reports produced through South Carolina Works Online Services (SCWOS) and local office self-assessments. At the state level, the Veteran Services Director utilizes the Manager’s Quarterly Report on Services to Veterans, scheduled trainings, calls with program managers, and on-site visits at local Workforce Centers. DEW analyzes the data to ensure covered persons gain access to services or resources earlier than non-covered persons, that priority of service is applied to every qualified job training program, and covered persons with the greatest need are receiving priority. Any compliant, non-compliant, or anomalies are reported through normal reporting channels.

C. Describe the triage and referral process for eligible veterans and other populations determined eligible to receive services from the Jobs for Veterans State Grants (JVSG) program's Disabled Veterans' Outreach Program (DVOP) specialist/consolidated position.

Local AJCs must ensure that veterans and eligible persons are served first and that this protocol is addressed in the customer flow process. During the registration process, a series of questions identifies veteran status. Once the veteran or eligible person is identified, the first available WFC staff conducts an initial assessment. This initial assessment uses a customized Veteran Intake

Survey, to help determine if the veteran or eligible person has a Significant Barrier to Employment (SBE) or that they may be a member of another special priority group. During the initial assessment if it is determined that the veteran has an SBE; they will be immediately referred to a Disabled Veterans Outreach Program Specialist (DVOP) or other trained staff for the provision of Individual Career Services and other services the veterans may need to meet their career goals.

8. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WITH DISABILITIES

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State's one-stop center certification policy, particularly the accessibility criteria.

South Carolina's one-stop delivery system is designed to be fully accessible so that all job seekers and employers can participate in the services offered. DEW's Nondiscrimination Plan (NDP) – a document required by the Civil Rights Center – is a "living" document that describes how current federal regulations and directives are implemented and monitored by both the State Office of Equal Opportunity and the Local EO Coordinators. The NDP details how compliance with WIOA Section 188 and 29CFR 38 will be accomplished.

Monitoring performed at both the state and local level ensures that all SC Works Centers follow Section 188 of WIOA, the ADA, and other applicable regulations. Individuals who seek to utilize South Carolina's workforce system can expect facilities, whether physical or online (e.g., SC Works Online Services), to meet federally-mandated accessibility standards. Complaints of discrimination are directed to the State Equal Opportunity Officer.

Per federal regulations, each LWDA must appoint a LWDA Equal Opportunity Coordinator who is responsible for ensuring local WIOA Section 188 compliance. Local Equal Opportunity Coordinators are trained to use the "ADA Checklist for Readily Achievable Barrier Removal," the "Checklist for Existing Facilities," and a recommended assistive technology checklist. Each area has a LWDA Equal Opportunity Coordinator. Local Equal Opportunity Coordinators are provided with detailed training on regulations, policies, and procedures following appointment. Ongoing training is provided through EO Roundtables and on-site training on such topics as, "Serving Customers with Disabilities," "Current EO Trends," as well as topics deemed relevant by LWDA's and designed in response to their training requests.

Local Equal Opportunity Coordinators are responsible for informing senior staff of applicable federal regulations, ensuring all programs and activities implemented are in compliance, and providing training for staff and center partners. Additionally, local Equal Opportunity Coordinators accept and resolve local grievances as needed. Each of the local Equal Opportunity Coordinators monitors for compliance independently and actively liaises with DEW's Office of Equal Opportunity and USDOL's Civil Rights Center to remain current on regulatory updates and guidance. They are then responsible for circulating new information locally and ensuring it is properly implemented.[20]

Additionally, DEW issued State Instruction Letter 14-03, Change 1, requiring each LWDB to designate a standing committee that will provide information and assist with operational and

other issues relating to the provision of services to individuals with disabilities. Members of these committees will be individuals who have specific expertise serving individuals with disabilities.

The OAE meets regularly with SCDE Office of Special Education Services to ensure compliance with all special education regulations. Additionally, OAE requires that all funded local providers have a written plan with local Special Education Departments to transition IEP (Individualized Education Plan) students and that local providers comply with the General Education Provisions Act (GEPA) which requires each provider to describe the steps they propose to take to ensure equitable access to, and participation in, its federally assisted programs. The OAE monitors for compliance with the written transition IEP as part of its annual compliance process and collaborates with the Office of Special Education to monitor all other GEPA requirements and to provide training to local programs regarding serving students with special needs.

As a condition of partnering with SCVRD, other organizations are informed in the written agreement of their obligation to comply with applicable Civil Rights laws and regulations. Postsecondary training vendors are required to complete SCVR 153 – Assurance of Compliance with Section 504 of the Rehabilitation Act of 1973, as amended. This form acknowledges that the training vendor complied with Section 504, which ensured that individuals with disabilities have equal access to any federally funded program. The form is signed by the training vendor when the initial application is submitted for approval. Similarly, applicants, eligible individuals, and other interested persons are also informed in writing that services are provided on a nondiscriminatory basis, as required by Title VI of the Civil Rights Act, as amended, and Section 504 of the 1973 Rehabilitation Act, as amended. Additionally, all staff members are required to complete the Office of Civil Rights training modules.

As part of the SC Works center certification process, LWDBs are required to evaluate the accessibility of the SC Works delivery system. Each center must meet the following accessibility baseline measures:

- The Center is compliant with the Americans with Disabilities Act (ADA). Every workforce area cooperates with Vocational Rehabilitation partners and DEW EO staff (Office of Equal Opportunity), to ensure ADA compliance.
- The center provides assistive technology for customers to use when accessing computers and other services. This includes customers with visual and hearing impairments and physical disabilities.
- Staff is trained to assist people with disabilities, including individuals with service animals, at the first point of contact and in case of emergency.
- There are linkages to Auxiliary aids and services available for people with disabilities, including veterans and others.
- The center is accessible to individuals with limited-English proficiency. Interpreter services are available, and staff is aware of how to access and utilize interpreter services when needed.
- The center provides free parking that is adequate for the average customer traffic flow, and the required number of accessible parking spaces under ADA are available.
- Centers have flexible scheduling and work hours, when needed, to accommodate job seekers and employers.

These measures ensure that all South Carolinians have equal access to workforce development activities and programs.

[20] 2023 DEW Non-discrimination Plan

https://www.scworks.org/sites/scworks/files/2023%20NDP_South%20Carolina.pdf

9. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WHO ARE ENGLISH LANGUAGE LEARNERS

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials. Describe how English language learners will be made aware of the opportunity to enroll and/or co-enroll in all the core programs for which they are eligible.

Languages other than English are identified at the point of first contact through Census language identification flash cards. To ensure the accurate transmittal of information, individuals with Limited English Proficiency (LEP) are provided services via a qualified interpreter service when qualified bilingual staff is not available. Each LWDA has submitted an LEP Plan of Action outlining procedures on identifying customer language needs, provision of services in the language identified, and the right to free language assistance. The LEP Plan of Action is an ongoing process identifying procedures to meet the needs of LEP customers. A Request for Interpreter Service form has been made available to expedite the interpreter request process.

Training on the provision of services to LEP individuals, as well as current interpretation resources and other materials, are provided on an ongoing basis. LEP individuals are notified of their rights under law via posters in Spanish and other significant language groups identified within each LWDA[21]. As part of the SC Works center certification process, LWDBs are required to evaluate LEP accessibility.

When referrals occur from local one-stop delivery centers, adult education programs have a process to enroll these students into the program and provide appropriate English language instruction[22]. Currently, there are 33 programs for LEP adults in SC to serve individuals in need of English language instruction.

[21] 2023 DEW Non-discrimination Plan, Element #3: Notice of Communication [29 CFR 38.34 through 38.39]

https://www.scworks.org/sites/scworks/files/2023%20NDP_South%20Carolina.pdf

[22] 2023 DEW Non-discrimination Plan, Element #4: Data Collection and Maintenance [29 CFR § 38.41 through § 38.45]

https://www.scworks.org/sites/scworks/files/2023%20NDP_South%20Carolina.pdf

IV. COORDINATION WITH STATE PLAN PROGRAMS

Describe the methods used for joint planning and coordination among the core programs, and with the required one-stop partner programs and other programs and activities included in the Unified or Combined State Plan.

South Carolina's Combined Plan represents a co-created strategy for expanding and developing a skilled workforce and responsive workforce system. The plan covers the following programs:

- Adult, Dislocated Worker, and Youth

- Wagner-Peyser
- Jobs for Veterans State Grant
- Trade Adjustment Assistance
- Adult Education
- Vocational Rehabilitation
- Temporary Assistance for Needy Families
- Supplemental Nutrition Assistance
- Senior Community Service Employment

The Department of Employment and Workforce led development of the state plan. A kick-off meeting occurred in July 2023, followed by a series of monthly meetings to collect and compile data and information for the report. Representative(s) from each program participated in these meetings and development of the plan. The Combined State Plan was published on February 13, 2024, for public comment.

V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

The Unified or Combined State Plan must include assurances that:

The State Plan must include	Include
1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts;	Yes
2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes;	Yes
3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs;	Yes
4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations,	Yes

The State Plan must include	Include
<p>institutions of higher education, the entities responsible for planning or administrating the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public;</p> <p>(b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board;</p>	
<p>5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities;</p>	Yes
<p>6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3);</p>	Yes
<p>7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;</p>	Yes
<p>8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program;</p>	Yes
<p>9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs;</p>	Yes
<p>10. The State has a one-stop certification policy that ensures the physical and programmatic</p>	Yes

The State Plan must include	Include
accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA);	
11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and	Yes
12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.	Yes

VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified or Combined State Plan.

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES UNDER TITLE I-B

The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B—

A. GENERAL REQUIREMENTS

1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS

A. IDENTIFY THE REGIONS AND THE LOCAL WORKFORCE DEVELOPMENT AREAS DESIGNATED IN THE STATE

South Carolina re-designated all 12 LWDAs that were designated as local areas for purposes of the Workforce Investment Act (WIA) and identified four (4) intrastate planning regions:

- Link Upstate – Greenville, Upper Savannah, Upstate, and WorkLink
- Central – Catawba, Lower Savannah, and Midlands
- Pee Dee – Pee Dee, Santee-Lynches, and Waccamaw
- South Coast – Lowcountry and Trident

B. DESCRIBE THE PROCESS AND POLICY USED FOR DESIGNATING LOCAL AREAS, INCLUDING PROCEDURES FOR DETERMINING WHETHER THE LOCAL AREA MET THE CRITERIA FOR “PERFORMED SUCCESSFULLY” AND “SUSTAINED FISCAL INTEGRITY” IN ACCORDANCE WITH 106(B)(2) AND (3) OF WIOA. DESCRIBE THE PROCESS USED FOR IDENTIFYING REGIONS AND PLANNING REGIONS UNDER SECTION 106(A) OF WIOA. THIS MUST INCLUDE A DESCRIPTION OF HOW THE STATE CONSULTED WITH THE LOCAL BOARDS AND CHIEF ELECTED OFFICIALS IN IDENTIFYING THE REGIONS

State Instruction 20-01, Local Workforce Development Area Subsequent Designation and Local Workforce Development Board Certification, outlines the process used for subsequent designation of local areas and certification of local boards. After the period of initial designation

and if requested by the CEO(s) and LWDB in a local area, the Governor must approve the request for subsequent designation if the local performed successfully, sustained fiscal integrity, and met the regional planning requirements, for the two most recent program years of initial designation.

The policy defines “performed successfully” as meeting or exceeding the performance goals for the WIOA common measures for the most recently completed program years. It further provides that “sustained fiscal integrity” means that the Secretary has not made a formal determination that either the grant recipient or the administrative entity of the area misexpended funds due to willful disregard of the requirements of the provision involved, gross negligence, or failure to comply with accepted standards of administration for the two year period preceding the determination. Each local workforce area submits a formal subsequent designation petition that includes:

- A consortium agreement (if applicable);
- For existing workforce areas, certification that the area performed successfully and sustained fiscal integrity for the preceding two-year period;
- A list of LWDB members, to include composition categories and contact information;
- Identification of grant recipient/fiscal agent and a signature of lead official;
- Signatures of CEOs from petitioning counties;
- Documentation that public input was solicited, and any comments received.

The designation of new local workforce areas follows the process outlined in State Instruction Letter 14-05, WIOA Local Workforce Development Area Designation and Local Workforce Development Board Certification. The policy provides that the Governor, in partnership with the State Board, may approve a request from any unit of general local government (including a combination of such units) for designation as a local workforce area if the proposed area meets the following criteria:

- Are consistent with labor market areas in the State;
- Are consistent with regional economic development areas in the State, and
- Have available the Federal and non-Federal resources necessary to effectively administer activities and provisions required by 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.

A formal designation petition is required, which includes:

- A consortium agreement;
- A narrative regarding how the area meets the considerations outlined in Section 106(b)(1)(B);
- List of local board members;
- Identification of grant recipient/fiscal agent and signature of lead official;
- Signatures of chief elected officials from petitioning counties; and

- Documentation that public input was solicited, and any comments received.

State Instruction 15-08, Regional Identification, provides an overview of the process used to identify planning regions. In making this determination, the state considered the factors listed in Sec. 106(b)(1)(B): 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 the federal and non-federal resources necessary to effectively administer activities under subtitle B and other applicable provisions of WIOA. This also includes whether the areas have the appropriate education and training providers, such as institutions of higher education and area career and technical education schools. South Carolina also considered population centers, labor force conditions, commuting patterns, industrial composition, location quotients, geographic boundaries, income, poverty, educational attainment, and in-demand occupation groups.

The data collected was examined by the cross-agency data subcommittee and state workforce partners convened as part of the South Carolina Sector Strategies/Talent Pipeline Project. Four planning regions were identified and presented to workforce partners and stakeholders during a September 2015 webinar on WIOA Region Identification. There was a public comment period at the end of September. After reviewing the comments, the SWDB approved the planning regions as proposed in October 2015.

C. PROVIDE THE APPEALS PROCESS AND POLICY REFERRED TO IN SECTION 106(B)(5) OF WIOA RELATING TO DESIGNATION OF LOCAL AREAS

Appeal to the SWDB

A unit of local government (or combination of units) or a local area that has requested but has been denied its request for designation as an LWDA under 20 CFR § 679.250 may appeal the decision to the SWDB, in accordance with the State Plan, WIOA § 106(b)(5), and 20 CFR § 683.630(a). The appealing entity must explain why it believes the denial is contrary to the provisions of WIOA § 106(b)(2) or WIOA § 106(b)(3) and 20 CFR § 679.250. No other cause for appeal will be considered under this section.

Such a unit or local area may submit a written appeal to the SC Department of Employment and Workforce within thirty calendar days of the denial. If the thirtieth day falls on a weekend or holiday, the deadline will be extended to the next business day. Appeals must be submitted by registered mail, clearly identified as “Dated Material,” and addressed to:

State Workforce Development Board

C/O: SC Department of Employment and Workforce

Attn: Workforce Support—Appeal of Denial of LWDA Designation, Suite 515

P.O. Box 995

Columbia, SC 29202

The following procedures will apply:

- The Chair will designate the Executive Committee or an Ad Hoc Committee of at least three SWDB members to hear the appeal.
- The designated SWDB representatives will hear the appeal and issue a written decision within sixty business days.

Appeal to the Secretary of Labor

A unit of general local government (including a combination of such units) or grant recipient whose appeal of the denial of a request for designation as an LWDA to the SWDB has not resulted in such designation, may appeal the SWDB's denial to the Secretary of Labor. Appeals must be filed no later than thirty days after receipt of written notification of the denial from the SWDB, and must be submitted by certified mail, return receipt requested, to the Secretary:

U.S. Department of Labor

Attn: ASET

200 Constitution Ave. NW

Washington, DC 20210

The appellant must establish that the petitioning LWDA was not afforded procedural rights under the state appeal process described in the State Plan or establish that the entity meets the requirements of WIOA § 106(b)(2) or WIOA § 106(b)(3) and 20 CFR § 679.250. If the Secretary determines that the appellant has met its burden of establishing one of these allegations, the Secretary may require that the area be designated as an LWDA. In making this determination, the Secretary may consider any comments submitted by the SWDB in response to the appeal.

The Secretary will issue a written decision to the Governor and the appellant.

D. PROVIDE THE APPEALS PROCESS AND POLICY REFERRED TO IN SECTION 121(H)(2)(E) OF WIOA RELATING TO DETERMINATIONS FOR INFRASTRUCTURE FUNDING

If the Local Board and required partners fail to reach consensus on funding infrastructure costs under the Local Funding Mechanism (LFM), the State Funding Mechanism (SFM) is triggered. Under the SFM, the Governor is required to determine the partners' contributions for infrastructure costs for local areas that have not reached consensus, applying statutory caps specified by WIOA for certain programs. The SFM is only applicable to required partners and cannot be triggered by additional partners not reaching consensus. Even if all required partners except one agree on the terms of the IFA, consensus is not reached, and the SFM is triggered for all partners in the local area. The SFM's programmatic caps create uncertainty for local partners regarding how much they will be required to contribute toward infrastructure costs and the level of service they will be able to provide to their participants. It is the expectation that Local Boards and partners reach consensus on infrastructure funding during local negotiations, thus avoiding the necessity of utilizing the SFM.

State Funding Mechanism Steps:

Notice of failure to reach consensus given to the Governor. If the Local Board cannot reach consensus with partners on sufficiently funding infrastructure costs and the amounts to be contributed by each partner program locally, the Local Board is required to notify the State by April 15 annually via submission of the Report of Outcomes from Local MOU Negotiations, an attachment to State Instruction 16-19, Change 2 issued by the State regarding local MOU/IFAs. Additionally, the Local Board must submit all materials and documents used in negotiations under the LFM in order to assist the Governor in determining appropriate calculations by partner program.

1. The Governor determines the infrastructure budget for each center in a local area.
2. The Governor establishes cost allocation method(s).

3. The Governor determines the partners' proportionate shares.
4. The Governor calculates the statewide partner program caps using the limiting percentages required under WIOA.
5. The Governor must ensure that the funds required to be contributed by each partner program in the local area(s) that did not reach consensus, do not exceed the applicable program caps. The partners' proportionate shares must be adjusted if necessary.

Appealing the State Funding Mechanism:

All Parties will actively participate in local IFA negotiations in a good faith effort to reach agreement. Any disputes shall first be attempted to be resolved informally. Any party may call a meeting to discuss and resolve disputes. Should the Local Board become unable to reach consensus with local partners regarding infrastructure funding, the Governor will make the final determination of each required partner's proportionate share of infrastructure costs under the SFM as described above. Appeals must be made to the SWDB within 14 days of the Governor's determination and submitted in writing as follows:

South Carolina Department of Employment and Workforce

Attn: Appeals, State Workforce Development Board

1550 Gadsden Street

Columbia, SC 29201

2. STATEWIDE ACTIVITIES

A. PROVIDE STATE POLICIES OR GUIDANCE FOR THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM AND FOR USE OF STATE FUNDS FOR WORKFORCE INVESTMENT ACTIVITIES

South Carolina has a number of policies that govern the workforce development system and its programs as a whole, including but not limited to the following:

- 16-19, Change 2 – Local MOU Guidelines
- 18-01 – Individual Employment Plans
- 18-06 – Youth Objective Assessments and Individual Service Strategies
- 21-06 – SC Works Certification Standards
- 19-03 – SC Works Centers and the One-Stop Delivery System
- 19-05, Change 1 – WIOA Youth Program Guidance
- 20-05, Change 1 – Disaster Recovery National Dislocated Worker Grants
- 20-08 – Local and Statewide Incumbent Worker Training Policy
- 20-12 – Virtual Events in the Brazen Platform Policy
- 20-13, Change 1 – Rapid Response Incumbent Worker Training Policy
- 20-15, Change 1 – Participant Eligibility for WIOA Title I Programs
- 21-03 – TAA and WIOA Dislocated Worker Program Co-enrollment Policy

Active, replaced, and expired policies can be found on the SC Works.org website under the Policies and Guidance page: <https://scworks.org/workforce-system/policies-and-guidance>.

B. DESCRIBE HOW THE STATE INTENDS TO USE GOVERNOR'S SET ASIDE FUNDING FOR MANDATORY AND DISCRETIONARY ACTIVITIES, INCLUDING HOW THE STATE WILL CONDUCT EVALUATIONS OF TITLE I ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES.

Statewide Activities

The SWDB retains 10 percent of the Governor's set aside to incubate promising workforce development, education, and training models. Funding proposals are developed by SWDB leadership, staff, and key stakeholders, based on the priorities identified in the WIOA State Plan and SWDB priorities. Proposals are presented to the SWDB for review, discussion, and approval.

Current activities funded through the Governor's set aside include, but are not limited to:

- *Workforce innovation funding* will be awarded to LWDAs on a competitive basis to implement or scale effective strategies in partnership with local organizations for delivering workforce development resources in their local communities.
- *Career Readiness/Soft Skills* courseware, including soft skills and digital literacy, was made available in June 2023 at 74 locations across the state. The additional funding approved by the SWDB will be used to expand the availability of courseware to additional locations, including technical colleges, connection points, and employer locations.
- *A Targeted Outreach/SC Works Center Signage Refresh* grant will support state-level outreach and promotion of the SC Works system and workforce programs and refresh SC Works center signage.
- *Statewide Operating Costs* to support maintenance costs for the Title I and III case management system and labor exchange, Other operating costs include Performance and Reporting staff that collect and report performance data to the US Department of Labor for six federal programs, the annual Blanket Accident Insurance policy renewal, and participation in national organizations such as the National Governors Association.

State Administration

DEW retains 5 percent of the Governor's set aside for state-level administration of the Title I Adult, Dislocated Worker, and Youth programs, including administrative support to the SWDB.

C. DESCRIBE HOW THE STATE WILL UTILIZE RAPID RESPONSE FUNDS TO RESPOND TO LAYOFFS AND PLANT CLOSINGS AND COORDINATE SERVICES TO QUICKLY AID COMPANIES AND THEIR AFFECTED WORKERS. STATES ALSO SHOULD DESCRIBE ANY LAYOFF AVERSION STRATEGIES THEY HAVE IMPLEMENTED TO ADDRESS AT RISK COMPANIES AND WORKERS.

Fifteen percent of Dislocated Worker funds are used to manage Rapid Response services, which include planning for and responding to layoffs and closures. Rapid Response services are designed to provide early intervention assistance to businesses faced with closures or layoffs and to provide dislocated workers with information and resources to quickly seek and obtain alternate employment. DEW uses a proactive, comprehensive approach to Rapid Response by identifying, planning, and responding to layoffs, and preventing or minimizing the impact of layoffs wherever possible.

DEW's proactive and comprehensive approach is organized in the following process:

- *Stage 1: Discovery and Notification.* Once the Rapid Reemployment Team receives notification of a potential layoff or closure, the team assesses the situation by gathering information/facts, preparing materials, and identifying potential tactics for layoff aversion and analyzing industry and occupational trends to identify whether the business and impacted workers will need short-term or more sustainable services.
- *Stage 2: Management Meeting.* At an initial meeting, circumstances for the anticipated layoff are discussed along with the demographics of affected workers. Descriptions of Group Informational Sessions and Onsite Services are provided to the employer.
- *Stage 3: Group Informational Sessions.* The purpose of this session is to inform impacted workers of available reemployment services and prepare them for job search activity prior to their anticipated layoff.
- *Stage 4: Onsite Reemployment Services.* This provides customized services which address workers' unique needs for reducing unemployment. These services consist of resume building, interviewing skills, job searching, SCWOS registration, computer literacy, UI portal registration, and job fairs.

The Rapid Response team works closely with the Existing Industry Division at the South Carolina Department of Commerce (SCDOC). The Existing Industry Division provides referrals and coordinates with the DEW Rapid Response team to provide services to employers who may be experiencing a layoff or closure.

Rapid response funds are used to provide Incumbent Worker Training (IWT) to businesses at risk of imminent layoffs or closures. Once a company completes an application, local areas review the training application, assess the business, the worker group and proposed training prior to endorsing the application and forwarding it to DEW for final funding approval. In determining whether to fund Rapid Response IWT applications, training is evaluated to ensure the skills are transferrable to future employment opportunities if the aversion strategy is unsuccessful.

Rapid Response funds are also used to supplement local funds in serving dislocated workers. This additional assistance provides training, supportive services, and increased front-line staff when needed to meet local needs. Given the size and location of a layoff, Rapid Response funds will assist with establishing transition centers specifically designed to increase the capacity and accessibility of services needed quickly for large numbers of laid-off workers.

D. DESCRIBE THE STATE POLICIES AND PROCEDURES TO PROVIDE RAPID RESPONSES IN CASES OF NATURAL DISASTERS INCLUDING COORDINATION WITH FEMA AND OTHER ENTITIES.

In the case of a disaster declaration, workforce services and recovery efforts are coordinated with FEMA and the SC Emergency Management Division. Rapid Response staff assists in the identification of businesses adversely affected and workers who lost jobs as a result of the disaster. Information is disseminated on disaster unemployment assistance and reemployment services available. Relevant to public assistance declarations, staff coordinates with local areas to determine if applying for a National Dislocated Worker Grant is needed to secure additional funding for cleanup and/or humanitarian efforts. The state coordinates with FEMA to ensure non-duplication and adherence to maintenance of effort requirements.

E. DESCRIBE HOW THE STATE PROVIDES EARLY INTERVENTION (E.G., RAPID RESPONSE) AND ENSURES THE PROVISION OF APPROPRIATE CAREER SERVICES TO WORKER GROUPS ON WHOSE BEHALF A TRADE ADJUSTMENT ASSISTANCE (TAA) PETITION HAS BEEN FILED.

(SECTION 134(A)(2)(A) AND TAA SECTION 221(A)(2)(A) .) THIS DESCRIPTION MUST INCLUDE HOW THE STATE DISSEMINATES BENEFIT INFORMATION TO PROVIDE WORKERS IN THE GROUPS IDENTIFIED IN THE TAA PETITIONS WITH AN ACCURATE UNDERSTANDING OF THE PROVISION OF TAA BENEFITS AND SERVICES IN SUCH A WAY THAT THEY ARE TRANSPARENT TO THE DISLOCATED WORKER APPLYING FOR THEM (TRADE ACT SEC. 221(A)(2)(A) AND SEC. 225; GOVERNOR-SECRETARY AGREEMENT). DESCRIBE HOW THE STATE WILL USE FUNDS THAT HAVE BEEN RESERVED FOR RAPID RESPONSE TO PROVIDE SERVICES FOR EVERY WORKER GROUP THAT FILES A TAA PETITION AND HOW THE STATE WILL ENSURE THE PROVISION OF APPROPRIATE CAREER SERVICE TO WORKERS IN THE GROUPS IDENTIFIED IN THE PETITION (TAA SEC. 221(A)(2)(A)).NOTE: UNTIL THE TAA PROGRAM IS REAUTHORIZED, THE REQUIREMENTS TO PROVIDE RAPID RESPONSE AND APPROPRIATE CAREER SERVICES TO WORKER GROUPS ON WHOSE BEHALF A PETITION HAS BEEN FILED IS NOT APPLICABLE.

DEW administers the Trade Adjustment Assistance (TAA) Program, providing early intervention to worker groups on whose behalf a TAA petition has been filed.

DEW leads Rapid Response efforts across the state. When working with a business to provide Rapid Response services, DEW staff activates team efforts locally. Whenever possible, the team conducts on-site presentations at the business location. Every effort is made to provide information sessions prior to the commencement of the lay-off and/or plant closure. The presentation consists of an overview of the benefits and services that can be expected from each of the partner groups. During these sessions, the Rapid Response team emphasizes how the partner agency staff representatives will be working together as a team to offer the customer individualized and comprehensive reemployment benefits and services.

Once a petition is approved, additional sessions with affected workers are scheduled to provide information about TAA services only and enroll affected workers into the TAA program. These sessions give the workers the opportunity to ask detailed questions and may be set up through the employer, if the business is still open, or through TAA staff at the nearest SC Works center, or at another convenient location.

When an individual enters the SC Works center and is identified as TAA eligible, a Trade Workforce Specialist provides the impacted worker with a one-on-one orientation to explain available Trade benefits and services.

Rapid Response funds are used for TAA staff to monitor, identify, and communicate available benefits with worker groups that file a TAA petition.

It is important to note that as of July 1, 2022, the termination provision under Section 285(a) of the Trade Act of 1974, as amended, took effect. Until further notice, the Department of Labor (DOL) may not issue determinations or process new petitions or requests for reconsideration. Workers who were certified and separated from their job on or before June 30, 2022, may still be eligible for benefits and services and should be served.

B. ADULT AND DISLOCATED WORKERS PROGRAM REQUIREMENTS

1. WORK-BASED TRAINING MODELS

If the State is utilizing work-based training models (e.g. on-the-job training, incumbent worker training, transitional jobs, and customized training) as part of its training strategy and these

strategies are not already discussed in other sections of the plan, describe the State’s strategies for how these models ensure high quality training for both the participant and the employer.

On-the-job training and incumbent worker training are the most widely utilized work-based training models across the state. Local areas incorporate these models into their service delivery strategies as a tool to engage and serve employers and to train and upskill workers. While not as common, LWDAs leverage transitional jobs to help job seekers develop job skills for more long-term employment opportunities. This is a beneficial strategy for job seekers who have been out of the workforce for some time, such as offenders. Customized training is also less common but is used by local areas when there is a lack of sufficient training providers in the area. The Governor’s Reserve is typically used to augment local funding to provide work-based training opportunities. Other work-based training models are discussed in the Workforce Education and Training Analysis.

2. REGISTERED APPRENTICESHIP

Describe how the State will incorporate Registered Apprenticeship into its strategy for service design and delivery (e.g., outreach to sponsors and prospective sponsors, identifying potential participants and connecting them to apprenticeship opportunities).

Individuals have many avenues to view Registered Apprenticeship (RA) opportunities in SC including, <https://www.apprenticeship.gov/apprenticeship-job-finder>, www.apprenticeshipcarolina.com, and www.scpa.org. The Palmetto Academic and Training hub (PATH), via scpath.org, is used to make program information about registered apprenticeships available to the public while serving as a tool for Title I case managers to inform participants of the career and training options available through Title I funding.

3. TRAINING PROVIDER ELIGIBILITY PROCEDURE

Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).

An Eligible Training Provider (ETP) is an entity that has met the eligibility requirements to receive funding through an Individual Training Account (ITA) to provide training services to eligible individuals.

All training providers must meet the following requirements to be eligible for inclusion on South Carolina’s Eligible Training Provider List (ETPL):

- Qualify as one of the following:
 - Institution of higher education that provides a program of training that leads to a recognized postsecondary credential
 - Entity that carries out Registered Apprenticeship Programs (RAPs)
 - Public or private training provider, including community-based organizations, joint labor-management organizations, pre-apprenticeship programs, and joint labor-management organization
 - Provider of adult education and literacy activities, if such activities are provided concurrently or in combination with other training services
 - Local Workforce Development Boards (LWDB) if it meets the conditions of WIOA§ 107(g)(1)

- Be a legal entity
- Be licensed, accredited, or exempted from licensure by the appropriate South Carolina or federal licensing authority prior to applying for placement on the ETPL
- Be in good standing and current on state unemployment insurance taxes
- Provide an appropriate program of service (see below for program requirements)
- Have the ability to do all of the following:
 - Offer programs that lead to recognized postsecondary credentials or certifications
 - Meet the needs of local employers and participants
 - Serve individuals with barriers to employment
- Have refund policies specifying when refunds for tuition and other costs associated with the training program will be allowed that are in writing and are published to ensure students are aware of how to request a refund
- Have a written grievance policy for students to file complaints within an organization against faculty, staff, or other employees that is published to ensure that students are aware of how to file a complaint
- Comply with all applicable non-discrimination and equal opportunity provisions as potential recipients of WIOA funds, in accordance with WIOA § 188

Licensure and Accreditation

Providers of training are prohibited from advertising, soliciting, or operating until licensed or determined exempt from oversight by the SC Commission on Higher Education (CHE; see S.C. Code Ann. § 59-58-50(A)). In-state and out-of-state postsecondary providers of training must provide evidence of licensure, accreditation, or exemption from licensure by the appropriate South Carolina or federal licensing authority prior to placement on the ETPL. Licensing requirements do not apply to Registered Apprenticeships.

Licensing entities may include, but are not limited to, the following:

- SC Commission on Higher Education
- SC Department of Labor, Licensing, and Regulation
- SC Department of Motor Vehicles
- SC Department of Health and Human Services
- SC Department of Health and Environmental Control
- Southern Association of Colleges and Schools Commission on Colleges

Out-of-State Provider

A WIOA participant in South Carolina may choose a training provider located outside of the local workforce development area (LWDA) and/or outside of the state, including an online training program, in accordance with local policies and procedures. An out-of-state training provider must be included on that state's ETPL and South Carolina's ETPL. LWDAs are responsible for

ensuring out-of-state providers offer quality training programs that meet local demand occupation requirements.

Requesting inclusion on SC's ETPL is soliciting in South Carolina in such a way that a physical presence is created within the state. Such out-of-state providers must meet the licensure and accreditation requirements noted above.

Training Program Requirements

A training provider must provide a program of training services (one or more courses or classes, or structured regiment) that leads to:

- An industry-recognized certificate or certification, a certificate of completion of a registered apprenticeship, a license recognized by the State or the Federal government, or a postsecondary credential;
- A secondary school diploma or its equivalent if such activities are provided in combination with other training services;
- Employment; or
- Measurable skill gains toward a recognized credential or employment.

Training programs may be delivered as stackable services and can be provided in-person, online, or in a blended approach. Certificates must recognize technical or industry/occupational skills for the specific industry/occupation rather than general skills related to safety, hygiene, etc., even if such general skills certificates are broadly required to qualify for entry-level employment or advancement in employment. Certificates awarded by the LWDB, and work readiness certificate programs are not included. These types of certificates are not recognized industry-wide and do not document the measurable technical or industry/occupational skills necessary to gain employment or advancement within a specific industry/occupation.

Some training services are exempt from WIOA § 122 eligibility requirements and are not included on the state's ETPL, including: On-the-Job training (OJT), customized training, Incumbent Worker Training (IWT), internships, paid or unpaid work experiences, and transitional employment. Additionally, training services are exempt from the eligibility requirements when the LWDB provides training services through a pay-for-performance contract or the LWDB determines and documents that:

- There are insufficient providers;
- There is a training services program that has demonstrated effectiveness offered in the local area by a community-based organization, or other private organization, to serve individuals with barriers to employment; and
- It would be most appropriate to award a contract to an institution of higher education or other eligible provider in order to train multiple individuals in in-demand industry sectors or occupations, and such contract does not limit customer choice.

Initial Eligibility and Application Process for New Training Providers

Training providers and programs seeking approval for initial eligibility on the South Carolina's ETPL must apply online by submitting an application through the PATH website at www.scpaath.org. New training providers and programs will be continually added to the ETPL as they become eligible and approved. Once approved, initial eligibility status remains in effect for

one (1) year from the eligibility date. After the initial eligibility period expires, training providers and each program of training are subject to procedures for continued eligibility status, as described later in this guidance.

A training provider seeking to be approved as an ETP on the South Carolina ETPL must provide a completed ETPL application in PATH, which must include the following:

- Descriptions of each program of training services to be offered, including all of the following: Program-specific performance information based on South Carolina's identified factor related to the WIOA performance indicators (See note below.)
- Identification of businesses that developed the training in partnership with the provider, if any
- Information on cost of attendance, including costs of tuition and fees
- Description of how the program of training services aligns with in-demand industry sectors and occupations, to the extent possible
- Documentation of compliance with all state licensure requirements and current licensing status

A signed Memorandum of Agreement (MOA) in which the provider agrees to share data with the State pertaining to training outcomes, including individual student coursework and other Personally Identifiable Information (PII) to match training and employment data and outcomes for all students, including WIOA-funded students and non-WIOA funded students.

Starting January 1, 2021, ETPs submitting new programs of training must provide the following program-specific performance information based on South Carolina's identified factor related to the WIOA performance indicators from the previous program year (July 1st – June 30th) for each program of training via PATH:

- Number of students that participated in the program of training in the last completed program year
- Number of students who exited the program of training in the last completed program year
- Number of students that obtained a credential in the last completed program year

The state will review the application content in PATH to ensure all required information has been submitted correctly and make a content-only determination within 15 calendar days of the initial application. If an application is determined to be incomplete, the training provider will be notified, and the application will remain open for a period of 60 calendar days from the date of receipt. If a training provider fails to submit all required information or materials within this 60 day period, the State will delete the application. The training provider may resubmit an application at any time.

Upon content-only approval by the State, the application will be sent to all applicable LWDAs, as the Local Workforce Development Boards (LWDBs) hold the final approval authority for each LWDA in which the training provider is located or providing training services. A training provider and at least one program of training must be approved by a minimum of one LWDA in order to be published on the ETPL. The local approval process and timeline may differ between each LWDA. For example, some LWDAs may require presentation to the LWDB and other LWDBs may grant direct approval authority to the designated local administrative entity.

LWDBs are required to have a local ETPL policy outlining the local approval criteria, process, and timeline, including a local appeals process for training providers.

Approved ETPL training providers are responsible for maintaining up-to-date information for the ETPL in PATH in order to continue receiving WIOA training referrals and funds. Failure to update program information may result in removal of the program from the ETPL. Any significant change to a program, including a change in the program's cost, may require re-evaluation for approval.

Continued Eligibility Application Process

After the initial eligibility period of one (1) year, the training provider, with the exception of registered apprenticeship program sponsors, must submit an application for continued eligibility for each program of training and resubmit an application every year thereafter. The continued eligibility application requirement ensures that training provider and program information is accurate and that performance reporting standards are met. The continued eligibility application is required for any program of training that has been previously approved for the ETPL. A system-generated email notification will be sent to the training provider's listed point of contact 60 days prior to the expiration of a program's approval status. ETPs must update point of contact information if there is a change.

A training provider seeking continued ETPL eligibility approval must provide all of the following in PATH:

- Any changes to provider or program information previously approved must be submitted, including a current program description, breakdown of tuition costs and fees, credentials to be attained, and contact information;
- A signed MOA in which the training provider agrees to share data with the State pertaining to training outcomes, including individual student coursework and other PII to match training and employment data and outcomes for all students, including WIOA-funded students and non-WIOA-funded students.

In making a continued eligibility determination, the state will consider the following:

- ETP performance on WIOA performance indicators;
- Quality of the program of training services including programs leading to a recognized postsecondary credential;
- Description of the accessibility of training services throughout the state, including in rural areas, and through the use of technology;
- The degree to which training programs relate to in-demand industry sectors and occupations in the state;
- Documentation of compliance with all state licensure requirements and the current licensing status, as applicable;
- Current status with state unemployment insurance taxes;
- Evidence indicating the training program leads to an industry-recognized certificate or credential, including any recognized post-secondary credentials;

- ETP's ability to provide trainings that are physically and programmatically accessible for individuals who are employed and individuals with barriers to employment, including individuals with disabilities;
- Information reported to state agencies on federal and state training programs other than WIOA title I-B programs; and
- Timeliness and accuracy of ETP's performance reports.

The State will review the application content in PATH to ensure all required information has been submitted correctly and make a content-only determination within 15 calendar days of the application. The State will notify a provider if an application is determined to be incomplete and will keep the application open for a period of 60 calendar days from the date of receipt. If a provider fails to submit all required information or materials within this 60-day period, the State will delete the application. The training provider may resubmit an application for continued eligibility at any time once all required data has been submitted.

Approved Eligible Training Providers are responsible for maintaining up-to-date information for the ETPL in PATH in order to continue receiving WIOA training referrals and funds. Failure to update program information may result in removal of the program from the ETPL. Any significant change to a program, including a change in the program's cost, may require re-evaluation for approval.

Registered Apprenticeship

RAPs registered with the US Department of Labor's (DOL) Office of Apprenticeship (OA) are automatically eligible to be included on the ETPL. However, RAPs must indicate their interest in being included on the ETPL. The State works with DOL to contact RAPs within the State in order to allow the RAP sponsors to indicate interest. RAPs are not subject to the same eligibility, performance, or reporting requirements as other providers since they go through a detailed application and vetting procedure with DOL and are monitored on a regular basis by DOL. RAPs are exempt from WIOA performance and reporting-related requirements, including the requirements for annual ETP reporting, enabling these programs to be placed on the statewide ETPL with minimal burden. RAP providers, however, are encouraged to voluntarily report performance information in accordance with 20 CFR § 680.470(e).

For inclusion on the ETPL, registered apprenticeship program providers must provide the following information:

- Occupations included within the RAP,
- The name and address of the RAP sponsor,
- The name and address of the Related Technical Instruction (RTI) provider and the location of instruction if different from the sponsor's address,
- The method and length of instruction, and
- The number of active apprentices.

RAP sponsors that do not provide the RTI portion of the apprenticeship program may be requested to provide additional information about their education provider, including the cost of instruction.

LWDBs may not impose additional requirements on RAP sponsors. Additionally, it is not necessary for local areas to determine if a RAP is on their local in-demand occupation list. RAPs included on the ETPL are automatically considered to be an in-demand training if the program's selection process is open. However, enrollment on the ETPL does not automatically entitle RAPs to funding by the LWDB.

To include a RAP on the ETPL, RAP sponsors can obtain an application through PATH or request an application by emailing SCETPLSupport@dew.sc.gov. Any questions or concerns about the status of a RAP sponsor should also be emailed to SC ETPL Support.

Once a RAP opts for inclusion on the ETPL, the RAP will remain on the ETPL until one of the following applies:

- The program sponsor notifies the state that it no longer wants to be included on the list.
- The program sponsor is deregistered under the National Apprenticeship Act.
- The program sponsor intentionally supplied inaccurate information.
- The program sponsor substantially violated any provision of WIOA Title I or the WIOA regulations, including 29 CFR Part 38.

Pre-apprenticeship Programs

Pre-apprenticeship programs do not have the same automatic ETP status under WIOA and are required to go through the same vetting process and performance reporting requirements as all other training providers in the State. Pre-apprenticeship programs funded with WIOA funds must have at least one registered apprenticeship partner; such pre-apprenticeship programs must possess or develop a strong record of enrolling their pre-apprenticeship graduates into a RAP. See TEGL 13-16 for additional information on pre-apprenticeship program requirements.

4. DESCRIBE HOW THE STATE WILL IMPLEMENT AND MONITOR FOR THE ADULT PRIORITY OF SERVICE REQUIREMENT IN WIOA SECTION 134 (C)(3)(E) THAT REQUIRES AMERICAN JOB CENTER STAFF, WHEN USING WIOA ADULT PROGRAM FUNDS TO PROVIDE INDIVIDUALIZED CAREER SERVICES AND TRAINING SERVICES, TO GIVE PRIORITY OF SERVICE TO RECIPIENTS OF PUBLIC ASSISTANCE, LOW-INCOME INDIVIDUALS, AND INDIVIDUALS WHO ARE BASIC SKILLS DEFICIENT (INCLUDING ENGLISH LANGUAGE LEARNERS).

The Priority of Service Policy (State Instruction Letter 15-17, Change 3) requires that 75 percent of Title I Adult participants receiving individualized career services and training be low-income or basic skills deficient. LWDBs are responsible for establishing local procedures to comply with this policy and for conducting outreach to these priority populations. Compliance with the policy is monitored through ad hoc reports from SC Works Online Services.

5. DESCRIBE THE STATE'S CRITERIA REGARDING LOCAL AREA TRANSFER OF FUNDS BETWEEN THE ADULT AND DISLOCATED WORKER PROGRAMS

Local workforce areas may request approval from DEW to transfer funds between the Adult and Dislocated Worker fund streams. Transfer requests must be made in writing to the state via a "Fund Transfer Request Form" any time after receipt of the corresponding program year/fiscal year funds authorization.

Local areas are required to provide documentation of local workforce development board approval (e.g., board meeting minutes) of any requested transfers, excluding administration to program transfers within a fund stream. Local boards may provide staff to the board the

Authority to transfer funds from Dislocated Worker to Adult funding streams and vice versa as needed for the current program year, but not to exceed that program year. Each transfer request must provide sufficient justification regarding the percentage of formula allocation being requested.

The state reviews the Notice of Funds Authorization (NFA) requesting area's program Year/fiscal year allocation (according to the last NFA), the percentage of allocation requested for transfer, the amount of allocation requested, the local area's justification for transfer, the current number of participants in both programs, the local area's expenditures on the most recent monthly Financial Status Report, and documentation of board approval. For a transfer to be approved, the local area must have funding available to cover the amount of the transfer request and available funding to serve the area's existing participants within the program from which the funds are being earmarked. Local areas may be requested to provide information on additional funding sources, to ensure there is adequate funding available to serve the existing participants. Requests may be denied if a local area, does not submit the required documentation, does not have funding available to cover the amount of the transfer request, or is unable to demonstrate that there is adequate funding available to serve the existing participants.

The issuance of an adjusted NFA reflecting funds earmarked for another program (e.g., Dislocated Worker funds for Adult), serves as the local workforce area's official notification that the transfer is approved.

6. DESCRIBE THE STATE'S POLICY ON WIOA AND TAA CO-ENROLLMENT AND WHETHER AND HOW OFTEN THIS POLICY IS DISSEMINATED TO THE LOCAL WORKFORCE DEVELOPMENT BOARDS AND REQUIRED ONE-STOP PARTNERS. TRADE ACT SEC. 239(F), SEC. 235, 20 CFR 618.325, 20 CFR 618.824(A)(3)(I).

The TAA and WIOA Dislocated Worker Program Co-Enrollment Policy (State Instruction 21-03), provides guidance on co-enrolling participants in the TAA and WIOA programs. The policy promotes integrated service delivery. TAA program participants who are eligible must be co-enrolled in the WIOA Title I DW program. Eligible workers of TAA are referred to the WIOA program in their local areas through a formal referral process for assessment of eligibility for supportive services. The policy is kept updated within the policy section of our state website and the Adult and Dislocated Worker programs are monitored against said policy.

7. DESCRIBE THE STATE'S FORMAL STRATEGY TO ENSURE THAT WIOA AND TAA CO-ENROLLED PARTICIPANTS RECEIVE NECESSARY FUNDED BENEFITS AND SERVICES. TRADE ACT SEC. 239(F), SEC. 235, 20 CFR 618.816(C)

For TAA eligible workers, information pertaining to TAA benefits, rights and obligations are provided to the worker in writing and discussed with the worker to ensure understanding of available benefits and services. Additionally, workers are provided guidance on how to utilize such benefits to include deadlines where applicable.

8. DESCRIBE THE STATE'S PROCESS FOR FAMILIARIZING ONE-STOP STAFF WITH THE TAA PROGRAM. 20 CFR 618.804(J), 20 CFR 618.305

One-stop staff are familiarized with the TAA program through general information sessions and staff training where applicable.

C. YOUTH PROGRAM REQUIREMENTS.

With respect to youth workforce investment activities authorized in section 129 of WIOA, States should describe their strategies that will support the implementation of youth activities under WIOA. State's must-

1. IDENTIFY THE STATE-DEVELOPED CRITERIA TO BE USED BY LOCAL BOARDS IN AWARDING GRANTS OR CONTRACTS FOR YOUTH WORKFORCE INVESTMENT ACTIVITIES AND DESCRIBE HOW THE LOCAL BOARDS WILL TAKE INTO CONSIDERATION THE ABILITY OF THE PROVIDERS TO MEET PERFORMANCE ACCOUNTABILITY MEASURES BASED ON PRIMARY INDICATORS OF PERFORMANCE FOR THE YOUTH PROGRAM AS DESCRIBED IN SECTION 116(B)(2)(A)(II) OF WIOA.¹¹ FURTHER, INCLUDE A DESCRIPTION OF HOW THE STATE ASSISTS LOCAL AREAS IN DETERMINING WHETHER TO CONTRACT FOR SERVICES OR TO PROVIDE SOME OR ALL OF THE PROGRAM ELEMENTS DIRECTLY.

¹¹ Sec. 102(b)(2)(D)(i)(V)

State Instruction 17-07 was issued to prevent potential conflicts of interest by requiring direct providers of Title I services to be competitively procured while prohibiting an entity providing oversight and administrative services in a local workforce area from also providing operational services for youth, adults, or dislocated workers under Title I. Additionally, local areas are expected to ensure compliance with procurement provisions at the Federal, State, and local levels including 2 CFR 200. The State conducts monitoring and Oversight activities of youth provider procurement and service delivery efforts to provide strategic direction and promote continuous improvement initiatives.

South Carolina has placed a high emphasis on providing quality education, training, and employment opportunities for disconnected youth. State instruction 14-03, Change 1, 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. These committees play a critical role in the selection and evaluation of youth service providers.

To ensure all WIOA Youth Service Providers meet basic programmatic standards, the state has developed the following criteria for LWDAs to consider during their provider selection process:

- Providers must demonstrate experience and expertise in addressing the employment, training, or education needs of eligible youth, specifically out-of-school (OSY) or disconnected youth.
- Providers must demonstrate experience and/or strategies in connecting youth to education, training, and employment opportunities with an 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 of the state's talent pipeline.
- Providers must demonstrate the ability to meet performance accountability measures through program design and strategies.

LWDAs are required to adhere to federal, state, and local procurement standards. If an area requests state review of contracts or requests for proposals, the state will provide any suggestions for how the request can be less restrictive, if possible.

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.

For past WIOA youth providers, the proposal must report performance outcomes for at least the previous two program years, if applicable. Providers must speak to their ability and strategies to meet the performance measures for WIOA.

2. EXPLAIN HOW THE STATE ASSISTS LOCAL WORKFORCE BOARDS IN ACHIEVING EQUITABLE RESULTS FOR OUT-OF-SCHOOL AND IN-SCHOOL YOUTH. DESCRIBE PROMISING PRACTICES OR PARTNERSHIP MODELS THAT LOCAL AREAS ARE IMPLEMENTING AND THE STATE'S ROLE IN SUPPORTING AND SCALING THOSE MODELS WITHIN THE STATE FOR BOTH IN-SCHOOL AND OUT-OF-SCHOOL YOUTH.

Historically, South Carolina has served a predominately out-of-school youth (OSY) population with successful outcomes. The state is well-positioned to continue this trend. There are several strategies in development that will help improve outcomes for OSY:

LWDA Youth Committees: Each LWDB is required to form a Youth Committee that provides information and assists with operational and other issues relating to the provision of services to youth. The Youth Committee is charged with developing local service strategies that will increase the number of OSY served and improve outcomes for this population. All 12 LWDA's have standing Youth Committees.

Aligning Programs and Services: Aligning programs and services through co-enrollment and referral processes has historically increased the number of individuals served and generally improved outcomes. South Carolina will continue to achieve the now 50 percent OSY expenditure requirement due to alignment strategies such as co-location and co-enrollment practices.

Although the graduation rate continues to improve, South Carolina's Title I youth programs serve a high number of youths who have dropped out of secondary school. Seeing the overlap in customers, LWDA's have chosen to co-locate with Adult Education Providers to promote communication between provider staff and effectively recruit OSY and serve co-enrolled participants. Co-locating with Adult Education allows those individuals who engage in equivalency programs to access the extra supports and services that WIOA provides. Additionally, the comprehensive SC Works centers are equipped to serve the OSY population and connect them to the many services, programs, and partners represented. Some of the centers actually offer basic skills and equivalency classes on-site, further providing a holistic approach to serving youth.

Another opportunity for increased program alignment is with the Local Workforce Development Board Youth and Disability Committees. Each local area has created an LWDB committee to address the needs of youth and to ensure outreach and services for people with disabilities in the workforce. With Vocational Rehabilitation taking a leading role in the Disability Committee, the local areas are gaining a better understanding of the services that are offered to students and youth with disabilities through VR and other disability service providers. This has resulted in refined referral processes and opportunities to engage people with disabilities in the SC Works Centers.

Work-Based Learning: The state is committed to increasing the use of work-based learning opportunities to expose youth to employment and career opportunities. Increasing the use of work-based learning will help youth acquire the personal attributes, knowledge, and skills needed to obtain a job and advance in employment.

Soft Skills: Ensuring youth have the critical soft skills to pair with the technical skills required of employers is essential to fostering the success of out of school youth. Workforce programs are

encouraged to align their soft skill curriculum with the six essential soft skills identified by WIOA state workforce partners, including Communication, Digital Literacy, Problem Solving, Professionalism, Teamwork, and Time Management.

3. DESCRIBE HOW THE STATE ASSISTS LOCAL WORKFORCE BOARDS IN IMPLEMENTING INNOVATIVE MODELS FOR DELIVERING YOUTH WORKFORCE INVESTMENT ACTIVITIES, INCLUDING EFFECTIVE WAYS LOCAL WORKFORCE BOARDS CAN MAKE AVAILABLE THE 14 PROGRAM ELEMENTS DESCRIBED IN WIOA SECTION 129(C)(2); AND EXPLAIN HOW LOCAL AREAS CAN ENSURE WORK EXPERIENCE, INCLUDING QUALITY PRE-APPRENTICESHIP AND REGISTERED APPRENTICESHIP, IS PRIORITIZED AS A KEY ELEMENT WITHIN A BROADER CAREER PATHWAYS STRATEGY.

South Carolina's 12 LWDA's are responsible for providing or connecting youth to the 14 required elements: (1) Tutoring, Study Skills Training, Instruction and Drop-out Prevention Services; (2) Alternative Secondary School Services or Dropout Recovery Services; (3) Paid and Unpaid Work Experience; (4) Occupational Skills Training; (5) Education Offered Concurrently with Workforce Preparation and Training for a Specific Occupation; (6) Leadership Development Opportunities; (7) Supportive Services; (8) Adult Mentoring; (9) Follow-up Services; (10) Comprehensive Guidance and Counseling; (11) Financial Literacy Education; (12) Entrepreneurial Skills Training; (13) Services that Provide Labor Market Information; and (14) Postsecondary Preparation and Transition Services. To ensure program participants have access to the 14 elements, programmatic monitors will conduct annual reviews of each local area. Additionally, each local area will be responsible for describing how the elements are integrated within their program design in their local plan.

4. PROVIDE THE LANGUAGE CONTAINED IN THE STATE POLICY FOR "REQUIRING ADDITIONAL ASSISTANCE TO ENTER OR COMPLETE AN EDUCATIONAL PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT" CRITERION FOR OUT-OF-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(B)(III)(VIII) AND FOR "REQUIRING ADDITIONAL ASSISTANCE TO COMPLETE AN EDUCATION PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT" CRITERION FOR IN-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(C)(IV)(VII). IF THE STATE DOES NOT HAVE A POLICY, DESCRIBE HOW THE STATE WILL ENSURE THAT LOCAL AREAS WILL HAVE A POLICY FOR THESE CRITERIA.

The state does not have a policy for "requires additional assistance to complete an educational program." As allowed in 20 CFR § 681.300, South Carolina requires each Local Board to establish definitions and eligibility requirements in written policies when using the "requires additional assistance" criteria for out-of-school youth, as well as in-school youth.

D. SINGLE-AREA STATE REQUIREMENTS

In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must include—

1. ANY COMMENTS FROM THE PUBLIC COMMENT PERIOD THAT REPRESENT DISAGREEMENT WITH THE PLAN. (WIOA SECTION 108(D)(3).)

2. THE ENTITY RESPONSIBLE FOR THE DISBURSAL OF GRANT FUNDS, AS DETERMINED BY THE GOVERNOR, IF DIFFERENT FROM THAT FOR THE STATE. (WIOA SECTION 108(B)(15).)

3. A DESCRIPTION OF THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES AND SUCCESSFUL MODELS, INCLUDING FOR YOUTH WITH DISABILITIES. (WIOA SECTION 108(B)(9).)

South Carolina is not a single-area state.

4. A DESCRIPTION OF THE ROLES AND RESOURCE CONTRIBUTIONS OF THE ONE-STOP PARTNERS.

South Carolina is not a single-area state.

5. THE COMPETITIVE PROCESS USED TO AWARD THE SUBGRANTS AND CONTRACTS FOR TITLE I ACTIVITIES.

South Carolina is not a single-area state.

6. HOW TRAINING SERVICES OUTLINED IN SECTION 134 WILL BE PROVIDED THROUGH INDIVIDUAL TRAINING ACCOUNTS AND/OR THROUGH CONTRACTS, AND HOW SUCH TRAINING APPROACHES WILL BE COORDINATED. DESCRIBE HOW THE STATE WILL MEET INFORMED CUSTOMER CHOICE REQUIREMENTS REGARDLESS OF TRAINING APPROACH.

South Carolina is not a single-area state.

7. HOW THE STATE BOARD, IN FULFILLING LOCAL BOARD FUNCTIONS, WILL COORDINATE TITLE I ACTIVITIES WITH THOSE ACTIVITIES UNDER TITLE II. DESCRIBE HOW THE STATE BOARD WILL CARRY OUT THE REVIEW OF LOCAL APPLICATIONS SUBMITTED UNDER TITLE II CONSISTENT WITH WIOA SECS. 107(D)(11)(A) AND (B)(I) AND WIOA SEC. 232.

South Carolina is not a single-area state.

8. COPIES OF EXECUTED COOPERATIVE AGREEMENTS WHICH DEFINE HOW ALL LOCAL SERVICE PROVIDERS WILL CARRY OUT THE REQUIREMENTS FOR INTEGRATION OF AND ACCESS TO THE ENTIRE SET OF SERVICES AVAILABLE IN THE ONE-STOP DELIVERY SYSTEM, INCLUDING COOPERATIVE AGREEMENTS WITH ENTITIES ADMINISTERING REHABILITATION ACT PROGRAMS AND SERVICES.

South Carolina is not a single-area state.

E. WAIVER REQUESTS (OPTIONAL)

States wanting to request waivers as part of their title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

1. IDENTIFIES THE STATUTORY OR REGULATORY REQUIREMENTS FOR WHICH A WAIVER IS REQUESTED AND THE GOALS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, INTENDS TO ACHIEVE AS A RESULT OF THE WAIVER AND HOW THOSE GOALS RELATE TO THE UNIFIED OR COMBINED STATE PLAN;

2. DESCRIBES THE ACTIONS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, HAS UNDERTAKEN TO REMOVE STATE OR LOCAL STATUTORY OR REGULATORY BARRIERS;

3. DESCRIBES THE GOALS OF THE WAIVER AND THE EXPECTED PROGRAMMATIC OUTCOMES IF THE REQUEST IS GRANTED;

4. DESCRIBES HOW THE WAIVER WILL ALIGN WITH THE DEPARTMENT'S POLICY PRIORITIES, SUCH AS:

- A. SUPPORTING EMPLOYER ENGAGEMENT;
 - B. CONNECTING EDUCATION AND TRAINING STRATEGIES;
 - C. SUPPORTING WORK-BASED LEARNING;
 - D. IMPROVING JOB AND CAREER RESULTS, AND
 - E. OTHER GUIDANCE ISSUED BY THE DEPARTMENT.
5. DESCRIBES THE INDIVIDUALS AFFECTED BY THE WAIVER, INCLUDING HOW THE WAIVER WILL IMPACT SERVICES FOR DISADVANTAGED POPULATIONS OR INDIVIDUALS WITH MULTIPLE BARRIERS TO EMPLOYMENT; AND
6. DESCRIBES THE PROCESSES USED TO:
- A. MONITOR THE PROGRESS IN IMPLEMENTING THE WAIVER;
 - B. PROVIDE NOTICE TO ANY LOCAL BOARD AFFECTED BY THE WAIVER;
 - C. PROVIDE ANY LOCAL BOARD AFFECTED BY THE WAIVER AN OPPORTUNITY TO COMMENT ON THE REQUEST;
 - D. ENSURE MEANINGFUL PUBLIC COMMENT, INCLUDING COMMENT BY BUSINESS AND ORGANIZED LABOR, ON THE WAIVER.
 - E. COLLECT AND REPORT INFORMATION ABOUT WAIVER OUTCOMES IN THE STATE'S WIOA ANNUAL REPORT.
7. THE MOST RECENT DATA AVAILABLE REGARDING THE RESULTS AND OUTCOMES OBSERVED THROUGH IMPLEMENTATION OF THE EXISTING WAIVER, IN CASES WHERE THE STATE SEEKS RENEWAL OF A PREVIOUSLY APPROVED WAIVER.

WIOA § 129(a)(4)(A) and 20 CFR § 681.410 requires local workforce development areas (LWDAs) to use a minimum of 75 percent of WIOA youth funds on out-of-school youth (OSY). To increase flexibility, reach performance goals, and increase services to eligible in-school youth (ISY), DEW has requested and been granted a waiver of the 75 percent OSY expenditure requirement by the US Department of Labor (DOL). Effective July 1, 2022, this waiver reduces SC's obligation for OSY expenditures to 50 percent for Program Years 2022 and 2023. South Carolina is not requesting any additional waivers at this time.

TITLE I-B ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient;	Yes
2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment	Yes

The State Plan must include	Include
to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist;	
3. The State established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members;	Yes
4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2);	Yes
5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership;	Yes
6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions;	Yes
7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7);	Yes
8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan;	Yes
9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I;	Yes

The State Plan must include	Include
10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.	Yes
11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3);	Yes

ADULT PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	77.9		77.9	
Employment (Fourth Quarter After Exit)	75.7		75.7	
Median Earnings (Second Quarter After Exit)	\$6,525		\$6,525	
Credential Attainment Rate	67.5		67.5	
Measurable Skill Gains	60.1		60.1	
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

DISLOCATED PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available

to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	80.9		80.9	
Employment (Fourth Quarter After Exit)	78.3		78.3	
Median Earnings (Second Quarter After Exit)	\$7,935		\$7,935	
Credential Attainment Rate	65.6		65.6	
Measurable Skill Gains	60.9		60.9	
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

YOUTH PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment

Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021

will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	74.2		74.2	
Employment (Fourth Quarter After Exit)	70.4		70.4	
Median Earnings (Second Quarter After Exit)	\$3,622		\$3,622	
Credential Attainment Rate	59.7		59.7	
Measurable Skill Gains	53.9		53.9	
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

**PROGRAM-SPECIFIC REQUIREMENTS FOR WAGNER-PEYSER PROGRAM
(EMPLOYMENT SERVICES)**

All Program-Specific Requirements provided for the WIOA core programs in this section must be addressed for either a Unified or Combined State Plan.

A. EMPLOYMENT SERVICE STAFF

1. DESCRIBE HOW THE STATE WILL STAFF THE PROVISION OF LABOR EXCHANGE SERVICES UNDER THE WAGNER-PEYSER ACT, SUCH AS THROUGH STATE EMPLOYEES, INCLUDING BUT NOT LIMITED TO STATE MERIT STAFF EMPLOYEES, STAFF OF A SUBRECIPIENT, OR SOME COMBINATION THEREOF.

South Carolina will continue to use merit staff employees to provide labor exchange services under the Wagner-Peyser Act.

2. DESCRIBE HOW THE STATE WILL UTILIZE PROFESSIONAL DEVELOPMENT ACTIVITIES FOR EMPLOYMENT SERVICE STAFF TO ENSURE STAFF IS ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS

Staff development is an important component of South Carolina's commitment to deliver high quality and effective workforce services. Employment Services manual was developed in order to compile policies procedures and is updated annually. Routine trainings are provided to staff on contents of the manual, and it is stored on the online system. Routine trainings include veteran services, job searching, résumé writing, Rapid Response, business services training, and job seeker services trainings. These offerings help further develop frontline staff's ability to assist the businesses and citizens of South Carolina. Onsite training and assessment are also provided in person to local staff and management. Regional Managers participate on LWDBs to provide information and are involved in workforce issues on the state and local level.

3. DESCRIBE STRATEGIES DEVELOPED TO SUPPORT TRAINING AND AWARENESS ACROSS CORE PROGRAMS AND THE UNEMPLOYMENT INSURANCE (UI) PROGRAM AND THE TRAINING PROVIDED FOR EMPLOYMENT SERVICES AND WIOA STAFF ON IDENTIFICATION OF UI ELIGIBILITY ISSUES AND REFERRAL TO UI STAFF FOR ADJUDICATION

DEW shares information and provides technical assistance to staff who serve job seekers and employers. Additionally, DEW's website supplies answers to frequently asked questions regarding UI. Online videos and handouts are available for partners and employment services staff to review and use when assisting customers. UI claimants receive information and assistance on the full range of one-stop services offered both online and in person. Rapid Response teams provide services to employers and workers in layoff situations and conduct claim filing activities when needed.

UI programs play a vital role in the integrated workforce system by providing income support benefits to eligible individuals who continue to be important customers of the workforce system. These benefits allow unemployed workers to engage in work search activities for suitable employment, and the workforce system is a key source of services to support the reemployment of UI claimants.

Ongoing training has been developed by the Unemployment Insurance Department for employment services staff to complete. The training was also uploaded and stored on the Agency's learning management system and is available for all staff.

B. EXPLAIN HOW THE STATE WILL PROVIDE INFORMATION AND MEANINGFUL ASSISTANCE TO INDIVIDUALS REQUESTING ASSISTANCE IN FILING A CLAIM FOR UNEMPLOYMENT COMPENSATION THROUGH ONE-STOP CENTERS, AS REQUIRED BY WIOA AS A CAREER SERVICE

Access to the online claim filing system is available at every SC Works location across the state. Resource rooms are staffed with individuals who can assist with filing a claim. A toll-free number is also available for individuals with questions specific to their claims. A network of access points has been established statewide for individuals to apply for benefits and perform their work search. Registration in the SC Works Online System (SCWOS) is required for all UI Claimants, and two required weekly work searches must be conducted within the system. Access to SCWOS is available at all comprehensive centers, affiliate centers, and access points. Claim filing guides are available in resource rooms at SC Works locations, and employment service staff is available to assist and answer questions about the filing process.

C. DESCRIBE THE STATE'S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO UI CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS

The Re-employment Services and Eligibility Assessment Program (RESEA) is designed to address the individual re-employment needs of UI claimants and works to prevent and detect UI improper payments. RESEA serves as a bridge between Unemployment Insurance and Employment Services in the provision of services to lack-of-work claimants, with the goal of reducing the duration and protecting the integrity of the UI Trust Fund. Numerous services are provided through the program to include but not limited to re-employment services, provision of labor market information, one-stop orientations, development of employability plans, referrals to training and unemployment compensation eligibility reviews. The RESEA program is operated from all comprehensive SC Works Centers in coordination with DEW's Unemployment Insurance Division.

UI applicants receive Wagner-Peyser services in the SC Works Centers in the resource room and with Wagner-Peyser case managers. Based on the needs of the UI applicant, they will receive referrals to training opportunities (which may include WIOA and Adult Education services), veteran services, and job opportunities. If a claimant enrolls in a training program, WP staff will enter a code in SCWOS that allows UI to approve the training and exempt the claimant from work search and able and available requirements while they are in that approved training.

D. DESCRIBE HOW THE STATE WILL USE W-P FUNDS TO SUPPORT UI CLAIMANTS, AND THE COMMUNICATION BETWEEN W-P AND UI, AS APPROPRIATE INCLUDING THE FOLLOWING:

1. COORDINATION OF AND PROVISION OF LABOR EXCHANGE SERVICES FOR UI CLAIMANTS AS REQUIRED BY THE WAGNER-PEYSER ACT;

All individuals applying for UI benefits are required to register with the state Employment Service by creating an account in SCWOS. This allows individuals to search for jobs, job referrals, create a resume, set up job matching criteria, develop an employment plan, take self-assessments, and search labor market information. SC Works Centers have resource rooms that support these services, and staff is available to assist. As a result of aligning services, individuals with barriers to employment are provided staff assisted services. Additionally, referrals to partner and community service providers are available along with information on Federal Bonding.

2. REGISTRATION OF UI CLAIMANTS WITH THE STATE'S EMPLOYMENT SERVICE IF REQUIRED BY STATE LAW;

As stated previously, South Carolina law requires UI claimants to register in SCWOS and perform two work searches per week using the system. Wagner-Peyser staff is available to assist individuals with the registration process and the weekly work search if assistance is

needed. Workshops on various reemployment topics are also offered at SC Works centers, and anyone interested can attend.

3. ADMINISTRATION OF THE WORK TEST FOR THE STATE UNEMPLOYMENT COMPENSATION SYSTEM, INCLUDING MAKING ELIGIBILITY ASSESSMENTS (FOR REFERRAL TO UI ADJUDICATION, IF NEEDED), AND PROVIDING JOB FINDING AND PLACEMENT SERVICES FOR UI CLAIMANTS; AND

In order to receive and maintain benefits in South Carolina, individuals must register in the SC Works Online System (SCWOS). Individuals must also be able, available, and actively seeking work. Claimants are required to perform two work searches per week in SCWOS. If an individual fails to perform a search or declines a request for an interview with a prospective employer, an issue can be placed on the claim for further clarification.

Job finding and placement services are offered both remotely and in person. To facilitate these services, each comprehensive SC Works location has staff available to assist individuals looking for employment. Employment Services staff post available positions for employers and help individuals match their skills with available positions for which they qualify, including UI claimants. SCWOS also spiders in jobs posted on many other job boards and individual company websites.

4. PROVISION OF REFERRALS TO AND APPLICATION ASSISTANCE FOR TRAINING AND EDUCATION PROGRAMS AND RESOURCES.

Staff in SC Works centers across the state use an initial assessment to determine customers' needs. Based on information received during this process, coupled with an individual's stated goals, a path forward is identified for each customer. This path could include information or workshops offered in centers or at partner locations or referrals to training programs and other partner or community-based services. In addition, staff may assist customers with training or financial aid applications as needed. Coordination and communication among partners are critical to the success of each individual in order to provide an array of options that will benefit the customer most.

In order to receive and maintain benefits in South Carolina, individuals must register in the SC Works Online System (SCWOS). Individuals must also be able, available, and actively seeking work. Claimants are required to perform two work searches per week in SCWOS. If an individual fails to perform a search or declines a request for an interview with a prospective employer, an issue can be placed on the claim for further clarification.

Job finding and placement services are offered both remotely and in person. To facilitate these services, each comprehensive SC Works location has staff available to assist individuals looking for employment. Employment Services staff post available positions for employers and help individuals match their skills with available positions for which they qualify, including UI claimants. SCWOS also spiders in jobs posted on many other job boards and individual company websites.

E. AGRICULTURAL OUTREACH PLAN (AOP). EACH STATE AGENCY MUST DEVELOP AN AOP EVERY FOUR YEARS AS PART OF THE UNIFIED OR COMBINED STATE PLAN REQUIRED UNDER SECTIONS 102 OR 103 OF WIOA. THE AOP MUST INCLUDE AN ASSESSMENT OF NEED. AN ASSESSMENT NEED DESCRIBES THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

1. ASSESSMENT OF NEED. PROVIDE AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

South Carolina farms have unique characteristics that stem from the state's climate, geography, agricultural history, and the diversity of crops grown. South Carolina has over 25,000 farms, according to the Department of Agriculture, and a continued increase of a need for workers. South Carolina farmers require skilled workers who understand the unique needs of the crops they are harvesting. We are continuing to see farmers regularly request H-2A workers because of a lack of labor willing to take temporary and/or seasonal positions. The H-2A workers in SC are mostly from Latin American countries that speak Spanish. Farmers provide housing to the H-2A workers but are in need of supportive services to meet the needs of these workers that include medical care, remedial and/or occupational training, and English as a Second Language.

Since South Carolina’s Migrant and Seasonal Farmworkers (MSFWs) are mostly Hispanic/Latin, one important aspect when analyzing the needs of farmworkers is to consider the Hispanic/Latin community in the state as a whole. The Hispanic/Latin community in South Carolina is still considered an “emergent” community in this state. As a result, the Hispanic/Latin community resource network is not as widely available or as easily found as in states with a large and well-established Hispanic/Latin community such as, California, Texas, Florida, and North Carolina.

In states with larger and more established Hispanic/Latin presence, farm workers utilize Hispanic/Latin community-based and religious-based resource networks that link to the workforce system. In South Carolina, the Hispanic/Latin resource network is still under development, with many agencies are not yet offering bilingual services. As a result, we have a community that is at risk of being isolated and unable to access available resources.

2. AN ASSESSMENT OF THE AGRICULTURAL ACTIVITY IN THE STATE MEANS: 1) IDENTIFYING THE TOP FIVE LABOR-INTENSIVE CROPS, THE MONTHS OF HEAVY ACTIVITY, AND THE GEOGRAPHIC AREA OF PRIME ACTIVITY; 2) SUMMARIZE THE AGRICULTURAL EMPLOYERS’ NEEDS IN THE STATE (I.E. ARE THEY PREDOMINANTLY HIRING LOCAL OR FOREIGN WORKERS, ARE THEY EXPRESSING THAT THERE IS A SCARCITY IN THE AGRICULTURAL WORKFORCE); AND 3) IDENTIFYING ANY ECONOMIC, NATURAL, OR OTHER FACTORS THAT ARE AFFECTING AGRICULTURE IN THE STATE OR ANY PROJECTED FACTORS THAT WILL AFFECT AGRICULTURE IN THE STATE

1) Identifying the top five labor-intensive crops, the months of heavy activity, and the geographic area of prime activity;

The top five labor-intensive crops were determined through research with information from USDA Economic Research Service, farmers, and discussions with the Clemson University Cooperative Extension. These crops are labor intensive and are the state’s larger crops based on production. The chart below was created using the data collected.

Table 1: SOUTH CAROLINA 5 MOST LABOR-INTENSIVE CROPS		
Crop	Months of Heavy Activity	Geographic Area
Peaches	November – September	Statewide

Table 1: SOUTH CAROLINA 5 MOST LABOR-INTENSIVE CROPS		
Strawberries	March – July, September – October	Statewide
Tobacco	March – September	Pee Dee
Tomatoes	March – September	Coastal
Melons (watermelon, cantaloupe)	March – October	Pee Dee, Lower Savannah

Data Source: Communication with South Carolina farmers and Clemson University Cooperative Extension

South Carolina's Top 10 Commodities was reviewed to assess the agricultural activity in the State relevant to crops requiring labor.

Table 2: SOUTH CAROLINA TOP 10 COMMODITIES						
		State receipts	Share of State receipts	Cumulative share of State receipts	U.S. receipts	Share of U.S. receipts
Rank	Commodity	<i>\$1,000</i>	<i>Percent</i>	<i>Percent</i>	<i>\$1,000</i>	<i>Percent</i>
1	Broilers	1,541,985	43.6	43.6	50,445,885	3.1
2	Miscellaneous crops	414,712	11.7	55.3	23,178,357	1.8
3	Corn	284,891	8.1	63.4	88,428,967	0.3
4	Soybeans	217,608	6.2	69.5	61,403,162	0.4
5	Cotton lint, Upland	200,694	5.7	75.2	6,642,557	3.0
6	Chicken eggs	170,784	4.8	80.0	19,352,439	0.9
7	Cattle and calves	142,389	4.0	84.1	86,055,031	0.2
8	Peaches	98,584	2.8	86.9	651,022	15.1
9	Floriculture	73,892	2.1	88.9	6,685,079	1.1
10	Peanuts	65,105	1.8	90.8	1,548,246	4.2

Data Source: USDA Economic Research Service, U.S. Department of Agriculture

Cash Receipts by State: <https://data.ers.usda.gov/reports.aspx?ID=17843>

2) Summarize the agricultural employers' needs in the State (i.e., are they predominantly hiring local or foreign workers, are they expressing that there is a scarcity in the agricultural workforce); and

Agricultural employers are predominantly hiring H-2A workers due to the scarcity of a workforce that is willing, able, and apt to stay throughout the entire duration of work contracts and seasons. Therefore, there continues to be an increase in H-2A workers. Farms continue to improve machinery methods, but for these crops, machines cannot replace the human worker.

3) Identifying any economic, natural, or other factors that are affecting agriculture in the State or any projected factors that will affect agriculture in the State

Extreme weather events such as hurricanes, early freezes, floods, and droughts can have significant short-term and long-term effects on crop yields and agricultural activity, including labor.

3. AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS MEANS SUMMARIZING MIGRANT AND SEASONAL FARM WORKER (MSFW) CHARACTERISTICS (INCLUDING IF THEY ARE PREDOMINANTLY FROM CERTAIN COUNTRIES, WHAT LANGUAGE(S) THEY SPEAK, THE APPROXIMATE NUMBER OF MSFWs IN THE STATE DURING PEAK SEASON AND DURING LOW SEASON, AND WHETHER THEY TEND TO BE MIGRANT, SEASONAL, OR YEAR-ROUND FARMWORKERS). THIS INFORMATION MUST TAKE INTO ACCOUNT DATA SUPPLIED BY WIOA SECTION 167 NATIONAL FARMWORKER JOBS PROGRAM (NFJP) GRANTEES, OTHER MSFW ORGANIZATIONS, EMPLOYER ORGANIZATIONS, AND STATE AND/OR FEDERAL AGENCY DATA SOURCES SUCH AS THE U.S. DEPARTMENT OF AGRICULTURE AND THE U.S. DEPARTMENT OF LABOR (DOL) EMPLOYMENT AND TRAINING ADMINISTRATION

South Carolina's Migrant and Seasonal Farmworkers (MSFWs) workers often follow the seasonal demand for agricultural labor. They may move to South Carolina during planting or harvesting seasons and then migrate to other regions in the state for subsequent agricultural activities. Predominantly coming from Latin-American countries including Mexico, Central America, and the Caribbean. Most of them speak Spanish, but we have also detected several indigenous dialects from the south of Mexico and regions of Central America. A good portion of identified farmworkers in the state are migrant and seasonal farmworkers that follow crops and seasons from states like Florida, Georgia, North Carolina, Virginia, Michigan, Texas, and Tennessee. MSFWs need employment, education, and supportive services to be provided in their native language or receive culturally competent interpretation assistance.

In assessing the needs of the MSFW workers it has been determined that the main needs are resources and remedial and/or occupational training. SC Works Centers partners with local community organizations such as Telamon/TRC (WIOA section 167 NFJP Grantee) who provides additional services to migrant and seasonal farmworkers designed to overcome barriers to employment as well as training and program participation. These additional services include emergency supportive services to H-2A workers when determined necessary and are not available through any other source. Telamon/TRC works with the Employment Services MSFW Workforce Specialist Staff (DEW Outreach Workers) to assist in referring customers to their organization for assistance.

In the SC Works Centers, DEW offers and secures at no cost to the client, a qualified interpreter or translator service. If there is a need for remedial and/or occupational training, the MSFW is referred to a local Adult Education office for English as a Second Language and is then referred to a training provider.

Since 2015, we had a steady increase in employers seeking H-2A Workers. During the last five program years, the state has seen an increase of 19% in workers requested and 46% in Job Orders entered. This data has demonstrated a dependency on H-2A workers. This does not take in account all U.S. based workers because this labor force is hard to track due to their movements for seasonal work. South Carolina is depending on the H-2A labor force to keep the farming industry robust.

Table 3: SOUTH CAROLINA H-2A HISTORICAL DATA			
Year	Job Orders Requested	H-2A Workers	Employers
2015	59	3802	41
2016	83	4026	54
2017	91	4028	64
2018	112	6070	69
2019	130	6504	67
2020	136	6198	80
2021	185	7671	110
2022	226	8059	142
2023	239	8057	142

Data Source: H-2A Job Orders, SC Works Job Orders

Table 4: ESTIMATED PRESENCE OF AGRICULTURAL WORKERS IN THE STATE	
Number of H-2A Workers	Number of U.S. based Workers
8,057	6,750
Combined agricultural workforce, through 9/30/2023, is estimated to be 14,807	

Data source: Foreign Labor H-2A Applications Reports, Field Visits, Conversations with SC Farmers

4. OUTREACH ACTIVITIES

The local offices outreach activities must be designed to meet the needs of MSFWs in the State and to locate and contact MSFWs who are not being reached through normal intake activities. Describe the State agency's proposed strategies for:

Outreach activities are described in sections e.4.a through e.4.e.

A. CONTACTING FARMWORKERS WHO ARE NOT BEING REACHED BY THE NORMAL INTAKE ACTIVITIES CONDUCTED BY THE EMPLOYMENT SERVICE OFFICES

DEW staff conduct outreach activities with agricultural workers through five multilingual MSFW significant offices: Beaufort, Charleston, Greenwood, Spartanburg, and Sumter. These offices are located in SC Works Centers along with partners that complement the SWA's mission to promote and support an effective, customer-driven workforce system that facilitates financial stability and economic prosperity for employers, individuals, and communities. Other public and private community service agencies or organizations and migrant and seasonal farmworker groups also provide outreach services. Outreach efforts occur in traditional community settings such as housing facilities, faith-based organizations, health departments, restaurants, community centers, stores, and other areas where MSFWs may congregate. However, outreach efforts also take place in events specifically organized for agricultural workers or minority populations, such as various health clinics or community events.

The farmworkers are contacted at their living, gathering, or other assembly areas by the DEW (South Carolina Department of Employment and Workforce) Outreach Workers. The DEW Outreach Workers are required to be bilingual and provide language-appropriate services as needed. An explanation of workforce services available to MSFWs and their rights, including the availability of referrals to agricultural and nonagricultural employment, training, supportive services, and other job development services is provided in their native language. MSFWs are also provided information about other organizations in the area that are available to serve them.

The MSFW Program will continue to establish working relationships with local, regional, and statewide agencies to disseminate information regarding the employment and training services available to MSFWs. DEW Outreach Workers are encouraged to continuously propose new ideas for effective outreach. Resource and information sharing are essential to reaching this goal. DEW Outreach Workers are experts in their own regions and are aware of the "best practices" for reaching MSFWs who are not being reached by normal intake activities.

B. PROVIDING TECHNICAL ASSISTANCE TO OUTREACH STAFF. TECHNICAL ASSISTANCE MUST INCLUDE TRAININGS, CONFERENCES, ADDITIONAL RESOURCES, AND INCREASED COLLABORATION WITH OTHER ORGANIZATIONS ON TOPICS SUCH AS ONE-STOP CENTER SERVICES (I.E. AVAILABILITY OF REFERRALS TO TRAINING, SUPPORTIVE SERVICES, AND CAREER SERVICES, AS WELL AS SPECIFIC EMPLOYMENT OPPORTUNITIES), THE EMPLOYMENT SERVICE AND EMPLOYMENT-RELATED LAW COMPLAINT SYSTEM ("COMPLAINT SYSTEM" DESCRIBED AT 20 CFR 658 SUBPART E), INFORMATION ON THE OTHER ORGANIZATIONS SERVING MSFWs IN THE AREA, AND A BASIC SUMMARY OF FARMWORKER RIGHTS, INCLUDING THEIR RIGHTS WITH RESPECT TO THE TERMS AND CONDITIONS OF EMPLOYMENT.

- SCWOS 101 Training and SCWOS Business Services Training
- MSFW Training - Roles and Responsibilities (including Outreach and Reporting)
- MSFW Complaint Process Training

The State Monitor Advocate (SMA) assists in providing regular training for all DEW Outreach Workers. This training includes topics inherent to the MSFW program such as: Federal Guidelines and Regulations, Performance Reporting, MSFW Service Level Indicators, DEW Outreach Worker Roles and Responsibilities, MSFW Effective Outreach, agricultural worker rights, the Complaint System, Best Practices, and any technical assistance needed. The training sessions include information about DEW's employment service activities and other workforce

development programs, which include local and regional workforce development and supportive services programs, such as: Migrant Health Services, the Migrant Education Program, the NFJP Grantee, and other community-based programs. These DEW Outreach Worker training/meetings also provide an opportunity for DEW Outreach Workers to better understand the challenges and opportunities that may arise when serving MSFWs. In an effort to ameliorate these challenges, DEW Outreach Workers have been provided with information regarding UI and job search; heat illness prevention; pesticide awareness; workplace safety; financial, rental, funeral, legal, health, and supportive services as well as free COVID-19 testing and vaccination events.

The SMA works with Employment Services Area Directors and Managers to develop the training agendas. One goal of regular training is to ensure that all DEW Outreach Workers are equally proficient in their position. To this effect, the SMA has provided staff with a wide array of information and resources to encourage increased collaboration with other MSFW supportive organizations, strategize joint outreach practices, enhance the identification of MSFWs when visiting SC Works Centers as well as the marketing of employment services to agricultural workers during outreach.

Resources have been made available to Employment Services Managers and Outreach Staff to complement their outreach efforts, such as: streamlined outreach report forms; ES services flyers for MSFWs; MSFW ID signs to SC Works Centers; handouts from the US Department of Labor's Employment and Training Administration, OSHA, CDC, SCDHEC, and more covering topics including, but not limited to, workplace health, safety, and compliance.

Employment Services provides monthly MSFW and Foreign Labor Consultant Convening Meetings to increase local communication and collaboration, cover questions and/or additional trainings requests. Outreach Workers participate in required ongoing Employment Services training and local SC Works quarterly training on partner services. All SC Works staff complete a virtual course on SC Works 101 that covers WIOA and partner programs.

C. INCREASING OUTREACH WORKER TRAINING AND AWARENESS ACROSS CORE PROGRAMS INCLUDING THE UNEMPLOYMENT INSURANCE (UI) PROGRAM AND THE TRAINING ON IDENTIFICATION OF UI ELIGIBILITY ISSUES

DEW Outreach Workers are required to attend all Employment Services Trainings, so they are able to offer MSFWs a holistic customer service approach. Trainings include programs that are included in the Employment Services Manual and their processes. These program trainings include but are not limited to Veteran Services, Rapid Response, business services, policy, technical training on systems, and referrals. Training on the statewide database system is conducted quarterly where DEW Outreach Workers can attend when needed for a 'refresher' on any database content. Employment Services trainings are delivered in different ways which include in-person training that is local or regional and statewide training offered in-person or virtually. The Unemployment Insurance Department updates their Employment Services virtual training, and it is a requirement for all DEW Outreach Workers. Trainings are stored on a shared system for staff to access after training is completed.

Locally, each workforce region offers quarterly training that reviews local policy, local resources, SC Works programs, and customer service. These trainings are usually conducted in-person and allows DEW Outreach Workers to interact with partners. DEW Outreach Workers also participate in 'Whiteboard Meetings' where Employment Services Business Consultants and Workforce Consultants meet and discuss job opportunities for specific clients. DEW Outreach Workers participate and bring their client list to review.

**D. PROVIDING STATE MERIT STAFF OUTREACH WORKERS PROFESSIONAL DEVELOPMENT
ACTIVITIES TO ENSURE THEY ARE ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH
JOBSEEKERS AND EMPLOYERS**

DEW Outreach Workers have access to LinkedIn Learning where they are able to complete trainings for no-cost. Employment Services requires certain LinkedIn Learning courses completion that includes resume writing training and other trainings that are relevant to the Outreach position. DEW Outreach Workers are encouraged to participate in local professional development opportunities offered by the many organizations SC Works partners with.

**E. COORDINATING OUTREACH EFFORTS WITH NFJP GRANTEES AS WELL AS WITH PUBLIC
AND PRIVATE COMMUNITY SERVICE AGENCIES AND MSFW GROUPS**

Coordination with NFJP grantees takes place administratively and with DEW Outreach Workers across the state to provide services, create awareness of services available, and conduct outreach to MSFWs. Outreach Staff coordinates visits with Telamon/TRC to locations and targeted events across the state. The coordination of outreach efforts with the NFJP grantees includes the SMA, Employment Services Management, and Outreach Staff working in conjunction with the NFJP State Program Manager and regional field representatives in the designated regions.

Comprehensive outreach activities are conducted to ensure that MSFWs are aware of the full range of employment services. DEW Outreach Workers and Foreign Labor Consultants will work together to coordinate outreach activities, thus maximizing program effectiveness and efficiency. Statewide, there are five, full-time DEW Outreach Worker positions dedicated to outreach activities in the Beaufort, Charleston, Greenwood, Spartanburg, and Sumter outreach areas. MSFW outreach staff, as well as Foreign Labor Consultants, will be primarily supported through Wagner-Peyser funding. Due to the varying concentrations of MSFWs in the different areas, some movement of DEW Outreach Workers between areas will be necessary.

DEW partners with other agencies across the state of South Carolina that also target the MSFW population, including the WIOA Section 167 National Farmworker Jobs Program (NFJP) Grantee-Telamon/TRC, SC Legal Services, SC Department of Education Migrant Education Program, SCPHCA-Agricultural Worker Health Program, East Coast Migrant Head Start Program, and faith-based migrant community organizations and associations.

Staff will continue to foster cooperation with other governmental and community-based organizations in providing information and promoting the MSFW program at appropriate meetings and through other avenues. For example, the State Monitor Advocate (SMA) actively participates in different coalitions and groups across the state to advocate for the MSFW community and forge collaborative partnerships. These groups include Alianza Latina, SC Immigrant Victims Coalition, PASOS, SC Community Health Worker Association, Midlands Immigrant Victims Coalition, SC Agricultural Worker Health Advisory Council, among others. The SMA also maintains contact with community and faith-based organizations, as well as media outlets, healthcare providers, government agencies, and Department of Education representatives.

The SMA is one of the co-chairs of SC's Labor Trafficking Subcommittee along with the CORP of USDOL – Wage and Hour Division. This subcommittee is part of SC's Human Trafficking Task Force in SC's Attorney General's Office. As part of this taskforce, the SMA collaborated with organizations like SLED, HSI, USDOL Wage and Hour, EEOC, Department of State, and more. Furthermore, the SMA worked closely with the Mexican Consulate in Raleigh, N.C. which is entrusted with providing services to people of Mexican origin in the states of South Carolina and

North Carolina. The SMA's strategic goal is to develop a statewide effort to enhance the quality of life and quantity of services delivered to the MSFW community in South Carolina through the sharing of useful information and timely exchange of ideas.

5. SERVICES PROVIDED TO FARMWORKERS AND AGRICULTURAL EMPLOYERS THROUGH THE ONE-STOP DELIVERY SYSTEM

Describe the State agency's proposed strategies for:

A. PROVIDING THE FULL RANGE OF EMPLOYMENT AND TRAINING SERVICES TO THE AGRICULTURAL COMMUNITY, BOTH FARMWORKERS AND AGRICULTURAL EMPLOYERS, THROUGH THE ONE-STOP DELIVERY SYSTEM. THIS INCLUDES:

I. HOW CAREER AND TRAINING SERVICES REQUIRED UNDER WIOA TITLE I WILL BE PROVIDED TO MSFWS THROUGH THE ONE-STOP CENTERS

II. HOW THE STATE SERVES AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH SERVICES

DEW will comply with Subpart B of 20 CFR 653.107(a)-(b), in delivering services to MSFWS. The roles and responsibilities of the DEW Outreach Worker include:

- Contact and locate the MSFWS where they work, live, or gather
- Observe the working and living conditions of MSFWS
- Explain the services available at SC Works Center and other organizations serving MSFWS
- Provide information about the Employment Service and Employment-related Law Complaint System and assist in the preparation of a complaint
- Provide a basic summary of farmworker rights, including farmworker rights with respect to the terms and conditions of employment
- Refer to job openings and assist in the preparation of a work application
- Refer to supportive services, if needed
- Assist in making appointments, preparation of applications for employment services, and arranging transportation to and from local workforce centers
- Maintain a log of daily contacts, which will include the number of MSFWS contacted and details of the assistance provided
- Provide services through SC Works Online Services (SCWOS), the state's data management and service delivery system for WIOA, Wagner-Peyser, and Trade Adjustment Assistance
- Distribute marketing materials that markets Employment Services tailored to their needs such as "Are You A Farmworker?", which lists the services available through the SC Works Centers and the toll-free farmworker helpline flyers

An explanation of workforce development services available to MSFWS, including the availability of referrals to agricultural and nonagricultural employment, training, and supportive services, and other job development services will be provided in a language readily understood by the farmworker. MSFW DEW Outreach Workers are required to be bilingual and

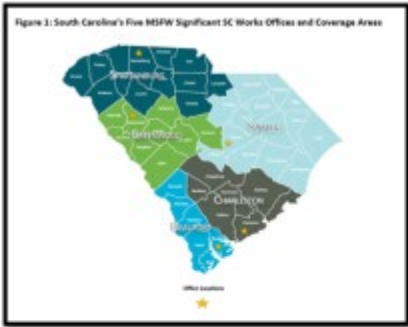
provide language appropriate services as needed. MSFWs will also be provided with information about other organizations available to serve them.

DEW Outreach Workers will be familiar with working and living conditions of the migrant and seasonal farm workers. If they observe, have reason to believe, or are in receipt of information regarding a suspected violation of employment-related laws or employment service regulations by an employer, the DEW Outreach Worker will document the suspected violation and provide the information to the SC Works Center Employment Services Manager. They will provide assistance in the preparation of Employment Service and non-Employment Service complaints. Complaints will be recorded using the Complaint and Apparent Violation's Form, the Wagner-Peyser Complaint and Apparent Violations Log and processed using the Wagner-Peyser Employment Services Complaint System.

DEW Outreach Workers will inform MSFWs of and refer them to verified employment opportunities and the Employment Services Complaint System. DEW Outreach Workers will encourage the MSFWs to utilize the SC Works Centers to obtain the full range of career services; however, assistance on the field will also be offered in the preparation of Employment Services or employment-related law complaints, obtaining referrals for employment opportunities, and preparation of employment applications.

DEW Outreach Workers will refer individual MSFWs, or family members, who may be interested, to WIOA and supportive services and, as needed, will provide assistance in making appointments. MSFWs will also be shown how to use SC Works Online Services (SCWOS), SC's Internet-based workforce data management and service delivery system. Through SCWOS, MSFWs can establish a Wagner-Peyser application and apply for jobs.

In the SC Works Centers throughout the state, bilingual staff members work with MSFWs of limited English proficiency to provide career services. When no qualified and trained bilingual employee is available, DEW will offer and secure, at no cost to the client, a qualified interpreter or translator service. If there is a need for remedial and/or occupational training, the limited English proficient MSFW is generally referred to a local Adult Education office first for an "English as a Second Language" course, and then is referred to a training provider. Telamon/TRC is also a partner of the SC Works Centers and provides additional services to migrants and seasonal farm workers. In the coming program year, efforts will continue to increase closer cooperation and service collaboration with partners to ensure greater alignment of services to MSFWs.



Extensive outreach to agricultural employers is an on-going process. This is critical to maintaining interpersonal contact with the employers. Employers are contacted by Foreign Labor Consultants, which provide statewide coverage. The State of South Carolina employs 3 full-time Foreign Labor Consultants. Each Foreign Labor Consultant has been assigned a region, but all provide services with Region 1.



Examples of services provided to agricultural employers by DEW staff include:

- Local, regional, and national recruitment assistance
- Screening job applicants
- Provision of information such as crop conditions, labor supply, and labor market information

- Connection and coordination of services with government and community agencies
- Technical assistance with foreign labor certification
- Soliciting and filling job orders
- Disseminating information on farm-related rules and regulations
- Registering of farm labor contractors
- Providing consultant inspections of migrant housing
- Offering assistance to farmers in obtaining supplies for migrants
- Referring complaints to proper enforcement agencies
- Assisting employers in obtaining work-related posters and notices
- Participating in agricultural related meetings and notifying farmers of these meetings

Many contacts with agricultural employers are made as a result of referrals from other agencies such as the SC Department of Agriculture and Clemson University as well as by word-of-mouth from other workers or farmers. Intensive efforts will be made in the upcoming year to increase the market penetration of agricultural employers.

The most basic service provided to agricultural employers is the filling of job openings. Job orders from agricultural employers are entered in SCWOS and qualified candidates are referred. All petitioners for H-2A workers are mandated to take all qualified United States referrals through the workforce system. The state Federal Program Staff and the Employment Services staff at the SC Works centers strives to refer local applicants to all H-2A job orders through community contacts and referrals. SC Works offices provide hard copies of the H-2A job orders in each of the centers for applicants to review.

Other services include the certification and renewals of certification for farm labor contractors and housing inspections of both H-2A and MSFW camps. The Foreign Labor Consultants perform field checks and communicate with the Chicago National Processing Center in addressing matters relative to any H-2A deficiencies. They also provide critical coordination services by moving MSFW crews to the growers at the appropriate times.

The Employment Services staff will strive to meet and exceed federal program requirements with respect to equity and minimum service level indicators of compliance.

B. MARKETING THE EMPLOYMENT SERVICE COMPLAINT SYSTEM TO FARMWORKERS AND OTHER FARMWORKER ADVOCACY GROUPS

MSFWs entering SC Works centers to seek services will be able to see the Complaint System poster prominently displayed in English and in Spanish and receive assistance should they wish to file a complaint. Outreach staff have been equipped with handouts and posters containing information about farmworker rights, the Farmworker Helpline, and the complaint system. DEW will market the complaint system to farm workers utilizing field staff through oral presentations along with supplemental materials to be shared during outreach activities. Both the SMA and DEW Outreach Workers participate in partner and community events to market employment services available to agricultural workers, amongst which is the complaint system. This strategy is expected to continue.

C. MARKETING THE AGRICULTURAL RECRUITMENT SYSTEM FOR U.S. WORKERS (ARS) TO AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH PUBLICITY.

Services available to farmers and farmworkers are available online at jobs.scworks.org and included online in the SWA's official website, www.dew.sc.gov. Information will be shared with farmers and farmworkers through oral presentations by the SMA, Foreign Labor Consultants and DEW Outreach Workers as well as through the utilization of United States Department of Labor, Employment and Training Administration's Agricultural Recruitment System poster.

6. OTHER REQUIREMENTS

A. COLLABORATION

Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

DEW collaborates with other agencies across the state of South Carolina that also serve agricultural workers, including the WIOA Section 167 National Farmworker Jobs Program (NFJP) Grantee-Telamon/TRC, SC Legal Services, SC Department of Education's Migrant Education Program, SC Primary Health Care Association's Agricultural Worker Health Program, East Coast Migrant Head Start Program, and faith-based migrant community organizations and associations. This collaboration facilitates the provision of information and promotion of services available to MSFWs at appropriate meetings, events, and other avenues. To supplement these efforts, DEW is part of the organizing committee for the South Carolina Farmworker Service Provider Institute, which is a networking and learning opportunity for agencies, organizations, and community leaders working with farm workers across the state. Furthermore, DEW Outreach Workers are encouraged to participate in local boards/meetings and become part of efforts to increase the quantity and quality of services delivered to the MSFW community.

The State Monitor Advocate (SMA) has also established collaborative agreements with the WIOA Section 167 National Farmworker Jobs Program (NFJP) Grantees-Telamon/TRC & Southeast Non-Profit Housing to include joint outreach and training, information sharing, mutual referrals, and quarterly meetings. Similarly, the SMA has cemented a line of support to SC's Agricultural Worker Health Program and SC's Migrant Education Program. The SMA stands available to deliver presentations about services available to MSFWs as well as their rights when requested, to serve as a bridge to receive and channel complaints or provide technical assistance, to provide farmworker rights or helpline posters as well as helpful information to the programs and MSFWs. These collaborative efforts will continue to be alimented on a quarterly basis as per 20 CFR 653.108(k) & (l) with periodic brainstorming sessions to receive input on improving the coordination of services to MSFWs.

The SMA's strategic goal is to develop a statewide effort to enhance the quality of life and quantity of services delivered to the MSFW community in South Carolina through the sharing of useful information and timely exchange of ideas. Therefore, the will continue to participate in different coalitions and groups across the state to advocate for the MSFW community and forge collaborative partnerships. These groups include the SC's Labor Trafficking Subcommittee, Alianza Latina, PASOS, the Community Health Worker Association, SC Immigrant Victim Coalition, the Mexican Consulate, among others. The SMA will continue maintaining contact

with community and faith-based organizations, as well as media outlets, healthcare providers, government agencies, and Department of Education representatives.

B. REVIEW AND PUBLIC COMMENT

In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP.

The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to comment on the AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.

The Agricultural Outreach Plan was distributed for public comment on February 20, 2024. NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employers organizations and other interested employer organizations were given the opportunity to comment on the AOP. In South Carolina, these organizations include Clemson Extension, SC Department of Education Migrant Education Program, Telamon Corporation, SC Agricultural Worker Health Program, and East Coast Migrant Head State. One comment was received from Telamon Corporation. The comment sought clarification on how the state will inform Telamon of customer referrals and how the state will report on who was enrolled and is receiving NFJP services when that customer visits an AJC. Additionally, Telamon commented on the spelling of their name. The comments resulting in a spelling change. No other revisions to the plan were made.

C. DATA ASSESSMENT

Review the previous four years Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals.

The nation went through unprecedented circumstances during half of the previous four program years under consideration that affected service delivery to MSFWs. The COVID-19 pandemic played a major role in the state not meeting all the service delivery standards during PY 2019 and 2020 with staff turnover becoming the predominant cause for underperformance during PY 2021 and PY 2022. The pandemic required SC Works Centers to be closed to the

public, for travel to be restricted, for in-person outreach to be suspended, for remote work to be practiced, and for contact with MSFWs to decrease. Additionally, several vacancies within the DEW Outreach Team lasted over a year, which impacted registrations and services. Despite these challenges, the State met at least three (3) equity ratio indicators and one (1) minimum service level indicator each program year from PY 2019 through PY 2022 and has had consistent success in providing staff-assisted career guidance services to MSFWs.

Employment Services worked internally with the State Monitor Advocate and Human Resources to evaluate both the temporary grant Rural Manpower and the MSFW Workforce Specialist positions. This evaluation was to assist in filling vacancies. It was decided that several changes would need to be made for these two positions and continuous evaluation efforts.

Foreign Labor Consultants:

- Based on the state's continuous need for H-2A workers, positions needed to be changed from temporary grant state position to a full-time state employee position
- For the position to be recognizable for both internal and external stakeholders, the title of 'Rural Manpower' was changed to 'Foreign Labor Consultant'
- In reviewing the temporary staff position description, several changes were made for the full-time position description that incorporated communication, processes, and being collaborative with internal and external stakeholders (i.e., attending meetings, trainings, and conferences)
- Recruitment efforts involved sending out position openings to the local areas and farms

MSFW Workforce Specialists:

- Positions were evaluated based on skills needed for the position
- Pay scale matrix was developed and implemented based on bilingual skills and specialized knowledge for the position
- Recruitment efforts involved sending out position openings within the community and partners and incorporating more of the position duties into the job posting
- Evaluating the position to meet the new requirements of Training and Employment Notice (TEN) Update TEN 10-23 - Wagner-Peyser Act Staffing Final Rule

The Employment Services' evaluation of both the positions and recruitment methods for the DEW Outreach Team and Foreign Labor Consultants allowed the state to fully staff the team. Having a full staff affords the State opportunities for improvement to increase registrations and service delivery to MSFWs with innovation, flexibility, leveraging partnerships, and determination. The State already saw improvement in meeting minimum service level indicators in PY 2022. Strategies will be set in place to increase performance achievement and staff training.

DEW is establishing activities to increase the number of MSFWs registered in SCWOS and focusing our efforts on increasing the number of services delivered to MSFW. We are working with local employers and workforce development initiatives to develop solutions to meet the needs of these workers.

D. ASSESSMENT OF PROGRESS

The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.

The state plans to continue looking for effective ways to serve the migrant and agricultural communities. Nonetheless, the state has made persistent progress towards the achievement of its goals. Concrete examples of the state’s successes are as follows:

- Foreign Labor Certification continues to serve serves current and new employers showing the steady need of foreign labor in our state (see table 3).
- DEW Outreach Workers are engaging in joint outreach with important partners like Telamon/TRC (the NFJP Grantee) and SC Migrant Education Program.
- Implementation of employment services workshops in Spanish, which is a valuable service to MSFWs that can attend.
- Plan to utilize the state Virtual Engagement Center (VEC) to provide bilingual materials to those looking for agricultural work.
- Continuation of training, monthly meetings, and best practices discussions to increase communication and improve performance .
- Implementing training on the Agricultural Outreach programs to Employment Services staff in the SC Works centers.

E. STATE MONITOR ADVOCATE

The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

South Carolina's State Monitor Advocate (SMA) has reviewed and approved the Agricultural Outreach Plan.

WAGNER-PEYSER ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
1. The Wagner-Peyser Act Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time (sec 121(e)(3));	Yes
2. If the State has significant MSFW one-stop centers, the State agency is complying with the requirements under 20 CFR 653.111, State Workforce Agency staffing requirements;	Yes
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers	Yes

The State Plan must include	Include
Wagner-Peyser Act services, Adult and Dislocated Worker programs and Youth Programs under Title I; and	
4. SWA officials: 1) Initiate the discontinuation of services; 2) Make the determination that services need to be discontinued; 3) Make the determination to reinstate services after the services have been discontinued; 4) Approve corrective action plans; 5) Approve the removal of an employer's clearance orders from interstate or intrastate clearance if the employer was granted conditional access to ARS and did not come into compliance within 5 calendar days; 6) Enter into agreements with State and Federal enforcement agencies for enforcement-agency staff to conduct field checks on the SWAs' behalf (if the SWA so chooses); and 7) Decide whether to consent to the withdrawal of complaints if a party who requested a hearing wishes to withdraw its request for hearing in writing before the hearing.	Yes
5. The SWA has established and maintains a self-appraisal system for ES operations to determine success in reaching goals and to correct deficiencies in performance (20 CFR 658.601).	Yes

WAGNER PEYSER PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as

“baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not

required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	63.5		63.5	
Employment (Fourth Quarter After Exit)	62.8		62.8	
Median Earnings (Second Quarter After Exit)	\$5,461		\$5,461	
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAMS

The Unified or Combined State Plan must include a description of the following as it pertains to adult education and literacy programs and activities under title II of WIOA, the Adult Education and Family Literacy Act (AEFLA).

A. ALIGNING OF CONTENT STANDARDS

Describe how the eligible agency has aligned its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

The South Carolina Department of Education – Office of Adult Education has aligned its content standards for adult education by developing the Curriculum Framework for local programs. The Curriculum Framework was developed to assist local programs with aligning curriculum to the South Carolina College- and Career-Ready Standards (SCCCR) and the College and Career Readiness Standards (CCR) for adult education. The Curriculum Framework aligns the SCCCR Standards and the CCR Standards for English-Language Arts (Reading, Language, and Writing) and Mathematics with the current adult skills and literacy assessments used in South Carolina and the standards and academic requirements for enrollment in non-remedial, for-credit courses in postsecondary educational institutions. The Curriculum Framework is organized by Educational Functioning Level (EFL) and identifies the skills and standards in which students need to demonstrate proficiency in order to complete each level.

Local adult education programs follow the standards-based classroom model of instruction to provide a personalized learning environment to empower students and help them achieve their academic and personal goals. Instructors use diagnostic tools and assessments to determine Educational Functional Levels (EFL) to identify the needs of their individual learners and use these diagnostics to develop individual learning plans for each student that includes the knowledge and skills needed to achieve a Measurable Skill Gain and prepare for entry into postsecondary education, training, or the workforce. Ongoing professional development and training opportunities in designing and implementing standards- and research-based instruction for reading, writing, speaking, mathematics are provided at the state, regional, and local program levels throughout the year.

B. LOCAL ACTIVITIES

Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.

ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

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

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

Special Rule. Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

South Carolina Department of Education serves as the administrative/fiscal agent for Title II Adult Education and Family Literacy Act (AEFLA). As administrative/fiscal agent, the Department solicits service providers to provide services to eligible individuals who: (a) have attained 16 years of age; (b) are not enrolled or required to be enrolled in secondary school under the SC Compulsory School law; and (c) are basic skills deficient; (d) do not have a secondary school diploma or its recognized equivalent and have not achieved an equivalent level of education; or (e) are English language learners.

All activities funded under WIOA are authorized, approved, and overseen by the South Carolina Department of Education (SCDE) – Office of Adult Education (OAE).

The following organizations are eligible to apply to the SCDE – OAE for federal funds provided they have demonstrated effectiveness in providing adult education and literacy services:

1. a local educational agency (LEA, i.e., school district);
2. a community-based organization or faith-based organization;
3. a volunteer literacy organization;
4. an institution of higher education;
5. a public or private nonprofit agency;
6. a library;
7. a public housing authority;
8. a nonprofit institution that is not described in any of items 1. through 7. and has the ability to provide adult education and literacy activities to eligible individuals;
9. a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of items 1. through 8.; and
10. a partnership between an employer and an entity described in any of items 1. through 9.

An eligible provider must show demonstrated effectiveness in providing adult education and literacy activities by submitting:

a. Performance Record—a minimum of two consecutive years of performance data (within the previous five years) on improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of Reading, Writing, Mathematics, and English language acquisition.

b. Participant Outcomes— a minimum of two consecutive years of data and/or information (within the previous five years) on outcomes for participants related to Employment, Attainment of secondary school diploma or its recognized equivalent, and Transition to postsecondary education and training.

By federal law, providers are prohibited from using federal funds to supplant state or local dollars. All federal funding will be used to enhance learner services, as outlined under WIOA, this Plan, and through a SCDE – OAE AEFLA grant competition using guidance from the US Department of Education, Office of Career, Technical, and Adult Education. Awards to eligible providers will be made through the Request for Proposal (RFP) application process. The next RFP is set to begin in the fall of 2024. To help ensure direct and equitable access to funds for adult literacy and basic skills activities, RFPs will be announced directly to providers and through multiple media outlets. In addition, all providers will be considered for grants based on the same criteria. These criteria are aligned with the directions contained in this Plan and the thirteen considerations required by federal legislation.

Once all applications are received, the SCDE – OAE will review each application to ensure that it is complete. Each completed application that is submitted on time and meets demonstrated effectiveness eligibility requirements will be reviewed by independent reviewers.

Simultaneously, the applications will be packaged and sent to South Carolina's local workforce development board administrators. Workforce Administrators will use a rubric created by OAE to review applications for alignment with local area plans, and to submit recommendations. The OAE will work to resolve any alignment issues with the applicant, prior to allocating grant funds. All grants will be awarded on a five-year basis. Future efforts will be made to assess what support eligible providers might need in order to implement this Plan and broaden the discussion of how these needs can be met.

South Carolina Department of Education, Office of Adult Education, will use the following process to distribute funds to approved applicants:

Not less than 82.5 percent of the grant funds to award grants and contracts under section 231. Local assistance grants will be distributed based on the ability to meet the requirements of AEFLA Purposes outlined in WIOA: (1) Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency; (2) Assist adults who are parents or family members to obtain the education and skills that (a) are necessary to becoming full partner in the education development of their children and (b) Lead to sustainable improvements in the economic opportunities for their family; (3) Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training including through career pathways; (4) Assist immigrants and other individuals who are English language learners in (a) improving their reading, writing, math, speaking, and comprehension skills in English and mathematics skills, and (b) acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

Allowable Costs: All allowable costs for the federally funded Adult Basic Education program are defined in the Office of Management and Budget Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards subpart E (2 CFR Part 200). This will be the document of determination for reasonableness, allowability, and allocability of costs. All

costs must be supported by source documentation including cancelled checks, paid bills, payrolls, time and attendance records, purchase orders and signed copies of sub-grant award documents. South Carolina purchasing and procurement laws must be followed by South Carolina School Districts or other state agencies in the acquisition of all goods associated with the sub-grant.

The scope of Adult Education services covers South Carolina's 79 school districts. Adult education programs are organized to meet the literacy needs of local populations across the state. These programs provide flexible scheduling to accommodate student needs. Local programs provide instruction and support to assist individuals in obtaining a secondary credential and with the transition to post-secondary education and training and/or employment. To provide additional community support, the eight activities in the following section are also offered to individuals who have completed a high school credential or a higher form of education but are considered basic skills deficient as identified by an approved National Reporting System assessment. Basic skills deficient individuals who have completed a secondary credential are assisted through Skills Upgrade Training that includes instruction in math, reading, writing, English as a second language, and digital literacy.

As the eligible agency to receive AEFLA funds, in accordance with WIOA Title II (Sec. 231), SCDE – OAE requires that each eligible provider use the grant to establish or operate one or more programs that provide services or instruction in one or more of the following categories:

Adult education;

Literacy;

Workplace adult education and literacy activities;

Family literacy activities;

English language acquisition activities;

Integrated English literacy and civics education;

Workforce preparation activities; or

Integrated Education and Training (IET)

South Carolina requires that all sub-grantees for the Adult Education Grant provide adult education, literacy, workplace adult education and literacy, and workforce preparation. These same sub-grantees must also develop integrated education and training (IET) processes that are based on high employment need areas for the state, region, or for specific employers. The SCDE – OAE will identify a sub-grantee in each of the 12 workforce areas to assist all workforce area sub-grantees with IET development.

WIOA Title II (Sec. 231) defines Adult Education as 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.

Local adult education programs offer the following Adult Education and Literacy Activities:

ADULT EDUCATION

Adult Basic Education Program

Adult Basic Education instruction is designed for an adult who lacks competence in reading, writing, speaking, problem solving, or computation at a level necessary to function in society, on a job, or in a family.

Adult Secondary Education

Adult Secondary instruction is designed for adults who have some literacy skills and can function in everyday life but do not have an equivalent to a secondary school diploma.

LITERACY ACTIVITIES

This is a program designed to teach an individual to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

WORKPLACE ADULT EDUCATION AND LITERACY ACTIVITY

Local eligible providers offer these services for the purpose of improving the productivity of the workforce in their area through raising the basic skills level. Employers work with our programs and some sponsor classes at their worksites while others send them to regular adult education classes. This further allows us to provide adult education activities concurrently and contextually with any workforce preparation activities and workforce training for either a specific occupation or cluster.

FAMILY LITERACY ACTIVITIES

Family Literacy programs address the literacy strengths and needs of the family while promoting adults' involvement in children's education and their own education. Programs provide both parent-initiated and child-initiated activities to support the development of those relationships and to increase the motivation to learn for both parent and child. Family literacy programs provide services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family and that integrate all the following activities:

- Interactive Literacy Activities between parents and their children (Interactive Literacy)
- Education for Parents (Parent Education) in facilitating children's learning and becoming full partners in their education
- Parent literacy training (Adult Education) that leads to economic self-sufficiency and meets adults' stated goals
- Age-appropriate education (Early Care and Education) to prepare children for success in school and life experiences

ENGLISH LANGUAGE ACQUISITION

English Language Acquisition programs assist English language learners in: a) improving their: i. reading, writing, speaking, and comprehension skills in English and ii. mathematics skills; and b) acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

An English language learner is an individual who has limited ability in reading, writing, speaking, or comprehending the English language. These individuals' native language is a language other than English and usually lives in a family or community environment where a language other than English is the dominant language.

INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (IEL/CE)

IEL/CE instruction is a program or class which focuses on enabling English language learners to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. This includes instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, which may include workforce training.

WORKFORCE PREPARATION ACTIVITIES

The term workforce preparation activities means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

INTEGRATED EDUCATION AND TRAINING (IET)

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

C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund eligible providers to establish or operate programs that provide any of the following correctional educational programs identified in section 225 of WIOA:

- Adult education and literacy activities;
- Special education, as determined by the eligible agency;
- Secondary school credit;
- Integrated education and training;
- Career pathways;
- Concurrent enrollment;
- Peer tutoring; and
- Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

Section 225(a) of the Act states "from funds made available under Section 222(a)(1) for a fiscal year, each eligible agency shall carry out corrections education or education for other

institutionalized individuals. The funds described in subsection (a) shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including programs for (1) adult education and literacy services, (2) special education, as determined by the eligible agency; (3) secondary school credit; and (4) integrated education and training; (5) career pathways; (6) concurrent enrollment; (7) peer tutoring; and (8) transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.

The SCDE - OAE reserves up to 20 percent of its federal grant received under the Act to provide the required services.

Corrections Education sub-grantees must provide adult education and literacy, career pathways, and concurrent enrollment. Sub-grantees have the option of providing additional academic programs (items 2, 3, 4, 7, and 8 above). If selecting to provide item 3, secondary school credit, the SCDE Office of Adult Education permits high school equivalency diploma preparation and High School Diploma preparation for students 22 years of age or older.

With assistance from the federal Office of Career and Technical Adult Education (OCTAE), the OAE and Palmetto Unified School District is currently developing an Integrated Education and Training program focused on masonry in a federal corrections facility. This IET program is scheduled to begin implementation in 2024. Moving forward, the plan is to duplicate this IET at additional correctional facilities.

The South Carolina Department of Education - OAE and each eligible agency that is using assistance provided under Section 225 of the Act to carry out a program for criminal offenders in a correctional institution, shall give priority to serving individuals who will be released within a period of five (5) years.

D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund eligible providers to establish or operate Integrated English Literacy and Civics Education (IELCE) programs under section 243 of WIOA. Describe how adult English language learners, including professionals with degrees and credentials in their native countries, are served in IELCE programs.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be offered in combination with integrated education and training activities found in 34 CFR section 463.36.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to integrate with the local workforce development system and its functions to carry out the activities of the program.

The Integrated English Literacy and Civics Education (IEL/CE) program is funded under WIOA Section 243 funds IEL/CE program grant funds will be distributed through a statewide competition in the fall of 2024 and allocated based on a combination of formula and performance factors. Funds will be used to provide services to English language learners who are adults, including professionals with degrees and credentials in their native countries, to enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. These funds will be utilized to assist students in improving their English language proficiency as well as offering opportunities for eligible individuals to prepare for and participate in post-secondary education or workforce training concurrently with adult education activities. Approximately 12 providers in South Carolina will be awarded funds to be used to deliver English language acquisition activities integrated with workforce preparation activities. This model will assure that opportunities offered to students for employment and employment preparation and training are aligned with local employment needs. Programs receiving IEL/CE funds will be required to partner with WIOA core partners, occupational training providers and other entities to allow eligible students to participate in an IET, which combines adult education and literacy activities concurrently with workforce training or postsecondary education.

Providers receiving funds under the IEL/CE program are required to offer high quality English language acquisition activities, while integrating workforce preparation skills and contextualized instruction. Programs will use standards-based curricula to deliver instruction, aligning instruction with the English Language Proficiency Standards developed by AIR, content standards developed through the Minnesota Literacy Council, Career Development Standards, SC Adult Education Digital Literacy Standards and the Employability Skills Framework.

IEL/CE programs will also be required to offer and implement an Integrated Education and Training (IET) program with eligible students, aligning the Adult Education instructional support to the occupational training to address employment need(s) in the local workforce area. IEL/CE grant recipients will be required to identify eligible students, including professionals with degrees and credentials in their native countries, for participation in the IET program. These IET programs will directly align with employment needs as identified by each of the Local Workforce Development areas. They will be developed directly with core partners and employers to place students in unsubsidized employment, in in-demand industries, and occupations that lead to economic self-sufficiency.

Each IEL/CE program will be required to have designated staff to provide English language instruction and college and career navigation services to enrolled students. Local Adult education staff will collaborate with WIOA core partners to assist students in addressing barriers toward reaching their individual academic and employment goals. These staff members are integral to moving students toward employment, post-secondary education and training and subsequent gainful employment to address local employment needs.

The South Carolina Office of Adult Education will be responsible for monitoring programs for compliance with WIOA Title II, Section 243 and providing technical assistance to programs participating in the IEL/CE program.

E. STATE LEADERSHIP

1. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT THE REQUIRED STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA

ALIGNMENT OF ADULT EDUCATION AND LITERACY ACTIVITIES

The South Carolina Department of Education's (SCDE) Office of Adult Education (OAE) has worked diligently and collaboratively to align adult education and literacy activities with core and required one-stop partners. The OAE, along with core partners and other state agencies, will continue to make revisions to the State Plan as requested by our federal program offices.

Strategic goals for the workforce development system in South Carolina, as indicated in the State Plan, include the following:

Strengthen the Workforce Pipeline - Facilitation of middle skills and middle wage attainment; Creation of education and career pathways; Development of one, consistently delivered soft skills competency-based curricula; Enhancement of school-to-work transition and youth-focused programs; and Facilitation of Middle Skills and Middle Wage Attainment.

Align the state's current public workforce development resources to ensure a customer-centered delivery system - coordinate agency business engagement activity; build and use data driven decision making and evaluation methods; expand specific partnerships and collaboration; and coordinate business engagement activity.

The Office of Adult Education is intricately involved with state-level partners in achieving the strategic workforce goals. OAE staff is a part of various workgroups that have been formed to carry out the workforce goals. The workgroups consist of all core partners and other state level partners.

Core partners have worked together to identify ways to improve customer service amongst all workforce partner staff. A statewide plan for training frontline staff has been developed to ensure all partners in the SC Works Centers and workforce system have the knowledge and understanding of each program to guarantee all customers get the services they most need. The frontline staff training will facilitate tailored, effective and streamlined customer service. Core partners planned the training and pooled resources and talents for the most effective delivery methods. The web-based training will continue to be a useful tool for educating and training current staff and will be helpful in onboarding new staff.

Core partners have also outlined a state-level vision for system integration along with an initial timeline. Activities that have occurred or are in process include the following: review of final rules regarding performance and reporting, review of current intake forms/applications, and identification of common elements and referral processes. Long range planning will include a review of system needs and project development in the context of final reporting guidelines and data collection instructions. Each core program is adapting and making changes to data collection and reporting systems to adhere to the final reporting requirements.

Although the WIOA Integration workgroup consisting of state and local level core and partner program representatives has been convened to plan for universal referral and intake, the integrated operating system will be the most difficult to achieve. Each agency already has a system procured and in place that works well for their programs. Adopting an entirely new system to be used by all partners may take many years to facilitate. Instead, the group will likely continue to investigate systems that offer the flexibility to use individual systems but share common data elements and reporting through a portal. All options will require a lengthy process, but integration remains a top priority for the state.

The Office of Adult Education continues efforts to develop and be a part of partner efforts to establish career pathways as a means to provide access to employment and training services for individuals in adult education and literacy activities. The Office of Adult Education will continue to provide training to local adult education programs on career pathways. Local programs are

monitored on the development of their career pathways, and as a part of the request for proposal/competitive grant award, they will be required to outline or describe their plan for developing a career pathway.

In addition to the aforementioned core partner activities, the Director of the Office of Adult Education serves as a member of the State Workforce Development Board. His participation on the state board further facilitates alignment of adult education and literacy activities with other one-stop required partners.

The Office of Adult Education collaborative effort with the South Carolina Vocational Rehabilitation (VR) Department, a core WIOA partner, continues to be one of our most successful collaborations. Adult education classes are provided at 24 Vocational Rehabilitation Offices around the state. VR clients referred to adult education are assessed with TABE to determine the focus of instruction. Clients who have a Mathematics scale score of 496 or above and a Reading scale score of 501 or above participate in three-week class sessions provided in preparation for the Career Readiness Certificate assessments. Remediation is provided for clients who do not meet class entry requirements.

Another successful partnership is with the South Carolina Department of Social Services (SCDSS). SCDSS administers the Supplemental Nutrition Assistance Program (SNAP) Employment and Training (E & T) initiative. SNAP recipients gain skills, training, work, or experience that will increase self-sufficiency. Adult Education has an agreement with DSS to offer adult education services to SNAP recipients to assist with meeting these goals. Emphasis will be placed on attainment of an HSD, HSED and a career readiness certificate.

HIGH QUALITY PROFESSIONAL DEVELOPMENT

The Office of Adult Education continues its efforts to establish and provide high quality professional development programs to improve the instruction provided pursuant to local activities required under Section 231(b), including instruction incorporating the essential components of reading instruction, instruction related to the specific needs of adult learners, dissemination of information about models and promising practices related to these programs, and teaching strategies to assist volunteers.

For several years, OAE has operated technical assistance centers. The Technical Assistance Network (TAN) training system supports our professional development process. The TAN system serves as an extension of the Office of Adult Education and supplements the services of OAE by providing professional development and technical assistance to help improve the quality and services of adult education programs. Local adult education staff are required and encouraged to participate in trainings offered by the state and in regional trainings offered through their local TAN. Local adult education practitioners are also encouraged to utilize existing professional development resources such as the Literacy Information and Communication System (LINCS) and WorkforceGPS.

The OAE staff and other subject matter experts from local programs provide ongoing local, regional, and statewide professional development trainings. During each session, educators examined standards-based instructional practices, the standards' alignment to instructional resources, assessment strategies, and digital literacy integration to address Distance Education/Blended Learning instructional practices. Traditionally, most of our curriculum and instruction trainings are delivered in person or synchronously. However, we have begun utilizing our statewide LMS, Brightspace, to increase our asynchronous PD offerings to accommodate educators' diverse schedules. In doing so, we have identified an increased need to

provide more opportunities for educators to develop their digital literacy skills. Hence, we are working to increase said professional development trainings to meet this need.

Annually, statewide training opportunities are offered during the spring and fall for both paid and volunteer adult education practitioners. These training institutes are used as a platform to inform adult education practitioners of priorities and changes and to educate them on new practices and tools. Professional development has focused on WIOA, standards, career pathways (including IET and Workplace Literacy), digital literacy, math and reading instruction, working with English language learners and other topics related to the specific needs of adult learners.

During the summer, graduate level courses are offered as an additional learning opportunity for all adult education practitioners at low to no cost. These professional development courses include training on best practices, instructional resources and WIOA requirements as they relate to adult education. As a result of the modifications, the following graduate-level courses are offered:

(EDPD 822-I) Fundamentals of Adult Education: Program Development, Design and Implementation

(EDPD 823-W) Adult Education: Content Area Reading and Writing

(EDPD 827 D) Instructional Strategies and Practices for Adult Education Practitioners

(EDPD 807-H) Teaching English to Adult Learners ESL Academy I

(EDPD 827 C) Supporting Digital Literacy and Resiliency in Adult Learners

(EDPD 808-C) Career Development in Adult Education - Global Career Development Facilitator Training

Trainings, meetings, and webinars serve as avenues to share information on national and local models and promising practices. Training will continue for local adult education and literacy providers using the many resources available locally, state-wide, and nationally. OAE places a strong emphasis on ensuring that materials and training incorporate research-based components.

Participants are surveyed after all workshops, conference presentations, and training webinars to evaluate the activity/event. Survey results are used for continuous improvement purposes and to identify additional training needs and intensity. The survey results are also used to improve professional development offerings. The OAE uses program performance data to assess the impact of professional development on student performance.

TECHNICAL ASSISTANCE TO FUNDED ELIGIBLE PROVIDERS

The OAE provides technical assistance to funded providers in many ways. Technical assistance was provided to individual providers or groups of providers either face-to-face, through conference calls, or web meetings. Statewide training sessions and regional meetings were conducted as well. With input from OAE, regional training was also conducted by TANs.

Overall program performance, as well as program performance through each initiative, is measured by the Desktop Monitoring Tool (DMT). Desktop monitoring allows both the state agency and local programs to understand how local programs are performing throughout the school year. Programs are required to submit this report quarterly. Programs that perform at aggregate averages of less than 65 percent for ABE and/or ESL students enter an ITAP

(Intensive Technical Assistance Program) process and will remain in the process until program performance improves to levels equal to or above 65 percent for both ABE and ESL students.

The program goal is for each provider to have at least one classroom that is totally standards-based and improve from that point to cover all academic classes.

MONITORING AND EVALUATION OF ADULT EDUCATION ACTIVITIES

To formally monitor providers, the Office of Adult Education assigns a Compliance Monitoring Review (CMR) team to review all school district programs and community-based organizations (CBO) receiving federal funds and/or state aid to support approved adult learning services.

The CMR process is a systemic approach designed to assess the educational opportunities and the effectiveness of adult education programs and services in the school districts and CBO's. One-fourth of the programs are reviewed each year by a team of OAE staff. The other three-fourths of the programs are informally reviewed by desktop monitoring tools, virtual and on-site visits.

The CMR Team reviews the written documentation submitted by each program director that is being formally reviewed while comparing the information to a data analysis spreadsheet.

To be successful, the CMR effort requires continuous follow-up and support activities including professional development and on-site technical assistance.

2. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT PERMISSIBLE STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA, IF APPLICABLE

The OAE has used funds for permissible activities to enhance the quality of programming in the adult education system. The permissible activities that were supported with federal leadership funds included:

- Technical Assistance Network (TAN) – Funding is used to support the TAN. The TAN, in collaboration with the OAE, develops and provides training to adult education practitioners on various adult education-related practices and models that support program development and instruction. Professional development activities through the TAN focus on career pathways, integrated education and training, and more.
- Standards – The OAE has been working to develop adult education standards that incorporate the state's K-12 standards and OCTAE standards.
- Distance Education – The OAE purchases distance education packages for use by local adult education providers.
- Graduate Level Courses – The OAE uses federal leadership funds to develop and execute graduate level college courses, based on WIOA guidelines, for adult education practitioners.
- College and Career Navigator Services – OAE guides implementation of transition services that are provided locally and provides training for the College and Career Navigator services.
- IET –The OAE will provide technical assistance and professional development to local programs to assist them in the development and implementation of IET programs. All programs must submit IET program proposals to the OAE for review and approval.

- Family Literacy programs have been incorporated into approximately 47 percent of South Carolina’s adult education programs. Through partnerships, adult education programs address one of the most prevalent and universal barriers for participation in adult education, “childcare” and transportation. Programs partner with local providers (Head Start, Early Head Start, South Carolina First Steps to School Readiness, and local school districts) to offer childcare for underage children of adult education students. Childcare vouchers are provided to students through a partnership with the SC Department of Social Services and the SCDE Office of Adult Education. The vouchers are for full and part time services. Students who work and attend adult education are eligible for full time vouchers. Transportation is addressed through collaborative initiatives such as buses accessed through local school districts, and partnerships with public and private transportation providers.
- Programs have incorporated family literacy services to enhance adult education program offerings, and address participation barriers while intensifying student academic goals, (high school diploma (HSD), high school equivalency diploma (HSED), career readiness certification, postsecondary education and training, entering/retaining employment, and focusing on career pathways). Participating students select an academic goal and parent education goal(s): (1) Increase involvement in children’s education, and (2) Increase involvement in children’s literacy activities.

FAMILY LITERACY (FL) PROGRAM REQUIREMENTS

- The purpose of the AEFLA FL Program initiatives (Family Literacy and Early Care and Education Career Pathway) are to provide needed support for efforts that will increase student and family commitment in local adult education programs. The intent of FL is to provide initiatives that interrupt generational poverty and low literacy by equipping adult students who are parents or guardians and their children for lifelong learning and economic stability. FL will provide adult education students who are parents or guardians of children with opportunities to improve their academic skills and use those skills to enhance the literacy skills of their children.
- FL is an extension of services that may be offered by local adult education programs to remove barriers from an enrolled student who is a parent or guardian and increase their ability to participate fully in adult education programs. Programs may apply for the Adult Education sub-grant funds in order to provide FL services. FL program participation will support the interwoven goals of adult education and family literacy for adults to obtain a high school equivalency diploma (HSED), enter employment, retain employment, move into postsecondary education and training, choose a career pathway, and obtain the educational skills necessary to become full partners in the educational development of their children.
- Programs must offer services that include the four components of family literacy. The activities must provide a broad array of services for the student to not only gain educational skills and earn a high school credential but also gain the skills to become the primary teacher for their children and prepare both the parent and the child for success in later life. The required four components of the FL program are: Adult Literacy (i.e., Adult Education (AE)) with the goal of obtaining a high school diploma, high school equivalent diploma, career readiness certificate, career pathway, postsecondary education, or the military. Training for Parents (i.e., Parent Education (PE)), guardians, or family members regarding how to be the primary teacher for their children and full partners in the education of their children. Educational Activities Between Parent and

Child, which is the contextualized part of parent education instruction, (i.e., Interactive Literacy Activities (ILA)) between parents or family members and their children), must be supported by partnerships such as with the local school district, Head Start, Early Head Start, First Steps to School Readiness, Read to Succeed, and private partnerships. Early Childhood Services (i.e., Early Care and Education (ECE)) is an age-appropriate education to prepare children for success in school and life experiences. These services must be supported by partnerships such as the school district, Head Start, Early Head Start, First Steps to School Readiness, Read to Succeed, and private partnerships. Adult Literacy, Parent Education and Interactive Literacy Activities are supported by AEFLA funds and Early Care and Education are supported through public and private partnerships.

- FL Eligible Individuals: Participation in FL Program initiatives is limited to adults and OSY, age sixteen (16) or older, who are enrolled in an adult education program; or are not enrolled or required to be enrolled in a secondary school under state law; or do not have a high school diploma or equivalent; and are basic skills deficient; or do not have a secondary school diploma or equivalent, and have not achieved an equivalent level of education; or are English language learners; and have a child(ren) ages birth (0) to eight (8) years, per South Carolina's requirement. This includes being a legal guardian, grandparent, stepparent, aunt, uncle, sibling, or other person with whom the child lives or who has been designated by a parent, legal guardian, or court to act in place of the parent.

F. ASSESSING QUALITY

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II. Describe how the eligible agency will take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA. Describe how the eligible agency will use evaluations, data analysis, program monitoring, or other methods to improve the quality of adult education activities in the State.

The Office of Adult Education will use a variety of methods to assess the quality of providers of adult education and literacy activities including:

1. Quarterly reporting via the desktop monitoring tool (DMT)
 - On a quarterly basis, local programs produce a data report that compares each program's outcomes to the negotiated performance targets and to the prior year's performance.
2. Analysis of statewide and individual providers' performance and supportive services data to determine professional development focus areas.
3. Federal grants require the following reporting:
 - a. Bi-annual reporting
 - i. Interim and final annual reports include information describing the program's strengths, challenges, and quality of processes as well as fiscal, programmatic and performance data.
4. Subject Area and Educational Functioning Levels

- Analyze program performance data such as educational functioning level gains (TABE 11 & 12, Best Plus, Best Literacy) and high school equivalency test scores by subject areas to determine topics for instructional professional development.

5. Career Navigator Annual Report (CNAR)

- A monitoring tool that is used to collect data on assistance provided to students in the career planning process and the transition from adult education into employment and/or postsecondary education and training programs.
 - education services
 - employment services
 - armed forces services
 - supportive services
 - Allows the South Carolina Department of Education – Office of Adult Education to view specific career services that indicate student progression towards the following WIOA performance measures:
 - Employment in the 2nd quarter after exiting the program
 - Employment in the 4th quarter after exiting the program
 - Credential attainment
 - Attainment of secondary school credential **and**
 - Employment and/or enrollment in postsecondary education or training within the program year or within one year after exit from the adult education program.

6. Intensive Technical Assistance Program (ITAP)

- Technical assistance processes have been developed for programs not reaching performance and/or programmatic thresholds for each of the following activities: Adult Education, Corrections Education, English as a Second Language and Family Literacy. Programs are required to participate in the Intensive Technical Assistance Program (ITAP) status based on the following criteria:
 - Adult Basic Education (ABE) program performance aggregate average is less than 65%,
 - English as a Second Language (ESL) program performance aggregate average is less than 65%,
 - Criteria for Corrections Education and Family Literacy will vary based on required program components.

The Office of Adult Education works with each identified program to strengthen areas of need through individualized Corrective Action Plans (CAPs). CAPs are developed by each identified program and includes incremental goals, strategies and success criteria. Technical assistance is tailored to focus on specific strategies for developing systems to reorganize practices that will impact program administration, staff development, data collection and analysis, the orientation

and intake process, student exit and follow-up, standardized assessment, student and program records, and identified instructional areas. All sessions focus on variables that directly and indirectly affect program performance.

7. Compliance Monitoring Review (CMR)

- Formal on-site and virtual monitoring visits are conducted to assess programs' delivery of services, performance, and compliance with state and federal regulations.
- Assigned CMR team conducts formal monitoring of all AE programs over a four-year cycle. The next grant cycle will be a five-year cycle.
- Formal written documentation is submitted by programs documenting program activities and compliance with federal and state regulations and policies.
- On site visit activities include
 - Current, Graduate, and Permanent Records Review
 - Student Attendance Records Review
 - Main Site and Satellite Facility Tour (Program Operations)
 - Instructional Observations
 - Financial and program inventory monitoring
- Virtual visit activities include:
 - Welcome
 - The Purpose of the Formal Review
 - Compliance Monitoring Review Process Overview
 - Superintendent/Board Chair's Vision for Adult Education
 - Adult Education State Director's Response
 - Director's Overview
 - Virtual Tour (if applicable)
 - Virtual Financial Monitoring (If virtual is needed)
 - Written Documentation Review with the Director
 - Teacher Interview(s)
 - Final Exit Conference
- After completion of the formal Compliance Monitoring visit, a Final CMR Report is sent to the Superintendent or CBO Board Chair, and Program Director
- Local programs are required to respond to the Final CM Report, if there are any required actions.
- Deficiencies noted during monitoring are addressed with an individualized Corrective Action Plan

- A virtual or on-site monitoring process for follow-up will be developed and implemented in the six month and twelve-month period after the deficiencies were noted on the CAP.
- Informal Program Review (IPR) (on-site and virtual) is conducted on all programs not formally reviewed in the current program year.

8. Staff surveys and interviews will continue to be conducted to evaluate local professional development opportunities and to determine individual professional development needs. Web-based surveys are sent to all program staff prior to bi-annual statewide training conferences and on-site compliance monitoring visits.

9. Attendees are surveyed following all state-provided professional development and training activities to determine level of effectiveness, relevance, and to plan future offerings.

10. Students are surveyed to assess the quality and the effectiveness of adult education and literacy activities.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM CERTIFICATIONS

States must provide written and signed certifications that:

The State Plan must include	Include
1. The plan is submitted by the State agency that is eligible to submit the plan;	Yes
2. The State agency has authority under State law to perform the functions of the State under the program;	Yes
3. The State legally may carry out each provision of the plan;	Yes
4. All provisions of the plan are consistent with State law;	Yes
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan;	Yes
6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;	Yes
7. The agency that is submitting the plan has adopted or otherwise formally approved the plan; and	Yes
8. The plan is the basis for State operation and administration of the program;	Yes

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding the supplement-not-supplant requirement);	Yes
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA;	Yes
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA;	Yes
4. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.	Yes
5. The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303).	Yes

AUTHORIZING OR CERTIFYING REPRESENTATIVE

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Please download and sign the forms below. Please scan and return the forms to wioa@ed.gov at the same time you submit your State Plan via the portal.

1. SF424B - Assurances – Non-Construction Programs
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>)
2. Grants.gov - Certification Regarding Lobbying
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>)
3. SF LLL Form – Disclosure of Lobbying Activities (required, only if applicable)
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>)

APPLICANT'S ORGANIZATION	Enter information in this column
Applicant's Organization	South Carolina Department of Education
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	Enter information in this column
First Name	Michael
Last Name	King
Title	Director

APPLICANT'S ORGANIZATION	Enter information in this column
Email	mrking@ed.sc.gov

SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)

EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

OMB Control Number 1894-0005 Expiration 02/28/2026

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.

GEPA Section 427 Form Instructions for State Applicants

State applicants must respond to the following four questions:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.
2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?
3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?
4. What is your timeline, including targeted milestones, for addressing these identified barriers?

- Applicants identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
- Applicants use the associated text box to respond to each question. However, applicants might have already included some or all this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) in their State Plans that includes the information responsive to that question on this form or may restate that information on this form.
- Applicants are not required to have mission statements or policies that align with equity to apply.
- Applicants that have already undertaken steps to address barriers must still provide an explanation and/or description of the steps already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.

- Applicants that believe no barriers exist must still provide an explanation and/or description to each question to validate that perception, as appropriate, to satisfy the GEPA Section 427 requirement.

GEPA Section 427 Instructions to State Applicants for their Subrecipient Applicants

The State grantee provides a subrecipient applicant seeking Federal assistance instructions and guidance for how it must comply with the GEPA Section 427 requirement. The State grantee determines the form and content of the information a subrecipient applicant must include in its application regarding the steps it proposes to take to ensure equitable access to, and equitable participation in, its local-level project or activity. For example:

- The State grantee may require its subrecipient applicant to use and submit the GEPA Section 427 form that it is required to submit to the Department; or
- The State grantee may use a State-developed form that is sufficient to meet the GEPA Section 427 requirement.
- The State grantee maintains the subrecipient applicants' responses in the State office.

Please refer to GEPA 427 - Form Instructions for AEFLA Application Package

1. DESCRIBE HOW YOUR ENTITY'S EXISTING MISSION, POLICIES, OR COMMITMENTS ENSURE EQUITABLE ACCESS TO, AND EQUITABLE PARTICIPATION IN, THE PROPOSED PROJECT OR ACTIVITY.

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The first of four questions is:

Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

The South Carolina Department of Education (SCDE) - Office of Adult Education (OAE) provides leadership, training, technical assistance, monitoring, and evaluation of local adult education service providers who assist adults in obtaining the literacy, credentials, knowledge, and skills necessary for self-sufficiency, employability, civic awareness, and an engaged partnership in the educational development of their children.

The existing mission and policies developed and overseen by the SCDE – OAE ensure equitable access to and participation in Adult Education and Family Literacy Act (AEFLA) projects or activities through the following processes:

Request for Proposals (RFP) - During the RFP process, applicants must respond to General Education Provisions Act (GEPA) 427 requirements detailing how participants locally would have equitable access to and in activities or Adult Education and Family Literacy projects provided in each community. The OAE oversees a five-year grant cycle that requires applicants to share how they would fulfill GEPA requirements. Applications are reviewed and scored appropriately based on responses.

Compliance Monitoring Review (CMR) – Annually, awarded subgrantees are monitored to ensure what they included in their RFP application is occurring, and if they are in compliance with GEPA requirements. The OAE monitors for compliance the written transition IEP as a part of its annual compliance process and collaborates with the SCDE - Office of Special Education to monitor all other GEPA requirements.

The OAE issues required actions, recommendations, or commendations as result of discoveries. OAE requires that all funded local providers have a written plan with local Special Education Departments to transition IEP (Individualized Education Plan) students, and that local providers comply with GEPA which requires each provider to describe the steps they propose to take to ensure equitable access to, and participation in, its federally assisted programs.

In cooperation with SCDE - Office of General Counsel and the SCDE - Office of Special Education Services, OAE delivers annual training for adult education practitioners serving students with special needs. OAE meets regularly with the SCDE - Office of Special Education Services to ensure compliance with all special education regulations.

The OAE also ensures that GEPA requirements are met by the State when using federal AEFLA funds for State Leadership and State Administration activities by following the same regulation requirements as subgrantees in the administration of the federal grant, and by ensuring that strong internal controls are in place within the OAE.

**2. BASED ON YOUR PROPOSED PROJECT OR ACTIVITY, WHAT BARRIERS MAY IMPEDE
EQUITABLE ACCESS AND PARTICIPATION OF STUDENTS, EDUCATORS, OR OTHER
BENEFICIARIES?**

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The second of four questions is:

Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

There are many barriers that may impede equitable access and participation of students, educators, and all who need Adult Education and Family Literacy Activities, but childcare and transportation are two that state and local entities have focused on in South Carolina.

3. BASED ON THE BARRIERS IDENTIFIED, WHAT STEPS WILL YOU TAKE TO ADDRESS SUCH BARRIERS TO EQUITABLE ACCESS AND PARTICIPATION IN THE PROPOSED PROJECT OR ACTIVITY?

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The third of four questions is:

Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

Adult Education subgrantees are collaborating with core and local partners to access additional funding streams to assist students in the areas of transportation and childcare.

4. WHAT IS YOUR TIMELINE, INCLUDING TARGETED MILESTONES, FOR ADDRESSING THESE IDENTIFIED BARRIERS?

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The final of four questions is:

What is your timeline, including targeted milestones, for addressing these identified barriers?

Although core and local partners are collaborating to address childcare and transportation barriers, the State has also identified childcare as a major barrier that needs to be addressed. The South Carolina General Assembly is working to amend a Bill that qualifies individuals to be caregivers in a licensed or approved childcare center. This amendment will allow additional people to qualify for the caregiver role.

ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the

Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	33.0%		35.0%	
Employment (Fourth Quarter After Exit)	34.0%		36.0%	
Median Earnings (Second Quarter After Exit)	3,300.00		3,350.00	
Credential Attainment Rate	41.0%		42.0%	

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Measurable Skill Gains	41.0%		42.0%	
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

**PROGRAM-SPECIFIC REQUIREMENTS FOR STATE VOCATIONAL REHABILITATION
(COMBINED OR GENERAL)**

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan must include the following descriptions and estimates, as required by sections 101(a) and 606 of the Rehabilitation Act of 1973, as amended by title IV of WIOA.

A. STATE REHABILITATION COUNCIL.

1. ALL VR AGENCIES, EXCEPT FOR THOSE THAT HAVE AN INDEPENDENT CONSUMER-CONTROLLED COMMISSION, MUST HAVE A STATE REHABILITATION COUNCIL (COUNCIL OR SRC) THAT MEETS THE CRITERIA IN SECTION 105 OF THE REHABILITATION ACT. THE DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPLICABLE, HAS:

Select A or B:

(A) is an independent State commission

(B) has established a State Rehabilitation Council

(A) is an independent State commission

2. IN ACCORDANCE WITH ASSURANCE (A)(1)(B), IF SELECTED, PLEASE PROVIDE INFORMATION ON THE CURRENT COMPOSITION OF THE COUNCIL BY REPRESENTATIVE TYPE, INCLUDING THE TERM NUMBER OF THE REPRESENTATIVE, AS APPLICABLE, AND ANY VACANCIES, AS WELL AS THE BEGINNING DATES OF EACH REPRESENTATIVE'S TERM.

Select 'Edit' to edit the narrative.

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Council Representative	Current Term Number/Vacant	Beginning Date of Term Mo./Yr.
Statewide Independent Living Council (SILC)		

Council Representative	Current Term Number/Vacant	Beginning Date of Term Mo./Yr.
Parent Training and Information Center		
Client Assistance Program		
Qualified Vocational Rehabilitation (VR) Counselor (Ex Officio if Employed by the VR Agency)		
Community Rehabilitation Program Service Provider		
Business, Industry, and Labor		
Business, Industry, and Labor		
Business, Industry, and Labor		
Business, Industry, and Labor		
Disability Advocacy Groups		
Current or Former Applicants for, or Recipients of, VR services		
Section 121 Project Directors in the State (as applicable)		
State Educational Agency Responsible for Students with Disabilities Eligible to Receive Services under Part B of the Individuals with Disabilities Education Act (IDEA)		
State Workforce Development Board		
VR Agency Director (Ex Officio)		

3. IF THE SRC IS NOT MEETING THE COMPOSITION REQUIREMENTS IN SECTION 105(B) OF THE REHABILITATION ACT AND/OR IS NOT MEETING QUARTERLY AS REQUIRED IN SECTION 105(F) OF THE REHABILITATION ACT, PROVIDE THE STEPS THAT THE VR AGENCY IS TAKING TO ENSURE IT MEETS THOSE REQUIREMENTS.

4. IN ACCORDANCE WITH THE REQUIREMENTS IN SECTION 101(A)(21)(A)(II)(III) OF THE REHABILITATION ACT, INCLUDE A SUMMARY OF THE COUNCIL'S INPUT (INCLUDING HOW IT WAS OBTAINED) INTO THE STATE PLAN AND ANY STATE PLAN REVISIONS, INCLUDING

RECOMMENDATIONS FROM THE COUNCIL'S ANNUAL REPORTS, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION AND OTHER COUNCIL REPORTS.

5. PROVIDE THE VR AGENCY'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS, INCLUDING AN EXPLANATION FOR THE REJECTION OF ANY INPUT AND RECOMMENDATIONS.

List each recommendation/input followed by the VR agency response

B. COMPREHENSIVE STATEWIDE NEEDS ASSESSMENT (CSNA).

Section 101(a)(15), (17), and (23) of the Rehabilitation Act require VR agencies to provide an assessment of:

1. THE VR SERVICES NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, INCLUDING:

A. INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES AND THEIR NEED FOR SUPPORTED EMPLOYMENT;

Within the scope of VR services, the top needs identified in the most recent CSNA for individuals with the most significant disabilities (MSD) were job coaching (i.e., Supported Employment), Customized Employment, Work Based Learning Experiences, and Extended Services. Other potential strategies suggested by stakeholders to improve outcomes of those with MSD included increased collaboration with partner agencies (particularly the SC Department of Disabilities and Special Needs) and establishing apprenticeship and summer programs geared toward individuals with most significant disabilities.

SCVRD provides Supported Employment services to job seekers with a most significant disability who need intensive one-on-one support to gain or maintain competitive integrated employment. The agency offers Supported Employment in all areas of the state and employs job coaches who work one-on-one with consumers. As a result of state legislation that phases out 14(c) sub-minimum wage programs, SCVRD expects an increase in the number of referrals from job seekers with MSD in the coming years. In preparation, SCVRD has been revising the Supported Employment policy and intends to invest in Supported Employment program enhancements.

B. INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES AND INDIVIDUALS WITH DISABILITIES WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

According to the 2022 American Community Survey, 35.4% of South Carolinians with disabilities are Black, Indigenous, and People of Color (BIPOC). The minority populations representing the largest proportions of people with disabilities include Black/ African American (26.7%) and Hispanic/ Latinx (3.3%).

In program year (PY) 2022, SCVRD served 21,710 people. 43.4% of consumers were White alone, and 55.8% of consumers were BIPOC, with 0.8% preferring not to answer. Black/African American (alone) consumers made up 50.4% of consumers, and Latinx/Hispanic (any race) made up 3.6% of consumers.

Race/Ethnicity	South Carolina People with Disabilities	SCVRD Consumers PY 2022
White alone	64.6%	43.4%

Race/Ethnicity	South Carolina People with Disabilities	SCVRD Consumers PY 2022
Black/African American alone	26.7%	50.4%
Latinx/Hispanic, any race	3.3%	3.6%
Asian alone	0.8%	0.5%
American Indian/Alaska Native alone	0.4%	0.5%
Native Hawaiian/Pacific Islander	0.1%	0.1%
Some other race alone	1.2%	--
More than One Race (not Latinx/Hispanic)	2.9%	0.7%
Prefer not to Answer	--	0.8%

These data demonstrate that the Agency is serving the primary minority populations in the state in higher proportions than their representation among the state’s total disability population. Success, in terms of the rehabilitation rate, for Black/African American consumers is also comparable to non-minorities. The rehabilitation rate for Hispanic/Latinx consumers is somewhat lower, however. The rehabilitation rate for White (alone) consumers was 58.6% in PY 2022. For the same year, minority rehabilitation rates were as follows:

Black/African American alone – 59.2%

Multiracial Hispanic/Latinx – 51.8%

No Race Reported Hispanic/Latinx – 49.3%

Although no data have been identified to substantiate the claims, various stakeholders expressed belief that particular groups might potentially be unserved or underserved, including individuals who: live in rural areas, have intellectual disabilities, are homeless, have significant disabilities (including Autism Spectrum Disorders), have mental health disabilities, have physical disabilities, and who are also LGBTQIA+. Internal Agency data refute the assertion, in particular, that individuals with intellectual disabilities and ASD are underserved, as these population make up over 14% of caseloads. This proportion is comparable to the estimated statewide proportion of people with a disability who have intellectual disabilities and/or ASD. Additionally, over 90% of the Agency’s consumers have a significant disability or most significant disability.

C. INDIVIDUALS WITH DISABILITIES SERVED THROUGH OTHER COMPONENTS OF THE WORKFORCE DEVELOPMENT SYSTEM; AND

At present, the Agency has a low rate of consumers documented as co-enrolled with other workforce development system partners. SCVRD reported 7.7% of participants enrolled in more than one core program for PY 2022. Before the VR service needs of individuals jointly served through other components of the workforce development system can be adequately assessed, we must first find ways to better identify who is being jointly served. In September 2023, the SC Department of Employment and Workforce (which operates the WIOA Title I and Title III programs in the state) hired a consultant to help determine the requirements for a modernized

case management system (CMS) for that agency. As part of the scope of that project, the consultant also conducted interviews with WIOA partner agencies' personnel to learn about their respective CMS, and ideal functionalities to seek, such as an interface or overlay that would allow real-time determination at the point of application whether the individual is already being served by another WIOA partner and, if so, sharing of common data elements across systems. This would streamline intake and ensure consistent data are reported by multiple partners to their respective federal partners for the same individual being jointly served.

D. YOUTH WITH DISABILITIES, INCLUDING STUDENTS WITH DISABILITIES AND THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES. INCLUDE AN ASSESSMENT OF THE NEEDS OF INDIVIDUALS WITH DISABILITIES FOR TRANSITION CAREER SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES, AND THE EXTENT TO WHICH SUCH SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER IDEA.

According to the U.S. Census Bureau's American Community Survey, an estimated 659,921 South Carolinians are age 15 to 24 (13.1% of the state's population). Additionally, the statewide population 5 to 17 years old with a disability totals 49,674, or about 10.0% of the statewide population. According to the Social Security Administration, 17,516 South Carolinians under age 18 receive SSI benefits. This represents about 33.6% of the under age 18 population with disabilities in the state. In PY 2022, SCVRD served 9,018 individuals who were under the age of 25 at the time of application. This represents 41.5% of all applicants and participants served during PY 2022.

During the 2021-2022 school year, there were 42,874 students ages 13 through 21 enrolled in special education in South Carolina. Of those, 25,990 (60.7%) were in secondary education. Overall, the most prevalent disability among special education students in South Carolina is Specific Learning Disability.

The highest proportion of SCVRD youth applicants in PY 2022 were those with Specific Learning Disabilities (22.6%), followed by Mental impairments (18.2%) and Autism (17.5%). Of the 7,774 students reported on the PY 2022 RSA-911 submissions, 7,382 (95.0%) received at least one of the Pre-Employment Transition Services (Pre-ETS). In addition to the Pre-ETS, services appearing on Transition IPEs most often include Job Search Assistance, Job Placement Assistance, Miscellaneous (includes High School Training), Job Readiness Training, and Job Preparedness Classes.

The department continues to coordinate the development of designated staff with emerging initiatives by the SC Department of Education and the 80 local school districts (LEAs) under IDEA and state school-to-work transition efforts. Transition training efforts included the following: a one day transition summer series was conducted for transition staff that included presentations and training on Pre-Employment Transition Services. Every month Transition Services conducts a training for Transition Staff and Supervisors. The training is an opportunity for the State Transition Services Team to share updates and new resources with the field or a refresher on a Transition related topic. It also allows the field staff an opportunity to ask questions and share resources with their fellow counselors and transition related staff members. Selected transition staff participated in a session on active training techniques and self-determination. Over 40 transition staff participated in an annual interagency transition conference, focused on local interagency planning and content sessions focused on effective service delivery for students with disabilities.

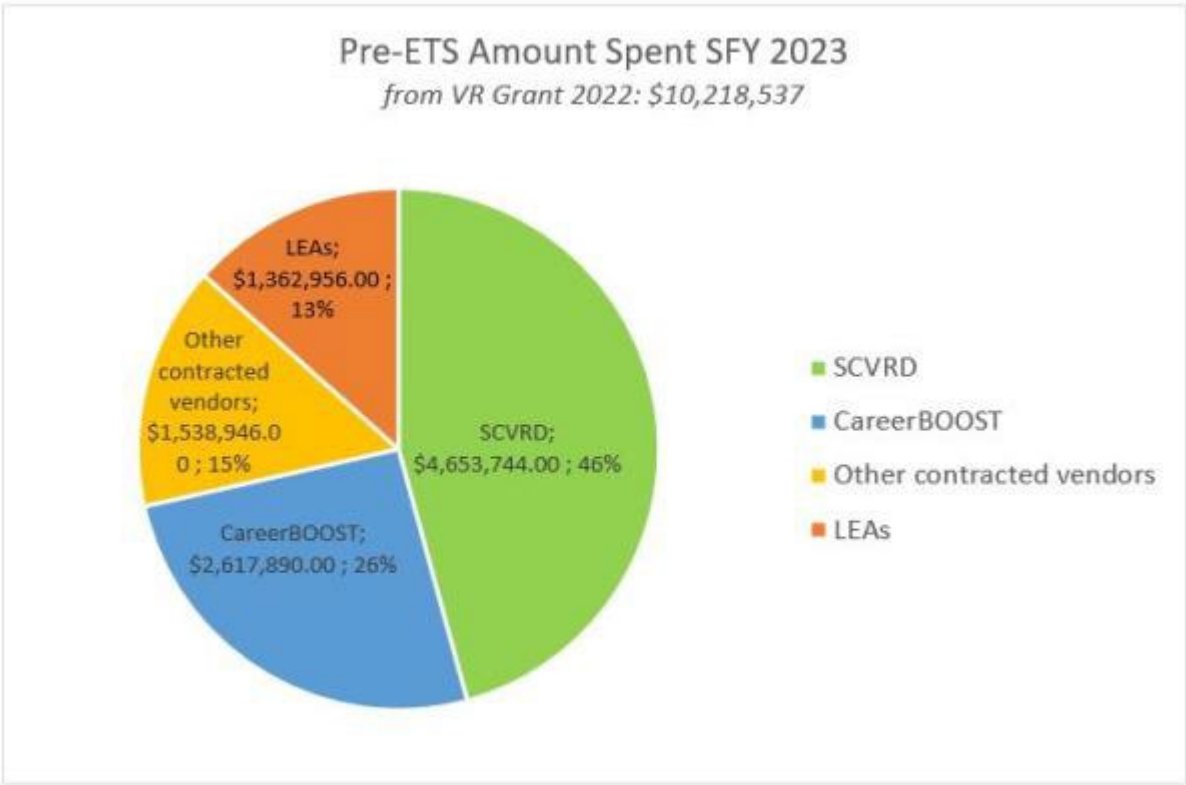
2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE.

In South Carolina, SCVRD provides most vocational rehabilitation services through agency staff. The agency operates Job Readiness Training (JRT) Centers, which also serve as CRPs for the state's VR consumers. There are 27 JRT Centers across the state. These centers facilitate a variety of vocational rehabilitation training services including Customized Training, Occupational and Vocational Training, and Job Preparedness Instruction. For consumers who are unable to physically participate in a Training Center, several courses are available online through the Agency's E-Learning Platform, the LEARN Library. With access to the Library, consumers can complete career-specific training modules anytime, anywhere, and from any device. Consumers gain industry-specific skills and recognized credentials through vocational programs like the Forklift Certification course, the ISSA™ Certified Custodial Technician course, and more. Additionally, Training Centers develop partnerships with companies doing business in the state to create customized training programs that meet the unique training needs of each employer.

In PY 2022, 2,404 consumers were served in the Training Centers, with 53 obtaining industry-recognized credentials as part of their training there. The PY 2022 rehabilitation rate for Training Center consumers was 50.8%, compared to the overall rehabilitation rate of 58.6%. In PY 2022, the Training Centers utilized 12 Customized Training programs.

SCVRD also uses community service providers for the direct provision of Pre-Employment Transition Services to students with disabilities. These contracted providers must meet minimum provider standards and qualifications set forth by SCVRD, as well as having a service contract in place for the specific Pre-ETS they provide. SCVRD staff are able to provide all five required Pre-ETS, while contracted providers are authorized to provide Counseling on Post-Secondary Enrollment Opportunities, Workplace Readiness Training, and Instruction in Self-Advocacy. In addition to the private providers contracted to facilitate Pre-ETS, SCVRD maintains contracts with school districts to pay school-based staff to provide Pre-ETS in some parts of the state.

In PY 2022, SCVRD contracted Pre-ETS through multiple provider types in addition to providing Pre-ETS by SCVRD staff. Contractors included school districts (LEAs), Centers for Independent Living, and agencies that provide services to specific groups such as Autism. Of the \$10,218,537 spent, SCVRD spent \$4,653,744 on Pre-ETS provided by Agency staff. School contracts accounted for \$1,362,956, and CareerBOOST vendors another \$2,617,890. Community service providers and other contracted vendors accounted for the remaining \$1,583,946 of Pre-ETS spending. The pie chart below displays the SFY 2023 amount spent in each Pre-ETS provider category.



Area Office Capital Projects – SFY 2020 - 2024

The state of South Carolina requires that agencies submit for approval a five-year Comprehensive Permanent Improvement Plan (CPIP). This forms the basis for identifying needs for routine maintenance such as roofs and building repair. It also includes projects that are necessary to extend the life or expand use of existing structures, which were included in our most recent CSNA to establish the need for those projects.

Roofing Projects

The following SCVRD area office locations have re-roofing projects identified in the CPIP through SFY 2027 (WIOA PY 2026):

Orangeburg: Reroof the Orangeburg VR Center building consisting of approximately 23,400 square feet of roof deck with a new roofing system. Remove existing built-up roof then apply a new roofing system. The project may require removal and disposal of asbestos containing roofing and flashing materials. The roof is approximately 34 years old and has exceeded its life expectancy.

Greenwood: Reroof the Greenwood VR Center building consisting of approximately 26,700 square feet of roof deck with a new roofing system. Remove existing built-up roof then apply a new roofing system. The project may require removal and disposal of asbestos containing roofing and flashing materials. The roof is approximately 37 years old and has exceeded its life expectancy.

Beaufort: Reroof the Beaufort VR Center building consisting of approximately 25,200 square feet of roof deck with a new roofing system. Remove existing built-up roof then apply a new roofing system. The project may require removal and disposal of asbestos containing roofing and flashing materials. The roof is approximately 33 years old and has exceeded its life expectancy.

Berkeley-Dorchester: Reroof the Berkeley-Dorchester VR Center building consisting of approximately 21,450 square feet of roof deck with a new roofing system. Remove existing built-up roof then apply a new roofing system. The project may require removal and disposal of asbestos containing roofing and flashing materials. The roof is approximately 29 years old and has exceeded its life expectancy.

Rock Hill: Reroof the Rock Hill VR Center building consisting of approximately 26,700 square feet of roof deck with a new roofing system. Remove existing built-up roof then apply a new roofing system. The project may require removal and disposal of asbestos containing roofing and flashing materials. The roof is approximately 34 years old and has exceeded its life expectancy.

Conway: Reroof the Conway VR Center building consisting of approximately 23,500 square feet of roof deck with a new roofing system. Remove existing built-up roof then apply a new roofing system. The project may require removal and disposal of asbestos containing roofing and flashing materials. The roof is approximately 31 years old and has exceeded its life expectancy.

Several satellite office buildings, storage buildings and maintenance facilities will require reroofing in the immediate future. These buildings range in size from 3,000 to 10,000 SF, and have sloped roofs with a shingled roofing system.

Parking Lot Repair

The following SCVRD area office locations have repaving projects identified in the CPIP:

Anderson: Repair and resurface the existing parking lot and loading area. Subsurface investigations will be required to determine the level of deterioration of the existing paved areas. Exterior lighting will also be added to the parking areas for increased safety and security. The existing paved areas have deteriorated and are in need of repair and resurfacing, since the facility is over 34 years old.

Marlboro: Repair and resurface the existing parking lot and loading area. This facility is over 33 years old, and the parking lot and loading areas are in need of repair and resurfacing. Subsurface investigations will be required to determine the depth and extent of deterioration of the existing paving prior to resurfacing. Exterior lighting will also be added to the parking areas for increased safety and security.

Conway: Repair and resurface the existing parking lot and loading area. This facility is over 43 years old, and the parking lot and loading areas are in need of repair and resurfacing. Subsurface investigations will be required to determine the depth and extent of deterioration of the existing paving prior to resurfacing. Exterior lighting will also be added to the parking areas for increased safety and security.

Lexington: Repair and resurface the existing parking lot and loading area. This facility is over 41 years old, and the parking lot and loading areas are in need of repair and resurfacing. Subsurface investigations will be required to determine the depth and extent of deterioration of the existing paving prior to resurfacing. Exterior lighting will also be added to the parking areas for increased safety and security.

Evaluation Center/State Office: Repair and resurface the existing parking lot and surrounding roadways. This facility is over 46 years old, and the parking lot and driveways are in need of repair and resurfacing. Subsurface investigations will be required to determine the depth and extent of deterioration of the existing paving prior to resurfacing.

ITTC/Rehabilitation Engineering Building: Repair and resurface the existing parking lot and surrounding roadways. This facility is over 34 years old, and the parking lot and driveways are in need of repair and resurfacing. Subsurface investigations will be required to determine the depth and extent of deterioration of the existing paving prior to resurfacing.

Other CPIP Projects

At its offices and work training centers throughout the state, SCVRD has approximately 65 HVAC systems that are more than 15 years old. All of these units use HCFC-22 or R142b refrigerants, which are no longer being produced or imported (after 2020), and will be available only through stockpiled quantities. SCVRD will work with the State Energy Office in assessing all aging HVAC units and developing plans for replacement or repair. Replacement will also assist the agency in achieving the State Energy Office's required 20% reduction in energy usage by 2020. In addition, SCVRD has a total of 322 HVAC units of varying ages. Despite routine preventive maintenance efforts, individual HVAC units will age/deteriorate to the point that it is more reasonable to replace versus repair the unit. In these situations, the agency will follow the State procurement process to replace affected units. SCVRD will also include an estimated number of HVAC units, to be replaced each fiscal year, in our annual aggregate prior approval request to RSA. Subject to that approval, SCVRD will be in a position to replace the units in a timely manner.

Other Projects

SCVRD will need to install a generator at the State Office to power the Agency computer servers and phone system in the event of a power outage. The entire SCVRD network is impacted if these servers and the phone system lose power. The SCVRD server room currently has UPS units for short term power outages. The UPS units can provide power for about 15-25 minutes during an outage. This allows the Agency to do a controlled shut down of the system in the event of an outage. The limitation of relying on UPS units is that an outage that lasts any longer will take down the network until power is restored and the system is rebooted and tested. The last outage happened at the end of a work day and took about 3 hours to restore the servers to an operational state. An outage that lasts for more than a very short while will also take out the State Office phone system. A generator system that can provide power for the equipment and A/C units will allow the system to be functional for the rest of the offices in the state as well as allow State Office users the option of connecting remotely.

The SCVRD server room requires a new fire suppression system. In the past there was a Halon system for fire suppression. However, Halon was removed from the market for environmental reasons and the system had to be removed from the server room. An appropriate fire suppression system will automatically extinguish a fire in the server room without damaging the servers and other equipment. This would minimize damage to the servers and other equipment required for the SCVRD network. Allowing the network to be restored quicker and diminish any downtime. Server room fire protection is part of the SCVRD Environmental Security policy. These policies were developed from templates provided by the South Carolina Department of Administration.

SCVRD needs to add an accessible bathroom in the State Office. This renovation to our facility is needed to accommodate the larger size of some powered wheelchairs for staff and visitors.

SCVRD is the process of digitizing our personnel files. When this is completed, we will need to make renovations in our Human Resources unit to remove and surplus the old file system and convert the space to other office use.

As noted above, SCVRD owns and operates its CRPs. This includes almost 1,000,000 square feet of space in our buildings. Despite routine preventative maintenance efforts, aging facilities will require some attention. Necessary maintenance, normal repairs, and alterations which:

- Keep the property in an efficient operating condition; and
- Do not add to the permanent value of the property or appreciably prolong its intended life, will be addressed as administrative costs.

Building related expenditures which add to the permanent value of property or appreciably prolong its intended life are considered capital projects. Capital projects will be addressed under either the establishment authority or construction authority (as appropriate). SCVRD will comply with all applicable State and Federal regulations regarding capital projects including the “pre-planning” and “prior approval” requirements.

SCVRD has historically operated two substance abuse recovery facilities in the state, Holmesview Center in Greenville and Palmetto Center in Florence. Holmesview Center was destroyed in a fire in November of 2016. Plans for rebuilding that Center are currently going through state procedures and the federal prior approval process. The need for this facility is documented in the most recent CSNA.

In April 2022, members of the Executive Leadership Team conducted visits to each of the SCVRD locations across the state. These visits were conducted to assess each facility’s condition and current needs based on requests submitted to the Director of Field Operations and the Agency’s Facility Management Project Director for area improvements and employee concerns. During these office visits, each facility was evaluated for the following concerns: safety, security, esthetics, repair needs and maintenance needs. Although each facility had its own individual areas requiring attention, it was evident that the majority of restrooms in SCVRD facilities are in dire need of updates. There were twenty-five facilities identified during the evaluation that are significantly overdue for updates and in desperate need of renovation. These facilities range in age from 29 to 48 years old, and only four of the 25 locations have had partial updates, which occurred between 1998 and 2010. In addition, several of these facilities have tested positive for asbestos and are in need of an asbestos abatement. We are in the process of testing all facilities that may have asbestos issues due to the timeframe in which they were constructed and the materials that were used by builders during that timeframe. Below is a list of the identified facilities requiring bathroom renovations.

South Carolina Vocational Rehabilitation Department Bathroom Renovation List:

- **Aiken** – this facility was built in 1980 and is 43 years old. There have been no updates to the original bathrooms, only minor repairs as needed. This facility has also tested positive for asbestos and is in need of an asbestos abatement.
- **Anderson** - This facility was built in 1987 and is 36 years old. There have been no updates to the original bathrooms, only minor repairs as needed.
- **Beaufort** – this facility was built in 1988 and is 35 years old. There have been no updates to the original bathrooms, only minor repairs as needed.
- **Berkeley** – This facility was built in 1992 and is 31 years old. There have been no updates to the original bathrooms, only minor repairs as needed.
- **Camden** – This facility was built in 1990 and is 33 years old. There have been no updates to the original bathrooms, only minor repairs as needed.

- **Conway** – This facility was built in 1978 and is 45 years old. The restrooms were updated in 2010. This facility is scheduled to be tested for asbestos during program year 2023.
- **Dillon** - This facility was built in 1991 and is 32 years old. There have been no updates to the original bathrooms, only minor repairs as needed. This facility is scheduled to be tested for asbestos during program year 2023.
- **Florence** – This facility was built in 1982 and is 41 years old. There have been no updates to the original staff bathrooms, only minor repairs as needed. The consumer restrooms had tile flooring replaced in 2022, but no additional updates. This facility is scheduled to be tested for asbestos during program year 2023.
- **Gaffney** - This facility was built in 1993 and is 30 years old. There have been no updates to the original bathrooms, only minor repairs as needed. This facility is scheduled to be tested for asbestos during program year 2023.
- **Georgetown** – This facility was built in 1992 and is 31 years old. There have been no updates to the original bathrooms, only minor repairs as needed. This facility is scheduled to be tested for asbestos during program year 2023.
- **Greenwood** - This facility was built in 1984 and is 39 years old. There have been no updates to the original bathrooms, only minor repairs as needed.
- **Greenville** – This facility was built in 1976 and is 47 years old. There have been no updates to the original bathrooms, only minor repairs.
- **Lancaster** - This facility was built in 1982 and is 41 years old. There have been no updates to the original bathrooms, only minor repairs as needed. This facility has also tested positive for asbestos and is in need of an asbestos abatement.
- **Laurens** – This facility was built in 1985 and is 38 years old. There have been no updates to the original bathrooms, only minor repairs as needed.
- **Lexington** - This facility was built in 1980 and is 43 years old. There have been no updates to the original bathrooms, only minor repairs as needed. This facility is scheduled to be tested for asbestos during program year 2023.
- **Marlboro** – This facility was built in 1988 and is 35 years old. There have been no updates to the original bathrooms, only minor repairs as needed. This facility is scheduled to be tested for asbestos during program year 2023.
- **Newberry** – This facility was built in 1994 and is 29 years old. There have been no updates to the original bathrooms, only minor repairs as needed. This facility is scheduled to be tested for asbestos during program year 2023.
- **Oconee** - This facility was built in 1989 and is 34 years old. There have been no updates to the original bathrooms, only minor repairs as needed.
- **Orangeburg** - This facility was built in 1975 and is 48 years old. There have been no updates to the original bathrooms, only minor repairs as needed. This facility has also tested positive for asbestos and is in need of an asbestos abatement.
- **Rock Hill** - This facility was built in 1987 and is 36 years old. There have been no updates to the original bathrooms, only minor repairs as needed.

- **Spartanburg** - This facility was built in 1979 and is 44 years old. There have been no updates to the original bathrooms, only minor repairs as needed.
- **Sumter** – This facility was built in 1975 and is 48 years old. There have been no updates to the original bathrooms, only minor repairs. This facility has also tested positive for asbestos and is in need of an asbestos abatement.
- **Walterboro** – This facility was built in 1975 and is 48 years old. The consumer restrooms were updated in 1998. There have been no updates to the staff restrooms. This facility has also tested positive for asbestos and is in need of an asbestos abatement.
- **Williamsburg** – This facility was built in 1992 and is 31 years old. There have been no updates to the original bathrooms, only minor repairs as needed.
- **Information Technology Training Center (ITTC) Dormitory** – This facility was built in 1987 and is 36 years old. The ITTC dormitory was used to house SCVRD consumers from all across the state who enrolled in one of four on-site training programs lasting anywhere from four weeks to eighteen months. Updates to the dormitory were made in 2008, however, the dormitory has not been in use since 2019 and is in need of updating so that it can be used for consumers.

Currently SCVRD is spending \$30,000 in licensing renewal fees and card readers annually across the state for physical access control. In order to decrease yearly reoccurring costs, the Agency will upgrade the current system with one that will allow the integration of new cameras into the system for better monitoring and the creation of an active directory. Implementation of the active directory into the system will allow autonomy to pull an employee out of multiple systems at one time. This, in turn, would decrease the work hours needed to add/remove employees.

Currently SCVRD is using two different camera systems to monitor the area offices for accidents, worker's compensation, and security threats. Both systems have been in place for over 10 years and are outdated. The current systems use analog wiring which prevents the Agency from updating to a technologically savvy camera system. There have been several occasions in the past where inadequate video footage has prevented the Agency from viewing crimes against the Agency. Inadequate video footage has also prevented the Agency from working with law enforcement and helping to solve these crimes. In the most recently completed program year, the Agency spent \$84,000 in repairs and \$30,000 in licensing fees for a total cost of \$114,000. The overall goal is to eliminate reoccurring licensing fees and to eliminate the maintenance of this outdated system.

An electronic visitor management system is needed to replace the existing paper system for logging entry to and departure from Agency facilities. Each area office has a different log that is being used to sign individuals in and out. An electronic system will help eliminate the paper visitor logs which could compromise individuals' privacy. The use of an electronic system would encourage standardization; better track who is entering and leaving SCVRD buildings; bolster privacy for visitors; and provide improved physical security as the visitor badge will have a picture and name clearly printed on the badge.

SCVRD has approximately twelve offices that were built with cast iron sewer systems that are starting to age beyond life expectancy. Recently, two of those offices have experienced plumbing failures that have repair costs between \$160,000 to \$180,000 due to deterioration of sewer pipes. The buildings are on a slab foundation which contributes to the high cost of the repairs. In

an effort to avoid destruction of the new bathroom remodels currently scheduled, the agency will be requiring plumbing assessments and possible repairs to be completed on each aging facility prior to the planned bathroom remodels.

As part of the CSNA, the Agency asked staff and other stakeholders to assess the state's needs for Community Rehabilitation Programs. Overall, there was a strong agreement on the need to expand the programs offered in the JRT Centers. However, external stakeholders were more likely to respond that there is a need to establish new CRPs. Many of those external stakeholder responses came from Pre-ETS vendors.

C. GOALS, PRIORITIES, AND STRATEGIES

Section 101(a)(15) and (23) of the Rehabilitation Act require VR agencies to describe the goals and priorities of the State in carrying out the VR and Supported Employment programs. The goals and priorities are based on (1) the most recent CSNA, including any updates; (2) the State's performance under the performance accountability measures of Section 116 of WIOA; and (3) other available information on the operation and effectiveness of the VR program, including any reports received from the SRC and findings and recommendations from monitoring activities conducted under Section 107 of the Rehabilitation Act. VR agencies must—

1. DESCRIBE HOW THE SRC AND THE VR AGENCY JOINTLY DEVELOPED AND AGREED TO THE GOALS AND PRIORITIES AND ANY REVISIONS; AND

SCVRD is an independent State commission.

2. IDENTIFY MEASURABLE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS AND THE BASIS FOR SELECTING THE GOALS AND PRIORITIES (E.G., CSNA, PERFORMANCE ACCOUNTABILITY MEASURES, SRC RECOMMENDATIONS, MONITORING, OTHER INFORMATION). AS REQUIRED IN SECTION 101(A)(15)(D), (18), AND (23), DESCRIBE UNDER EACH GOAL OR PRIORITY, THE STRATEGIES OR METHODS USED TO ACHIEVE THE GOAL OR PRIORITY, INCLUDING AS APPLICABLE, DESCRIPTION OF STRATEGIES OR METHODS THAT—

A. SUPPORT INNOVATION AND EXPANSION ACTIVITIES;

B. OVERCOME BARRIERS TO ACCESSING VR AND SUPPORTED EMPLOYMENT SERVICES;

C. IMPROVE AND EXPAND VR SERVICES FOR STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF SERVICES DESIGNED TO FACILITATE THE TRANSITION OF SUCH STUDENTS FROM SCHOOL TO POSTSECONDARY LIFE (INCLUDING THE RECEIPT OF VR SERVICES, POST-SECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES); AND

D. IMPROVE THE PERFORMANCE OF THE VR AND SUPPORTED EMPLOYMENT PROGRAMS IN ASSISTING INDIVIDUALS WITH DISABILITIES TO ACHIEVE QUALITY EMPLOYMENT OUTCOMES.

List and number each goal/priority, noting the basis, and under each goal/priority, list and number the strategies to achieve the goal/priority

- Priority 1 – Improve the quality of employment outcomes for eligible individuals with disabilities. (Basis: Performance accountability measures and other internal performance reports)

- Strategy 1.1 – Plan and deliver specialized, individualized services that lead to career paths.
 - Goal 1.1.1 – Percentage of program participants who are employed during 2nd quarter after exit (≥ 57.2%)
 - Goal 1.1.2 – Percentage of program participants who are employed during 4th quarter after exit (≥ 54.7%)
- Strategy 1.2 – Enhance school-to-work transition services.
 - Goal 1.2.1 – Percentage of individuals served by agency who are in transition age range (14-24) at application (≥ 40.0%)
 - Goal 1.2.2 – Proportion of students served who received Pre- Employment Transition Services as defined by the Workforce Innovation and Opportunity Act (≥ 90.0%)
- Strategy 1.3 – Increase participation in education and training programs that lead to recognized credentials and advanced career paths.
 - Goal 1.3.1 – Percentage of participants in education or training programs who achieve Measurable Skill Gains, as defined by WIOA (≥ 46.0%)
 - Goal 1.3.2 – Percentage of consumers in plan status during the year (i.e., WIOA participants) enrolled in education/training leading to a recognized credential (≥ 15.0%)
 - Goal 1.3.3 – Percentage of consumers enrolled in education/training leading to a recognized credential during participation who attain a recognized credential by case closure (≥ 27.2%)
- Priority 2 – We will be a team of highly-qualified professionals who have the commitment, accountability and opportunity to excel. (Basis: CSNA and internal performance reports)
- Strategy 2.1 – Provide training to equip staff to enhance their ability to provide quality vocational rehabilitation services.
 - Goal 2.1.1 – Percentage of new employees who completed all assigned training in their first year of employment (≥ 90%)
 - Goal 2.1.2 – Percentage of Professional Development class attendees who evaluate the course as "useful" or "very useful" for their development and job performance (≥ 95%)
- Strategy 2.2 – Foster an environment promoting opportunity, staff stability and professional development for future leadership needs.
 - Goal 2.2.1 – Level of Goal Attainment Toward Equal Employment Opportunity as scored by the South Carolina Human Affairs Commission (= 100%)
 - Goal 2.2.2 – Agency staff turnover rate (≤ 11.0%)
- Priority 3 – Accountability to taxpayers through efficient and effective use of resources entrusted to us (Basis: Internal performance reports, CSNA, and performance accountability measures)

- Strategy 3.1 – Efficient service delivery that positively impacts long-term outcomes
 - Goal 3.1.1 – Median quarterly earnings of program participants who are employed at case closure (\geq \$6,899)
 - Goal 3.1.2 – Amount estimated that each successfully rehabilitated consumer will repay in taxes for each dollar spent on his or her rehabilitation (\geq \$3.00)
 - Goal 3.1.3 – Median days from application to eligibility (\leq 21)
 - Goal 3.1.4 – Median days from eligibility to vocational objective (\leq 11)
 - Goal 3.1.5 – Median days from vocational objective to Individualized Plan for Employment (\leq 5)
- Strategy 3.2 – Continued evaluation and improvement of key processes
 - Goal 3.2.1 – Agreed Upon Procedures audit findings for internal controls and accounting records by State Auditor office (= 0)
 - Goal 3.2.2 – Program Integrity Compliance [with agency Consumer Services policy] scores (\geq 95.0%)
 - Goal 3.2.3 – Proportion of compliant eligibility determination cases that used an extension letter to stay compliant with required timeframe (\leq 15.0%)
 - Goal 3.2.4 – Proportion of compliant IPE development cases that used an extension letter to stay compliant with required timeframe (\leq 13.0%)
- Strategy 3.3 – Ensure safety, security and adequacy of infrastructure.
 - Goal 3.3.1 – Experience Modifier (E-mod) used for insurance premium levels (1.50)
 - Goal 3.3.2 – Percentage of Security Operations Center alert incidents addressed and reported to the State Division of Information Security within 24 hours (= 100%)
 - Goal 3.3.3 – Employee click rate on mock phishing email attempts (\leq 15.0%)
- Priority 4 – Maintain a dynamic network of partnerships to shape a better future for all stakeholders. (Basis: Performance accountability measures, 107 monitoring recommendations, and CSNA)
- Strategy 4.1 – Mutually beneficial partnerships with business and industry that provide employment/training opportunities for consumers and a talented, skilled workforce for the business community
 - Goal 4.1.1 – Repeat business customer rate (\geq 25.0%)
 - Goal 4.1.2 – Employers/businesses served (\geq 2,100)
 - Goal 4.1.3 – Job Readiness Training Centers (JRTCs) business partner hiring (\geq 50.0%)
- Strategy 4.2 – Enhance direct outreach to and development of referral sources for targeted populations.

- Goal 4.2.1 – Proportion of referrals and applicants with brain injury and spinal cord injury (≥ 1.4%)
- Goal 4.2.2 – Proportion of referrals and applicants with Intellectual Disability and Autism Spectrum Disorders (≥ 13.0%)
- Goal 4.2.3 – Proportion of referrals and applicants who identify as Hispanic/Latinx (≥ 3.0%)

D. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

For the most recently completed program year, provide an evaluation and report of progress for the goals or priorities, including progress on the strategies under each goal or priority, applicable to that program year. Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require VR agencies to describe—

1. PROGRESS IN ACHIEVING THE GOALS AND PRIORITIES IDENTIFIED FOR THE VR AND SUPPORTED EMPLOYMENT PROGRAMS;

List the goals/priorities and discuss the progress or completion of each goal/priority and related strategies

Goal Number	Goal Description	Strategy Number	Strategy Description	Performance Measure Number	Performance Measure Description	
1	Successful employment outcomes for South Carolinians with disabilities through specialized, individualized services.	1.1	Improve the quality of employment outcomes for eligible individuals with disabilities.	1.1.1	Percentage of program participants who are employed during 2nd quarter after exit	Target: 57.1% Actual: 66.3%
1	Successful employment outcomes for South Carolinians with disabilities through specialized, individualized services.	1.1	Improve the quality of employment outcomes for eligible individuals with disabilities.	1.1.2	Percentage of program participants who are employed during 4th quarter after exit	Target: 54.6% Actual: 62.0%

Goal Number	Goal Description	Strategy Number	Strategy Description	Performance Measure Number	Performance Measure Description	
1	Successful employment outcomes for South Carolinians with disabilities through specialized, individualized services.	1.2	Enhance school-to-work transition services.	1.2.1	Percentage of individuals served by agency who are in transition age range (14-24) at application	Target: 30.0% Actual: 41.5%
1	Successful employment outcomes for South Carolinians with disabilities through specialized, individualized services.	1.2	Enhance school-to-work transition services.	1.2.2	Proportion of students served who received Pre- Employment Transition Services (Pre-ETS) as specified by the Workforce Innovation and Opportunity Act (WIOA)	Target: 60.0% Actual: 95.0%
1	Successful employment outcomes for South Carolinians with disabilities through specialized, individualized services.	1.2	Enhance school-to-work transition services.	1.2.3	Proportion of consumers served who were ages 14-21 at referral/ application	Target: 40.0% Actual: 36.8%
1	Successful employment outcomes for South Carolinians with disabilities through specialized,	1.3	Increase participation in education and training programs that lead to recognized credentials and advanced career paths.	1.3.1	Percentage of participants in education or training programs who achieve Measurable Skill	Target: 45.0% Actual:

Goal Number	Goal Description	Strategy Number	Strategy Description	Performance Measure Number	Performance Measure Description	
	individualized services.				Gains, as defined by WIOA	50.6%
1	Successful employment outcomes for South Carolinians with disabilities through specialized, individualized services.	1.3	Increase participation in education and training programs that lead to recognized credentials and advanced career paths.	1.3.2	Percentage of consumers enrolled in education/training leading to a recognized credential	Target: 17.0% Actual: 11.1%
1	Successful employment outcomes for South Carolinians with disabilities through specialized, individualized services.	1.3	Increase participation in education and training programs that lead to recognized credentials and advanced career paths.	1.3.3	Percentage of consumers enrolled in education/training leading to a recognized credential during participation who attain a recognized credential by case closure	Target: 26.7% Actual: 36.3%
2	We will be a team of highly-qualified professionals who have the commitment, accountability and opportunity to excel.	2.1	Provide training to equip staff to enhance their ability to provide quality vocational rehabilitation services.	2.1.1	Percentage of new employees who completed all assigned training in their first year of employment	Target: 90% Actual: 55%
2	We will be a team of highly-qualified professionals	2.1	Provide training to equip staff to enhance their ability to provide quality vocational rehabilitation services.	2.1.2	Percentage of Professional Development class attendees who evaluate the	Target: 90%

Goal Number	Goal Description	Strategy Number	Strategy Description	Performance Measure Number	Performance Measure Description	
	who have the commitment, accountability and opportunity to excel.				course as "useful" or "very useful" for their development and job performance	Actual: 99%
2	We will be a team of highly-qualified professionals who have the commitment, accountability and opportunity to excel.	2.2	Foster an environment promoting opportunity, staff stability and professional development for future leadership needs.	2.2.1	Level of Goal Attainment Toward Equal Employment Opportunity	Target: 100.0% Actual: 96.8%
2	We will be a team of highly-qualified professionals who have the commitment, accountability and opportunity to excel.	2.2	Foster an environment promoting opportunity, staff stability and professional development for future leadership needs.	2.2.2	Agency staff turnover rate	Target: 22.0% Actual: 12.5%
3	Accountability to taxpayers through efficient and effective use of resources entrusted to us.	3.1	Efficient service delivery that positively impacts long-term outcomes.	3.1.1	Median quarterly earnings of program participants who are employed at case closure	Target: \$6,240 Actual: \$6,760

Goal Number	Goal Description	Strategy Number	Strategy Description	Performance Measure Number	Performance Measure Description	
3	Accountability to taxpayers through efficient and effective use of resources entrusted to us.	3.1	Efficient service delivery that positively impacts long-term outcomes.	3.1.2	Amount each successfully rehabilitated consumer will repay in taxes for each dollar spent on his or her rehabilitation	Target: \$4.10 Actual: \$3.60
3	Accountability to taxpayers through efficient and effective use of resources entrusted to us.	3.1	Efficient service delivery that positively impacts long-term outcomes.	3.1.3	Median days from application to eligibility	Target: 30 Actual: 21
3	Accountability to taxpayers through efficient and effective use of resources entrusted to us.	3.1	Efficient service delivery that positively impacts long-term outcomes.	3.1.4	Median days from eligibility to vocational objective	Target: 30 Actual: 11
3	Accountability to taxpayers through efficient and effective use of resources	3.1	Efficient service delivery that positively impacts long-term outcomes.	3.1.5	Median days from vocational objective to Individualized Plan for Employment (IPE)	Target: 12 Actual:

Goal Number	Goal Description	Strategy Number	Strategy Description	Performance Measure Number	Performance Measure Description	
	entrusted to us.					5
3	Accountability to taxpayers through efficient and effective use of resources entrusted to us.	3.2	Continued evaluation and improvement of key processes.	3.2.1	Agreed Upon Procedures audit findings	Target: 0 Actual: 4
3	Accountability to taxpayers through efficient and effective use of resources entrusted to us.	3.2	Continued evaluation and improvement of key processes.	3.2.2	Program Integrity Compliance Assurance results	Target: 95.0% Actual: 97.6%
3	Accountability to taxpayers through efficient and effective use of resources entrusted to us.	3.3	Ensure safety, security and adequacy of infrastructure.	3.3.1	Experience Modifier (E-mod) used for insurance premium levels	Target: 1.50 Actual: 0.99
3	Accountability to taxpayers through efficient and	3.3	Ensure safety, security and adequacy of infrastructure.	3.3.2	Percentage of SOC alert incidents addressed and reported within 24 hours	Target: 100.0 %

Goal Number	Goal Description	Strategy Number	Strategy Description	Performance Measure Number	Performance Measure Description	
	effective use of resources entrusted to us.					Actual: 100.0%
3	Accountability to taxpayers through efficient and effective use of resources entrusted to us.	3.3	Ensure safety, security and adequacy of infrastructure.	3.3.3	Employee click rate on mock phishing email attempts	Target: 15.0% Actual: 6.8%
4	Maintain a dynamic network of partnerships to shape a better future for all stakeholders.	4.1	Mutually beneficial partnerships with business and industry that provide employment/training opportunities for consumers and a talented, skilled workforce for the business community.	4.1.1	Repeat business customer rate	Target: 15.0% Actual: 25.9%
4	Maintain a dynamic network of partnerships to shape a better future for all stakeholders.	4.1	Mutually beneficial partnerships with business and industry that provide employment/training opportunities for consumers and a talented, skilled workforce for the business community.	4.1.2	Employers/businesses served	Target: 1,200 Actual: 2,079
4	Maintain a dynamic network of	4.1	Mutually beneficial partnerships with business and industry that	4.1.3	Job Readiness Training Centers	Target: 33.0%

Goal Number	Goal Description	Strategy Number	Strategy Description	Performance Measure Number	Performance Measure Description	
	partnerships to shape a better future for all stakeholders.		provide employment/training opportunities for consumers and a talented, skilled workforce for the business community.		(JRTCs) business partner hiring	Actual: 38.1%
4	Maintain a dynamic network of partnerships to shape a better future for all stakeholders.	4.2	Enhance direct outreach to and development of referral sources for targeted populations.	4.2.1	Proportion of referrals and applicants with brain injury and spinal cord injury	Target: 1.40% Actual: 1.40%
4	Maintain a dynamic network of partnerships to shape a better future for all stakeholders.	4.2	Enhance direct outreach to and development of referral sources for targeted populations.	4.2.2	Proportion of referrals and applicants with Intellectual Disability and Autism Spectrum Disorders	Target: 10.00% Actual: 12.90%
4	Maintain a dynamic network of partnerships to shape a better future for all stakeholders.	4.2	Enhance direct outreach to and development of referral sources for targeted populations.	4.2.3	Proportion of referrals and applicants who identify as Hispanic/ Latinx	Target: 3.00% Actual:

Goal Number	Goal Description	Strategy Number	Strategy Description	Performance Measure Number	Performance Measure Description	
						3.40%

2. PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR, REFLECTING ACTUAL AND NEGOTIATED LEVELS OF PERFORMANCE. EXPLAIN ANY DISCREPANCIES IN THE ACTUAL AND NEGOTIATED LEVELS; AND

Indicator	PY 2022 Negotiated Level	PY 2022 Actual Level
Employment Rate 2nd Quarter after Exit	57.1%	65.6%
Employment Rate 4th Quarter after Exit	54.6%	61.6%
Median Earnings 2nd Quarter after Exit	\$4,700	\$5,875
Credential Attainment Rate	26.7%	40.7%
Measurable Skill Gains Rate	45.0%	49.8%

3. THE USE OF FUNDS RESERVED FOR INNOVATION AND EXPANSION ACTIVITIES (SECTIONS 101(A)(18) AND 101(A)(23) OF THE REHABILITATION ACT) (E.G., SRC, SILC).

SCVRD will continue to seek guidance and technical assistance from RSA and its grant funded technical assistance centers for how to best use these funds.

E. SUPPORTED EMPLOYMENT SERVICES, DISTRIBUTION OF TITLE VI FUNDS, AND ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES.

1. ACCEPTANCE OF TITLE VI FUNDS:

(A) VR agency requests to receive title VI funds.

2. IF THE VR AGENCY HAS ELECTED TO RECEIVE TITLE VI FUNDS, SECTION 606(B)(3) OF THE REHABILITATION ACT REQUIRES VR AGENCIES TO INCLUDE SPECIFIC GOALS AND PRIORITIES WITH RESPECT TO THE DISTRIBUTION OF TITLE VI FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES. DESCRIBE THE USE OF TITLE VI FUNDS AND HOW THEY WILL BE USED IN MEETING THE GOALS AND PRIORITIES OF THE SUPPORTED EMPLOYMENT PROGRAM.

Title VI funds will be used to pay the salaries of eight job coaches who provide supported employment services. The Title VI grant is divided by general and youth grant. The four employees under the general grant will provide supported employment to adult participants.

The four employees under the youth grant will only provide supported employment services to youth participants.

3. SUPPORTED EMPLOYMENT SERVICES MAY BE PROVIDED WITH TITLE 1 OR TITLE VI FUNDS FOLLOWING PLACEMENT OF INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES IN EMPLOYMENT. IN ACCORDANCE WITH SECTION 101(A)(22) AND SECTION 606(B)(3) OF THE REHABILITATION ACT, DESCRIBE THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES; AND THE TIMING OF TRANSITION TO EXTENDED SERVICES.

SCVRD will provide supported employment services statewide to adult and youth participants with the most significant disabilities. A job coach will provide one-on-one supports on the job until the participant reaches stability with employment/job duties. While these supports are being provided in pursuit of job stability, an extended services provider will be identified so that a transition phase can be initiated at the point of stability. During this phase, the SCVRD job coach will fade supported employment services and follow along for 90 days. If the participant is stable for a period of 90 days without coaching, the VR case will be closed, and the extended services provider will utilize state and/or Medicaid funds to continue providing follow along supports to promote employment retention and career advancement.

4. SECTIONS 101(A)(22) AND 606(B)(4) OF THE REHABILITATION ACT REQUIRE THE VR AGENCY TO DESCRIBE EFFORTS TO IDENTIFY AND ARRANGE, INCLUDING ENTERING INTO COOPERATIVE AGREEMENTS, WITH OTHER STATE AGENCIES AND OTHER APPROPRIATE ENTITIES IN ORDER TO PROVIDE SUPPORTED EMPLOYMENT SERVICES. THE DESCRIPTION MUST INCLUDE EXTENDED SERVICES, AS APPLICABLE, TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THE PROVISION OF EXTENDED SERVICES TO YOUTH WITH THE MOST SIGNIFICANT DISABILITIES IN ACCORDANCE WITH 34 C.F.R. § 363.4(A) AND 34 C.F.R. § 361.5(C)(19)(V).

SCVRD will provide supported employment services directly for adult and youth participants with the most significant disabilities. A memorandum of understanding (MOU) with the South Carolina Department of Disabilities and Special Needs (DDSN) will be executed to outline shared objectives, each party's roles and responsibilities for service provision (including extended services), and methods for evaluating the success of the partnership and identifying opportunities for improvement.

F. ANNUAL ESTIMATES

Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require all VR agencies to annually conduct a full assessment of their resources and ability to serve all eligible individuals before the start of the Federal fiscal year. In accordance with 34 C.F.R. § 361.29(b), annual estimates must include the following projections:

1. ESTIMATES FOR NEXT FEDERAL FISCAL YEAR—

A. VR PROGRAM; AND

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Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under VR Program	Costs of Services using Title I Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
	20,500	20,500	\$18,500,000	0

B. SUPPORTED EMPLOYMENT PROGRAM.

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Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under Supported Employment Program	Costs of Services using Title I and Title VI Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
	1,500	1,500	\$1,000,000	N/A

G. ORDER OF SELECTION

1. PURSUANT TO SECTION 101(A)(5) OF THE REHABILITATION ACT, THIS DESCRIPTION MUST BE AMENDED WHEN THE VR AGENCY DETERMINES, BASED ON THE ANNUAL ESTIMATES DESCRIBED IN DESCRIPTION (F), THAT VR SERVICES CANNOT BE PROVIDED TO ALL ELIGIBLE INDIVIDUALS WITH DISABILITIES IN THE STATE WHO APPLY FOR AND ARE DETERMINED ELIGIBLE FOR SERVICES.

* VR agencies may maintain an order of selection policy and priority of eligible individuals without implementing or continuing to implement an order of selection.

The VR agency is not implementing an order of selection and all eligible individuals will be served.

2. FOR VR AGENCIES THAT HAVE DEFINED PRIORITY CATEGORIES DESCRIBE—

A. THE JUSTIFICATION FOR THE ORDER

N/A

B. THE ORDER (PRIORITY CATEGORIES) TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES ENSURING THAT INDIVIDUALS WITH THE MOST

SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES; AND

N/A

C. THE VR AGENCY'S GOALS FOR SERVING INDIVIDUALS IN EACH PRIORITY CATEGORY, INCLUDING HOW THE AGENCY WILL ASSIST ELIGIBLE INDIVIDUALS ASSIGNED TO CLOSED PRIORITY CATEGORIES WITH INFORMATION AND REFERRAL, THE METHOD IN WHICH THE VR AGENCY WILL MANAGE WAITING LISTS, AND THE PROJECTED TIMELINES FOR OPENING PRIORITY CATEGORIES. NOTE: PRIORITY CATEGORIES ARE CONSIDERED OPEN WHEN ALL INDIVIDUALS IN THE PRIORITY CATEGORY MAY BE SERVED.

N/A

3. HAS THE VR AGENCY ELECTED TO SERVE ELIGIBLE INDIVIDUALS OUTSIDE OF THE ORDER OF SELECTION WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT?

N/A

H. WAIVER OF STATEWIDENESS.

The State plan shall be in effect in all political subdivisions of the State, however, the Commissioner of the Rehabilitation Services Administration (Commissioner) may waive compliance with this requirement in accordance with Section 101(a)(4) of the Rehabilitation Act and the implementing regulations in 34 C.F.R. § 361.26. If the VR agency is requesting a waiver of statewideness or has a previously approved waiver of statewideness, describe the types of services and the local entities providing such services under the waiver of statewideness and how the agency has complied with the requirements in 34 C.F.R. § 361.26. If the VR agency is not requesting or does not have an approved waiver of statewideness, please indicate "not applicable."

Not applicable

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT.

In accordance with the requirements in Section 101(a)(7) of the Rehabilitation Act, the VR agency must develop and maintain annually a description (consistent with the purposes of the Rehabilitation Act) of the VR agency's comprehensive system of personnel development, which shall include a description of the procedures and activities the State VR agency will undertake to ensure it has an adequate supply of qualified State rehabilitation professionals and paraprofessionals that provides the following:

1. ANALYSIS OF CURRENT PERSONNEL AND PROJECTED PERSONNEL NEEDS INCLUDING—

A. THE NUMBER OF PERSONNEL CURRENTLY NEEDED BY THE VR AGENCY TO PROVIDE VR SERVICES, BROKEN DOWN BY PERSONNEL CATEGORY; AND

B. THE NUMBER AND TYPE OF PERSONNEL THAT ARE EMPLOYED BY THE VR AGENCY IN THE PROVISION OF VOCATIONAL REHABILITATION SERVICES, INCLUDING RATIOS OF QUALIFIED VOCATIONAL REHABILITATION COUNSELORS TO CLIENTS;

C. PROJECTIONS OF THE NUMBER OF PERSONNEL, BROKEN DOWN BY PERSONNEL CATEGORY, WHO WILL BE NEEDED BY THE VR AGENCY TO PROVIDE VR SERVICES IN 5 YEARS BASED ON PROJECTIONS OF THE NUMBER OF INDIVIDUALS TO BE SERVED, INCLUDING

INDIVIDUALS WITH SIGNIFICANT DISABILITIES, THE NUMBER OF PERSONNEL EXPECTED TO RETIRE OR LEAVE THE FIELD, AND OTHER RELEVANT FACTORS.

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Personnel Category	No. of Personnel Employed	No. of Personnel Currently Needed	Projected No. of Personnel Needed in 5 Years
Counselors	192	226	268
Area Consumer Services Managers	24	26	31
Vocational evaluators and Job Preparedness Instructors	31	32	38
Job Readiness Trainers	77	98	116
Area Supervisors	26	28	33
Training Center Managers	23	23	27
Employment/Job Coaches	38	44	52
Administrative Team Support Specialists and Area Administrative Assistants	64	67	80
Addictions Counselors	5	6	7
Transition Coaches	15	19	23
Business Development Specialists	23	27	32

D. RATIO OF QUALIFIED VR COUNSELORS TO CLIENTS:

1: 117

E. PROJECTED NUMBER OF INDIVIDUALS TO BE SERVED IN 5 YEARS:

31,492

2. DATA AND INFORMATION ON PERSONNEL PREPARATION AND DEVELOPMENT, RECRUITMENT AND RETENTION, AND STAFF DEVELOPMENT, INCLUDING THE FOLLOWING:

A. A LIST OF THE INSTITUTIONS OF HIGHER EDUCATION IN THE STATE THAT ARE PREPARING VR PROFESSIONALS, BY TYPE OF PROGRAM; THE NUMBER OF STUDENTS ENROLLED AT EACH OF THOSE INSTITUTIONS, BROKEN DOWN BY TYPE OF PROGRAM; AND THE NUMBER OF STUDENTS WHO GRADUATED DURING THE PRIOR YEAR FROM EACH OF

THOSE INSTITUTIONS WITH CERTIFICATION OR LICENSURE, OR WITH THE CREDENTIALS FOR CERTIFICATION OR LICENSURE, BROKEN DOWN BY THE PERSONNEL CATEGORY FOR WHICH THEY HAVE RECEIVED, OR HAVE THE CREDENTIALS TO RECEIVE, CERTIFICATION OR LICENSURE.

Select 'Edit' to edit the narrative.

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Institute of Higher Education	Type of Program	No. of Students Enrolled	No. of Prior Year Graduates
University of South Carolina	Courses to meet criteria for CSPD for counselors	46	4
South Carolina State University	Master's in Rehabilitation Counseling	37	19
University of South Carolina	Master's in Rehabilitation Counseling	48	16

B. THE VR AGENCY'S PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL, WHICH ADDRESSES THE CURRENT AND PROJECTED NEEDS FOR QUALIFIED PERSONNEL; AND THE COORDINATION AND FACILITATION OF EFFORTS BETWEEN THE VR AGENCY AND INSTITUTIONS OF HIGHER EDUCATION AND PROFESSIONAL ASSOCIATIONS TO RECRUIT, PREPARE, AND RETAIN PERSONNEL WHO ARE QUALIFIED, INCLUDING PERSONNEL FROM MINORITY BACKGROUNDS AND PERSONNEL WHO ARE INDIVIDUALS WITH DISABILITIES.

Progress toward meeting the required CSPD standard began in January 2001. The department has a working relationship with the University of South Carolina and South Carolina State University (a historically black university), both of which offer all of the courses required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). A recruitment plan is in place to recruit graduates from all schools in South Carolina as well as out-of-state schools which have counseling and rehabilitation counseling degree programs. When this is not possible due to high demand, the department will continue to hire counselors with closely related Master's degrees. In accordance with South Carolina state law, each transcript is assessed, and the counselor is placed in a plan that allows up to 30 months to complete the current state educational requirements.

The University of South Carolina and South Carolina State University prepare individuals for graduate degrees in rehabilitation counseling. SCVRD conducts outreach programs to these universities and other universities to include: publications and distribution of targeted recruiting material, attendance at career days and job fairs, and recruitment events. In addition, practicum placements and internships are offered to students who are in CSPD qualifying programs. These efforts are designed to recruit qualified personnel, including minority graduates and those with disabilities. SCVRD Human Resources and Human Resources Development (HRD) offices coordinate recruitment efforts with active support from local supervisors.

Employees of the department work with school officials to provide input for curriculum development for the graduate school programs. SCVRD leadership has actively participated on advisory boards for the rehabilitation counseling programs at the University of South Carolina and South Carolina State University. SCVRD has been especially successful in recruiting personnel from the South Carolina universities, particularly those from minority backgrounds. Students from these programs and out-of-state programs are encouraged to accept student internships and practicum placements with the department. The HRD staff, with input from the Human Resources department, coordinates the placement of non-paid practicum, and the Human Resources department coordinates placements for students who qualify for non-paid internships. In addition, university faculty members periodically conduct skills classes for staff at department facilities.

A substantial New Employee Orientation and onboarding program is vital to the recruitment and retention of SCVRD staff. All new staff members are required to complete New Employee Orientation and onboarding. The orientation program incorporates training in the following topics:

- A history of vocational rehabilitation
- Philosophical overview
- SCVRD agency mission, policies, procedures, and benefits
- An overview of training requirements and an intro to online training
- Ethics in the workplace
- Consumer Relations and CAP (Client Assistance Program)
- Disability awareness and disability etiquette
- Customer service
- True Colors (personality assessment for team building)
- Medical and psychosocial aspects of specific disabilities
- Safety in the workplace
- Cyber Security and Personally Identifiable Information (PII)
- Panic alarm system
- Human Resources Development
- Communications
- Time management
- Job specific training
- SCVRD Grievance Procedures for Handling Consumer Discrimination Complaints

New employees are assigned mentors, participate in job shadowing, and receive performance coaching from their supervisors.

New counselors and selected direct service delivery staff are required to take the following training sessions:

- Motivational Interviewing
- Medical terminology (for those who did not have this as a graduate course)
- Consumer Services training
 - *Counseling Skills training
- Rehabilitation technology online trainings

In addition to the New Employee Orientation program and to retain qualified staff, SCVRD uses a system for staff evaluation that is a modification of a system that is available to all state employees (The Employee Performance Management System or EPMS). The system focuses on the individual employee's job duties compared to stated goals and objectives. These goals and objectives are identified and discussed with the employee at the beginning of the rating period. Ongoing communication between the employee and supervisor clarifies the employee's understanding of how to meet the performance standards and enhance service delivery to the consumer. At the conclusion of the rating period, an evaluation is performed to rate the employee on each duty in relation to performance objectives. The system provides for employee input into the development of the goals and objectives in order to support successful performance. Another feature of the system allows objectives to be amended throughout the review period. This system also provides a mechanism for helping a substandard performer improve and a means of removing an employee from a position should performance not improve to an acceptable level. It is as follows:

- A covered employee is entitled to adequate notice of substandard performance and the opportunity to improve the substandard performance before receiving a "below performance requirements" rating and being removed from the position. If during the performance period an employee is considered "below performance requirements" in any essential job function or objective which significantly impacts performance, the employee may be provided with a written "Warning Notice of Substandard Performance." The warning notice shall provide for an improvement period of no less than 30 days and no more than 120 days. The warning notice may be issued at any time during the review period. An employee who receives more than two warning notices within a 365-day period shall be removed from the position. A warning notice is not required on the third occurrence.
- The department has developed career path matrices for staff to encourage retention of qualified staff and promotion to higher level positions. These career paths are keyed to requirements in the areas of education, experience, productivity, quality, and training. The matrices include elements related to the department's Program Integrity model which emphasizes a balance among customer service, compliance, and productivity. Counselors are required to meet the state's CSPD standard within the required timeframe in order to maintain status as a counselor and to advance to a higher level. A counselor who does not achieve the state CSPD standard within the required timeframes will be removed from his/her position. The career path matrices are published on SCVRD's intranet site.
- The department takes an active role in employee/employer relations. Through strong leadership and the assistance of all staff, the department provides a healthy and safe work environment. Employee behavior and performance problems are dealt with appropriately and in a timely manner, with an emphasis on assisting the employee to

improve. The department promotes internal and external customer service and has made teamwork an integral part of day-to-day operations.

C. DESCRIPTION OF STAFF DEVELOPMENT POLICIES, PROCEDURES, AND ACTIVITIES THAT ENSURE ALL PERSONNEL EMPLOYED BY THE VR AGENCY RECEIVE APPROPRIATE AND ADEQUATE TRAINING AND CONTINUING EDUCATION FOR PROFESSIONALS AND PARAPROFESSIONALS:

I. PARTICULARLY WITH RESPECT TO ASSESSMENT, VOCATIONAL COUNSELING, JOB PLACEMENT, AND REHABILITATION TECHNOLOGY, INCLUDING TRAINING IMPLEMENTED IN COORDINATION WITH ENTITIES CARRYING OUT STATE PROGRAMS UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998; AND

II. PROCEDURES FOR THE ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE FROM RESEARCH AND OTHER SOURCES TO VR AGENCY PROFESSIONALS AND PARAPROFESSIONALS AND FOR PROVIDING TRAINING REGARDING THE AMENDMENTS TO THE REHABILITATION ACT MADE BY THE WORKFORCE INNOVATION AND OPPORTUNITY ACT.

New Employees are provided mandatory onboarding training to introduce them to the Agency mission, policies, procedures, structure, and services. In addition to training that is required for all new employees, additional role-specific training is assigned by their supervisor in accordance with role training matrices. Trainings modes include, but are not limited to, instructor-led, e-learning modules, shadowing, one-on-one, and on-the-job training.

New Counselor Training is a required training that newly hired counselors participate in directly after their New Employee Orientation and before going to their local office to begin their job duties. Individualized Learning Plans are developed for New Supervisors and emerging leaders. The plans include core training that is essential in leadership development. Additional course work/shadowing/activities are added based on results from a Leadership Potential Indicator Assessment, supervisor feedback and employee self-assessment. The Learning Plan is a living document that can change as needs are identified. Transcripts of newly hired counselors are closely reviewed to determine if additional coursework is required to meet CSPD criteria. If additional coursework is needed, an agreement form is developed by the Agency's Training Director which identifies the needed CSPD coursework and states the required date of completion. The agreement is sent to the employee's supervisor who verbally reviews the requirements detailed on the form with the counselor. The agreement is accepted and executed by signatures of the supervisor and employee. The agreement is then returned to the Training Director and CSPD course enrollment is coordinated and tracked by Human Resources.

SCVRD's Consumer Services department provides field support through policy and procedure development, training, coaching and technical assistance. This department provides services to include vocational assessments, benefits counseling, Pre-Employment Transition Services, cardiac rehabilitation, deaf and hard of hearing services, mental health/IPS supported employment, offender services, and Alcohol & Drug abuse services.

SCVRD's Field Operations department ensures that Area Office and Comprehensive Program teams have the knowledge, resources, and support to serve VR consumers efficiently and effectively. This is accomplished by:

- ensuring staff understand the Agency mission, quality service provision, and the Standards of Excellence.

- coordinating with Area and Comprehensive Services supervisors and their staff to execute Agency initiatives.
- coaching and mentoring supervisors; coordinating training and professional development.
- coordinating programmatic development of offices and providing direction.
- measuring, analyzing, and communicating progress toward meeting the Agency's goals.

Training and professional development of all SCVRD staff is coordinated through the Human Resource Development (HRD) Department and can include, but is not limited to:

- in-house developed, instructor-led trainings (in-person and virtual).
- speaker contracts for outside trainers to provide training.
- attendance at training offered outside of the Agency.
- e-module trainings on the Agency's Learning Management System.
- online trainings through Fred Pryor Seminars, LinkedIn Learning, and other role-specific online resources.
- continuing education through local technical colleges or universities.
- CSPD courses through the University of South Carolina.
- conferences attendance.

The Human Resource Development (HRD) Department can be contacted to assist with identifying training resources for needs identified by the supervisor or the Agency's senior leadership.

External training events, training conferences, or workshops may be requested by employees by completing and submitting a request form, which can be located on the Agency's employee intranet. The request must be submitted to the employee's supervisor with all required supporting documentation. If the supervisor approves the request, it should be routed through the appropriate chain of command, and forwarded to the Training and Development Director for approval. A response will be sent back to the requesting supervisor and employee(s), indicating approval or denial, and will include special instructions or reason for denial. Approval of requests is dependent upon the availability of funds and is subject to approval of the Commissioner.

If an employee is required to take a specific course at a college, university, technical school, or other educational institution to improve his/her performance on the job or to qualify for a specific position, the Department will pay all costs of the course, including tuition, fees, and stipulated books. If the class schedule requires it, reasonable work time will be allowed for completion of course requirements and attendance. Employees are required to obtain a passing grade in each course. Unsatisfactory completion of a course will result in the employee retaking the course, or an equivalent course, at the expense of the employee. Future sponsorship of required courses provided by the Department would not be made available until the required make-up course is successfully completed.

Courses required to attain or maintain any type of professional certification shall be borne by the employee. Costs for courses required to maintain a professional license, necessary for the performance of an employee's job, may be borne by the Department.

Courses which may be of interest to an employee, but which are deemed by the Department as not related to performance or qualifications, are the employee's responsibility regarding costs, course demands, and class scheduling. Course work should be completed during off-hours and should not include the use of Department equipment (consistent with the Agency's policy on equipment usage). The use of annual leave to accommodate a class schedule, which infringes upon Department work hours, should not detract from the job performance and is subject to the supervisor's review and approval.

Academic training must be directly related to employee performance. The Department will determine an employee's need for training and, when necessary, require specific courses. The immediate supervisor must request that an employee be enrolled in an academic course and provide justification for the need.

- The employee will obtain a copy of the course description from the university/college catalogue and furnish the same to his/her supervisor. The supervisor will complete the required form describing how the course relates to the employee's current job performance (as stated on the Employee Performance Management System annual planning stage document, as a performance deficiency or special objective related to the enhancement of Program Integrity), and how the academic training will contribute to the achievement of the Department's mission. Factors to consider in the justification include caseload and/or facility reviews, performance appraisals, or changes in job responsibilities.
- The supervisor will forward the approved form along with a copy of the course description from the institution's catalogue, through the appropriate channels, to the Director of Human Resource Development at least four weeks prior to the beginning of the training.
- If approved, a copy of the form and an authorization for tuition will be returned to the employee through supervisory channels.
- Employees taking a course that meets during working hours must have written permission. The employee's immediate supervisor should make the request, stipulating the amount of time to be lost from work and arrangements made to cover during the absence, plans to make up the time lost, and any other pertinent information.
- Courses required to meet the standards of CSPD are coordinated by the Human Resource Development Center.

The Rehabilitation Technology Department is focused on assisting with overcoming barriers that keep our consumers from obtaining or maintaining employment or gaining new job skills. Solutions can engage assistive technology and devices, mobility aids, accessibility modifications, adaptive driving and vehicle services, and other accommodations. The process begins with an individual evaluation to understand and address a consumer's needs, requirements and concerns. Based on the evaluation, recommendations are made for appropriate assistive technology, modifications, design, and fabrication services, or even training to reduce barriers.

The Rehabilitation Technology Department also assesses needs and requirements at the workplace, including for specific job tasks, through worksite evaluations. Recommendations can

vary from commercially available tools and items to customized accommodations and adaptive equipment. To determine if there are barriers at home that would interfere with preparing for work, home evaluations may be conducted. Adaptive driving and vehicle services are available for individuals who need specialized transportation equipment and/or training to operate a motor vehicle with modified driving controls. Mobility aid evaluations are completed for individuals who need assistive mobility devices for access to their workplace. The Rehabilitation Technology department also assesses other needs requiring assistive technology and adaptive tools to ensure the best opportunity for competitive employment.

The staff in the Rehabilitation Technology department stay current in the Assistive Technology fields by attending relevant conferences and utilizing available e-learning and webinar trainings. They also educate Agency employees and other stakeholders through presentations and booths at such events. For example:

- **SC Assistive Technology Program (SCTAP) expo** – The Agency’s Rehabilitation Technology Supervisor and Field Operations Director both serve on the advisory council.
- **Rehabilitation Engineering and Assistive Technology Society of North America (RESNA) annual conference**
- **Assistive Technology Industry Association (ATIA) conference**
- **National Mobility Equipment Dealers Association (NMEDA) and The Association for Driver Rehabilitation Specialists (ADED) annual conference** – The two groups used to hold separate conferences but now hold joint conferences due to shared interest between the two organizations. NMEDA provides reimbursement of travel expenses, hotel, and conference registration for up to 4 VR representatives from each VR program across the country every year.
- **South Carolina Vocational Rehabilitation Association (SCVRA) Annual Meeting**

The acquisition and dissemination of significant knowledge from research or other sources are typically coordinated/implemented through the Consumer Services, Field Operations, and Human Resources Development departments. Numerous local and virtual trainings take place and extensive research is conducted when planning these sessions in order to provide the most up-to-date information that will assist staff in providing quality services to consumers. When conducting disability-related trainings, SCVRD uses individuals who experience the specific disabilities and other experts who are current with the latest research in their field. For designated staff, the Department sponsors graduate courses that provide information on cutting-edge initiatives in the field. The SCVRA Annual Meeting provides training sessions, contracted speakers, panels, and vendors with significant subject matter knowledge.

Executive staff is actively involved with the Council of State Administrators of Vocational Rehabilitation (CSAVR) and the SCVRA. Staff also subscribe to numerous professional and research journals.

3. DESCRIPTION OF VR AGENCY POLICIES AND PROCEDURES FOR THE ESTABLISHMENT AND MAINTENANCE OF PERSONNEL STANDARDS CONSISTENT WITH SECTION 101(A)(7)(B) TO ENSURE THAT VR AGENCY PROFESSIONAL AND PARAPROFESSIONAL PERSONNEL ARE ADEQUATELY TRAINED AND PREPARED, INCLUDING—

A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE

REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH
PERSONNEL ARE PROVIDING VR SERVICES; AND

B. THE ESTABLISHMENT AND MAINTENANCE OF EDUCATION AND EXPERIENCE
REQUIREMENTS, IN ACCORDANCE WITH SECTION 101(A)(7)(B)(II) OF THE REHABILITATION
ACT, TO ENSURE THAT THE PERSONNEL HAVE A 21ST CENTURY UNDERSTANDING OF THE
EVOLVING LABOR FORCE AND THE NEEDS OF INDIVIDUALS WITH DISABILITIES.

Section 101(a)(7)(B) of the Act; 34 CFR 361.18 indicates that the state VR agency is to establish and maintain standards to ensure that all professional personnel are prepared and trained and that the standards are consistent with national or state approved requirements. Given this option of selecting federal or state standards in order to achieve stability regarding standards and to develop a diverse staff, SCVRD has opted to use state standards to manage its CSPD, which are consistent with the initial guidelines. In 2006, the South Carolina General Assembly passed a bill, which established a state standard for the minimum educational and training requirements for counselors of the public vocational rehabilitation agency. This bill was signed by the governor on March 15, 2006. Under this state law, the department can continue its practice of hiring individuals with rehabilitation-related Master's degrees while mandating that they complete Master's level rehabilitation courses commensurate with their degree. The law reads as follows:

A State Agency of Vocational Rehabilitation Counselor must meet the following standards: a Master's degree in rehabilitation counseling, a master's degree in the field of counseling with a graduate course in theories and techniques of counseling, or a Master's degree in any discipline. In the case of the latter, the individual shall be required to document at least 18 credit hours of coursework at the Master's level or above, within thirty months of date of hire, in the core areas that follow: one graduate course with a primary focus on the theories and techniques of counseling and three graduate courses, each with a primary focus on one of the following areas: occupational information, job development and placement, medical aspects of disabilities, foundations of rehabilitation, psychological aspects of disabilities, and personal and vocational adjustment; and two graduate courses, each with a primary focus on one of the following areas: assessment, research methodology, vocational and career development, community resources, case management, and delivery of rehabilitation services, or a current Certified Rehabilitation Counselor (CRC) certification, regardless of degree.

As stated in detail in the previous section of this document, qualified candidates are recruited from universities who meet the minimum requirements of the state's CSPD standard. Internships and practicum opportunities are also offered to qualified candidates. Each candidate's transcript is reviewed and evaluated. New hires who do not meet the standard are immediately placed in a program to meet the standard within the 30-month time frame.

Funding support for the implementation of a retraining plan to assist VR counselors to meet the state educational requirement of CSPD has traditionally been provided by the department's In-Service Training Grant. Due to discontinuation of the RSA in-service training grant this cost has been absorbed into the agency's overall budget effective 10/1/2015. Other funding options may be provided by RSA grants, if available. Evaluation of the plan to ensure that VR counselors meet the CSPD requirements is conducted through an analysis of transcripts and the department's electronic training records.

As part of the agency's initiative to expand skills-based, demand driven training, staff are currently trained on accessing and utilizing labor market information for their local communities. In coordination with local Business Development Specialists (BDSs), staff

identifies in-demand industries and occupations and develops localized training or connects with the technical college system and other institutions of higher education to provide consumers access to training commensurate with the evolving labor force. In addition, SCVRD is a partner in a statewide Talent Pipeline/Sector Strategies Project aimed at closing skills gaps and meeting the workforce needs of the current and emerging labor market through collaborative development of career pathways and identification of training and certifications required by employers to meet their hiring needs.

Paraprofessional staff must meet minimum hiring requirements according to position descriptions.

4. METHOD(S) THE VR AGENCY USES TO ENSURE THAT PERSONNEL ARE ABLE TO COMMUNICATE IN APPROPRIATE MODES OF COMMUNICATION WITH OR IN THE NATIVE LANGUAGE OF APPLICANTS OR ELIGIBLE INDIVIDUALS WHO HAVE LIMITED ENGLISH SPEAKING ABILITY.

The department sponsors Spanish classes for staff to facilitate communication with this minority group. Hiring incentives are also utilized for staff who are bilingual in English and Spanish, which has resulted in an increased number of staff who are bilingual. The remaining minority populations are distributed among Native Americans, Asian, or multiple race.

In addition, the department continues to place emphasis on services for individuals who are deaf or hard of hearing to ensure that a counselor in each area can communicate effectively. The department takes advantage of web-based trainings and has a certified interpreter on staff who provides video remote and on-site interpretation, as well as serving as a Consumer Services Specialist for this area of expertise. In addition, qualified interpreters are used if accessing a certified interpreter would delay service provision.

5. AS APPROPRIATE, DESCRIBE THE PROCEDURES AND ACTIVITIES TO COORDINATE THE DESIGNATED STATE UNIT'S COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT WITH PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT.

The Transition Alliance of South Carolina (TASC) is spearheaded by the Center for Disability Resources (CDR) at the University of South Carolina's School of Medicine. TASC utilizes funding and support from the South Carolina Department of Education, Office of Special Education Services. TASC partners, and project staff housed at the CDR developed an infrastructure to support local interagency transition teams. SCVRD Transition staff participate in these local interagency teams, and TASC project activities are focused on providing interagency teams the resources needed to increase their capacity to collaboratively and effectively serve students with disabilities who are transitioning from high school to adult life. TASC builds capacity for transition programming at the state level, while also serving as a bridge to and between local communities in South Carolina. State VR Transition staff participate in the State Interagency Team, now called SCENTRIC.

The Department continues to coordinate the development of designated staff with emerging initiatives by the SC Department of Education and the 80 local school districts (LEAs) under IDEA and state school-to-work transition efforts. Transition training efforts included the following: a one-day transition summer series for transition staff that includes presentations and training on Pre-Employment Transition Services. Every month Transition Services conducts a training for Transition Staff and Supervisors. The training is an opportunity for the State Transition Services Team to share updates and new resources with the field or a refresher on a Transition related topic. It also allows the field staff an opportunity to ask questions and share resources with their fellow counselors and transition related staff members. Selected transition

staff participate in a session on active training techniques and self-determination. Over 40 transition staff participate in an annual interagency transition conference, hosted by SCENTRIC, focused on local interagency planning and content sessions focused on effective service delivery for students with disabilities.

Disability-specific modules on learning disabilities, Intellectual Disability, and Autism Spectrum Disorders are available for all staff via LOTIS, the agency's online training site. In addition to the disability-specific training modules, a two-day transition basics training, with a focus on evidence-based practices and quality service delivery, has been developed and is delivered in person to all SCVRD transition personnel. This has become the standard training for all new staff working with transition students. VR continues a collaborative approach to the provision of Pre-Employment Transition Services (Pre-ETS) and Transition Services through contracts with 26 school districts. This approach designates a Transition Services Specialist – who is a school district employee – to act as a liaison to refer students to the Department and assist these students in participating in transition activities and work-based learning experiences in the community. This outreach effort has improved access to VR services for students with disabilities in the areas in which the program is operating and has increased our collaborative efforts with the local school district.

The Department continues to designate a liaison counselor who provides Pre-Employment Transition Services and Transition Services to each public secondary school throughout the state. During this past year, State Office and local staff have provided in-service training to school staff, parents, and students regarding service availability. Also, cooperative agreements with DJJ and the Wil Lou Gray Opportunity School afford the ability to work collaboratively to serve at-risk youth prior to their exit from high school.

J. COORDINATION WITH EDUCATION OFFICIALS.

In accordance with the requirements in Section 101(a)(11)(D) of the Rehabilitation Act—

1. DESCRIBE PLANS, POLICIES, AND PROCEDURES FOR COORDINATION BETWEEN THE DESIGNATED STATE AGENCY AND EDUCATION OFFICIALS RESPONSIBLE FOR THE PUBLIC EDUCATION OF STUDENTS WITH DISABILITIES, THAT ARE DESIGNED TO FACILITATE THE TRANSITION OF THE STUDENTS WITH DISABILITIES FROM THE RECEIPT OF EDUCATIONAL SERVICES IN SCHOOL TO THE RECEIPT OF VOCATIONAL REHABILITATION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES.

SCVRD Transition Services Policy outlines the collaboration between SCVRD and the SC Department of Education (SCDE). Policy states that SCVRD staff will make every effort to develop and maintain cooperative working relationships with state, school districts, and secondary education staff, postsecondary education staff, workforce development partners (e.g., SC Works and Workforce Development Boards) and other vocational service providers that foster effective provision of Pre-ETS. The services that are necessary for arranging and providing the required activities include:

- (1) Attending individualized education program (IEP) or 504 plan meetings for students with disabilities, when invited;
- (2) Working with the local Workforce Development Boards, one-stop centers (i.e., American Job Centers) and employers to develop work opportunities for students with disabilities, including internships, summer employment, youth apprenticeships, adult apprenticeships, and other employment opportunities available throughout the school year;
- (3) Working with schools to coordinate and ensure the provision of Pre-ETS; and

(4) When invited, attending person-centered planning meetings for individuals receiving services under title XIX of the Social Security Act.

The policy further describes outreach responsibilities and that the SCVRD Transition Service unit, area office management, and transition counselors are responsible for providing outreach/identification activities about vocational rehabilitation services to students, parents, school districts and other educational institutions to educate them about services that are available and how VR can assist with transition planning.

SCVRD maintains cooperative agreements with the SCDE and with each Local Education Agency (LEA) to outline the collaborative efforts between SCVRD and SCDE/the LEA.

SCVRD also has contracts with 28 LEAs for the provision of Pre-ETS and is working to expand this collaboration to be offered Statewide by 2026.

SCVRD continues to review service provision and offer additional contracted Pre-ETS in areas that show potential gaps in service provision.

2. DESCRIBE THE CURRENT STATUS AND SCOPE OF THE FORMAL INTERAGENCY AGREEMENT BETWEEN THE VR AGENCY AND THE STATE EDUCATIONAL AGENCY. CONSISTENT WITH THE REQUIREMENTS OF THE FORMAL INTERAGENCY AGREEMENT PURSUANT TO 34 C.F.R. § 361.22(B), PROVIDE, AT A MINIMUM, THE FOLLOWING INFORMATION ABOUT THE AGREEMENT:

A. CONSULTATION AND TECHNICAL ASSISTANCE, WHICH MAY BE PROVIDED USING ALTERNATIVE MEANS FOR MEETING PARTICIPATION (SUCH AS VIDEO CONFERENCES AND CONFERENCE CALLS), TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES AND OTHER VOCATIONAL REHABILITATION SERVICES;

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY PERSONNEL FOR STUDENTS WITH DISABILITIES THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) UNDER SECTION 614(D) OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT;

C. THE ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES;

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES. OUTREACH TO THESE STUDENTS SHOULD OCCUR AS EARLY AS POSSIBLE DURING THE TRANSITION PLANNING PROCESS AND MUST INCLUDE, AT A MINIMUM, A DESCRIPTION OF THE PURPOSE OF THE VOCATIONAL REHABILITATION PROGRAM, ELIGIBILITY REQUIREMENTS, APPLICATION PROCEDURES, AND SCOPE OF SERVICES THAT MAY BE PROVIDED TO ELIGIBLE INDIVIDUALS;

E. COORDINATION NECESSARY TO SATISFY DOCUMENTATION REQUIREMENTS SET FORTH IN 34 C.F.R. PART 397 REGARDING STUDENTS AND YOUTH WITH DISABILITIES WHO ARE SEEKING SUBMINIMUM WAGE EMPLOYMENT; AND

F. ASSURANCE THAT, IN ACCORDANCE WITH 34 C.F.R. § 397.31, NEITHER THE SEA NOR THE LOCAL EDUCATIONAL AGENCY WILL ENTER INTO A CONTRACT OR OTHER ARRANGEMENT WITH AN ENTITY, AS DEFINED IN 34 C.F.R. § 397.5(D), FOR THE PURPOSE OF OPERATING A PROGRAM UNDER WHICH YOUTH WITH A DISABILITY IS ENGAGED IN WORK COMPENSATED AT A SUBMINIMUM WAGE.

SCVRD maintains cooperative agreements with the SCDE and with each Local Education Agency (LEA) to outline the collaborative efforts between SCVRD and SCDE/the LEA. These agreements specify that SCVRD staff will perform the following functions:

SCVRD is the designated state unit with the mission of preparing and assisting eligible South Carolinians with disabilities to achieve and maintain competitive employment. To accomplish this mission, as mandated by the Workforce Innovation and Opportunity Act (Public Law 113-128), SCVRD staff must develop rapport with students and their parents/guardians, become aware of the students' vocational rehabilitation needs, and to facilitate and coordinate the receipt of pre-employment transition services, transition services and employment related VR services to students with disabilities who are eligible or potentially eligible for VR services in order to facilitate their smooth transition from school to post-school employment-related activities and competitive, integrated employment.

To that end, the SCVRD counselor and /or designated personnel shall perform appropriate vocational rehabilitation functions as follows:

- Serve as a consultant by providing information and outreach/identification activities regarding vocational rehabilitation services to students, parents, and the School District for use in transition planning. This will include outreach activities to identify students with disabilities who are in need of transition services, to include a description of the purpose of the vocational rehabilitation program, eligibility requirements, application procedures, and scope of services that may be provided to eligible individuals.
- Assist in the coordination of transition services, by attending meetings when appropriate, thereby avoiding duplication of effort and minimizing gaps in services. This may include meetings during the transition planning phase of the IEP to ensure that the vocational or employment-related provisions of the IEP are coordinated with the VR services needed under an IPE for those students determined eligible for the VR program. By doing so, the timing of a student's referral to SCVRD can be mutually determined and should be based upon individual student need. Generally, referrals for services in addition to Pre-Employment Transition Services should be made no later than the last semester of the junior year;
- Provide consultation and technical assistance regarding information about the local employment community to School District personnel as a means to link school personnel to employers, which could result in a more practical curriculum and more positive employment outcomes. This may be provided using alternative means for meeting participation if needed (such as videoconferencing and conference calls);
- Facilitate and coordinate required Pre-Employment Transition Services to potentially eligible students. These services include:
 1. job exploration counseling
 2. work-based learning experiences

3. counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education
 4. workplace readiness training to develop social skills and independent living
 5. instruction in self-advocacy, which may include peer mentoring
- Determine student eligibility for vocational rehabilitation services and identify the extent of the student’s vocational rehabilitation needs; and
 - Develop an Individualized Plan for Employment (IPE) with students determined eligible for services prior to exiting school. Services on the IPE should begin while a student is still in secondary school to facilitate a seamless transition from school to work and/or post-secondary training. Services outlined on the IPE are designed to facilitate the attainment of competitive integrated employment.

SCVRD also has contracts with 28 LEAs for the provision of Pre-ETS and is working to expand this collaboration to be offered Statewide by 2026.

SCVRD continues to review service provision and offer additional contracted Pre-ETS in areas that show potential gaps in service provision.

K. COORDINATION WITH EMPLOYERS

In accordance with the requirements in Section 101(a)(11)(E) of the Rehabilitation Act, describe how the VR agency will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of VR services; and transition services for youth and students with disabilities, including pre-employment transition services for students with disabilities.

The South Carolina Vocational Rehabilitation Department (SCVRD) partners with the National Employment Team (NET) to utilize The Talent Acquisition Portal (TAP). TAP is an online system which includes both a national talent pool of Vocational Rehabilitation (VR) candidates looking for employment and a job posting system for businesses looking to hire individuals with disabilities.

TAP offers businesses the opportunity to post jobs, search candidate resumes based on skill sets and geographic availability, capture job metrics, generate compliance and application click reports, interview candidates, have online job fairs, and have their jobs seen by individuals with disabilities across the country. Businesses also benefit from SCVRD Counselors and qualified candidates searching the available opportunities. Small, medium, and large businesses all have the opportunity to receive all the benefits TAP offers through flexible job posting packages, and outreach opportunities. TAP is supported by the NET which includes VR Business Consultants in every state.

SCVRD serves as a partnering Agency for Be Pro Be Proud SC, which is an initiative led by the Associated Industries of South Carolina Foundation (AISCF). Be Pro Be Proud SC is a custom-designed, military-grade, double-expandable semi-trailer loaded with hands-on simulators of a variety of skilled trades, including welding, truck driving, heavy equipment operation, diesel technician, lineman, and more. This mobile unit travels throughout the state to schools, fairs, career centers, conventions, government events, military re-entry programs, and more. SCVRD partners with Be Pro Be Proud SC to bring exposure to workforce opportunities and help close the skills-gap in South Carolina. It takes a unique, targeted approach to remove the stigma from

“blue-collar” jobs with the goal of educating students and the public on the appeal and the importance of these jobs for our economy.

SCVRD continues to make upgrades to our Universal Business System (UBS), which is designed to capture the effectiveness in serving employers and collect the business engagement data elements. The next integration of SCVRD’s Case Management System (CMS) and the Universal Business System (UBS) will involve listing the employment opportunities (e.g. National Employment Team, ReadySC, and Apprenticeship Carolina postings) and recruiting consumers for these opportunities.

SCVRD surveys our business partners to capture information for their employment needs. The surveys also capture SCVRD effectiveness in meeting those needs. This information is then evaluated to help our Agency improve on our effectiveness in serving our business partners.

SCVRD will analyze prior Business Services outcomes to look for expansion of future business assistance and placement opportunities.

The SCVRD Transition Team partners with the Business Service Team to ensure that Transition students have access to information about employment opportunities in their areas. Transition staff work with the local resources and the BDS to identify opportunities to provide Job Exploration and Work Based Learning Opportunities to students who qualify for Pre-Employment Transition Services. Transition staff review employment opportunities and training opportunities in their area and set up opportunities and contracts with community and business partners in line with the needs in their community. Efforts are tracked in CMS and the UBS respectively.

L. INTERAGENCY COOPERATION WITH OTHER AGENCIES

In accordance with the requirements in Section 101(a)(11)(C) and (K), describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system to develop opportunities for community-based employment in integrated settings, to the greatest extent practicable for the following:

1. STATE PROGRAMS (DESIGNATE LEAD AGENCY(IES) AND IMPLEMENTING ENTITY(IES)) CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

SCVRD continues to have be involved with the SC Assistive Technology Program and ensures staff participates in expos and webinars as appropriate. The SC Assistive Technology Program (SCATP) uses technology and services to help individuals with disabilities to live, work, and learn more independently.

2. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE DEPARTMENT OF AGRICULTURE;

SCVRD is participating in the AgrAbility Project. South Carolina's AgrAbility project is a joint partnership between Clemson University, South Carolina State University and Able SC. Supported through USDA, the partnership will increase South Carolina disabled farmers' productivity on the farm through programs and training through education, networking, direct assistance, and marketing.

3. NON-EDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH;

SCVRD partners with community partners to assist with services to out-of-school youth. Non-educational agencies that SCVRD partners with include the Centers for Independent Living

(Able SC, AccessAbility, and Walton Options), Family Connection, and SC Department of Disabilities and Special Needs.

4. STATE USE CONTRACTING PROGRAMS;

No such State Use Contracting Program exists in South Carolina.

5. STATE AGENCY RESPONSIBLE FOR ADMINISTERING THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT (42 U.S.C. 1396 ET SEQ.);

SCVRD has a draft MOU with SCDHHS that outlines service provisions to include mutual roles and responsibilities, and the implementation and evaluation of services.

6. STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES;

SCVRD continues to work with DDSN to ensure individuals are provided opportunities related to competitive integrated employment.

7. STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES; AND

SCVRD has a MOA with SCDMH to provide Individual Placement and Support (IPS) services. SCVRD provides job coaches that are housed at the mental health centers to provide supported employment services. The SCVRD job coaches and the SCDMH employment specialists work in collaboration to assist consumers in their pursuit of finding competitive, integrated employment. The MOA also outlines 17 center throughout the state that provide IPS services, referral procedures, vehicle procedures, implementation, and confidentiality of consumers information.

8. OTHER FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS OUTSIDE THE WORKFORCE DEVELOPMENT SYSTEM.

SCVRD partners with the Wil Lou Gray Opportunity School to provide vocational rehabilitation services to "at risk" youth with disabilities and with the SC Department of Corrections to assist inmates with disabilities prepare for employment upon release. Additionally, SCVRD has an agreement with the Veterans Administration (VA) to provide work evaluations for the VA's Vocational Rehabilitation and Employment program.

9. OTHER PRIVATE NONPROFIT ORGANIZATIONS.

SCVRD continues to have a working relationship with ABLE SC, AccessAbility, National Federation for the Blind, and Walton Options . These agencies are partners in the careerBOOST (Building Occupational Opportunities for Students in Transition) contract held by SCVRD in which Pre-ETS are rendered to students in schools throughout SC as they transition from school to work.

SCVRD also partners with the Project HOPE Foundation, SOS Healthcare and the Unumb Center. These organizations provide a wide range of services including family support, Applied Behavior Analysis therapy, education, training, social groups and adult programs. SCVRD provides employment services.

ASSURANCES

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner, that

it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:

The VR agency must select the “Edit” button to review and agree to the VR State plan Assurances.

The State Plan must include
1. Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.
2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a Unified State plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.
3. Administration of the VR services portion of the Unified or Combined State Plan: The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:
3.a. the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.
3.b. either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act.
3.c. consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act.
3.d. the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3).
3.e. as applicable, the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act.
3.f. as applicable, the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act.
3.g. statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act.
3.h. the requirements for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act.
3.i. all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act.

The State Plan must include
3.j. the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.
3.k. the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.
3.l. the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities as set forth in section 101(a)(18)(A).
3.m. the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.
4. Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:
4.a. comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(E) and (20) of the Rehabilitation Act.
4.b. impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act.
4.c. provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services or, if implementing an order of selection, in accordance with criteria established by the State for the order of selection as set out in section 101(a)(5) of the Rehabilitation Act.
4.d. determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.
4.e. comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.
4.f. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act
4.g. provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.
4.h. comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by sections 101(a)(14) and 511 of the Rehabilitation Act.
4.i. meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs.

The State Plan must include
4.j. With respect to students with disabilities, the State,
4.j.i. has developed and will implement,
4.j.i.A. strategies to address the needs identified in the assessments; and
4.j.i.B. strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and
4.j.ii. has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15), 101(a)(25) and 113).
4.j.iii. shall reserve not less than 15 percent of the allocated funds for the provision of pre-employment transition services; such funds shall not be used to pay for the administrative costs of providing pre-employment transition services.
5. Program Administration for the Supported Employment Title VI Supplement to the State plan:
5.a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.
5.b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.
6. Financial Administration of the Supported Employment Program (Title VI):
6.a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(H) and (I) of the Rehabilitation Act.
6.b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.
7. Provision of Supported Employment Services:
7.a. The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.

The State Plan must include

7.b. The designated State agency assures that the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(7)(C) and (E) of the Rehabilitation Act.

Do you attest that these assurances will be met?

Yes

VOCATIONAL REHABILITATION (COMBINED OR GENERAL) CERTIFICATIONS

States must provide written and signed certifications that:

1. THE (ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE,) IS AUTHORIZED TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN UNDER TITLE I OF THE REHABILITATION ACT OF 1973 (REHABILITATION ACT), AS AMENDED BY TITLE IV OF WIOA[1], AND ITS STATE PLAN SUPPLEMENT UNDER TITLE VI OF THE REHABILITATION ACT;

[1] Public Law 113-128.

ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE

South Carolina Vocational Rehabilitation Department

2. IN THE EVENT THE DESIGNATED STATE AGENCY IS NOT PRIMARILY CONCERNED WITH VOCATIONAL AND OTHER REHABILITATION OF INDIVIDUALS WITH DISABILITIES, THE DESIGNATED STATE AGENCY MUST INCLUDE A DESIGNATED STATE UNIT FOR THE VR PROGRAM (SECTION 101(A)(2)(B)(II) OF THE REHABILITATION ACT). AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE I OF THE REHABILITATION ACT FOR THE PROVISION OF VR SERVICES, THE (DESIGNATED STATE AGENCY OR THE DESIGNATED STATE UNIT WHEN THE DESIGNATED STATE AGENCY HAS A DESIGNATED STATE UNIT)[2] AGREES TO OPERATE AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE STATE VR SERVICES PROGRAM IN ACCORDANCE WITH THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[3], THE REHABILITATION ACT, 34 CFR 361.13(B) AND (C), AND ALL APPLICABLE REGULATIONS[4], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE TO STATES UNDER SECTION 111(A) OF THE REHABILITATION ACT ARE USED SOLELY FOR THE PROVISION OF VR SERVICES AND THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

[2] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

[3] No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

^[4] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations at 34 C.F.R. part 361.

ENTER THE NAME OF DESIGNATED STATE AGENCY

South Carolina Vocational Rehabilitation Department

3. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE VI OF THE REHABILITATION ACT FOR SUPPORTED EMPLOYMENT SERVICES, THE DESIGNATED STATE AGENCY, OR THE DESIGNATED STATE UNIT WHEN THE DESIGNATED STATE AGENCY HAS A DESIGNATED STATE UNIT, AGREES TO OPERATE AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM IN ACCORDANCE WITH THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN^[5], THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS^[6], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER TITLE VI ARE USED SOLELY FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES AND THE ADMINISTRATION OF THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

^[5] No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

^[6] Applicable regulations, in part, include the citations in footnote 4, as well as Supported Employment program regulations at 34 C.F.R. part 363.

4. THE DESIGNATED STATE UNIT OR, IF NOT APPLICABLE, THE DESIGNATED STATE AGENCY HAS THE AUTHORITY UNDER STATE LAW TO PERFORM THE FUNCTIONS OF THE STATE REGARDING THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE VR PROGRAM IN ACCORDANCE WITH 34 CFR 361.13(B) AND (C);

5. THE STATE LEGALLY MAY CARRY OUT EACH PROVISION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT.

6. ALL PROVISIONS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT ARE CONSISTENT WITH STATE LAW.

7. THE (ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY UNDER STATE LAW TO RECEIVE, HOLD, AND DISBURSE FEDERAL FUNDS MADE AVAILABLE UNDER THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW

Felicia W. Johnson

8. THE (ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND THE SUPPLEMENT FOR SUPPORTED EMPLOYMENT SERVICES;

ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW

Commissioner of the South Carolina Vocational Rehabilitation Department

9. THE AGENCY THAT SUBMITS THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT HAS ADOPTED OR OTHERWISE FORMALLY APPROVED THE PLAN AND ITS SUPPLEMENT.

FOOTNOTES

[1] Public Law 113-128.

[2] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

[3] No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

[4] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations at 34 C.F.R. part 361.

[5] No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

[6] Applicable regulations, in part, include the citations in footnote 4, as well as Supported Employment program regulations at 34 C.F.R. part 363.

CERTIFICATION SIGNATURE

To review and complete the Certification section of the VR portion of the State plan, please select the "Edit" button.

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Signatory information	Enter Signatory information in this column
Name of Signatory	Felicia W. Johnson
Title of Signatory	Commissioner, South Carolina Vocational Rehabilitation Department
Date Signed	March 28, 2024

VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Each State VR program must submit expected levels of performance in its Unified or Combined State Plan and in the two-year modification of that plan. Expected levels of performance for the first two years of a state plan must be submitted in the initial submission of the Unified or Combined State Plan and in the initial submission of the two-year modification of that Plan, for years three and four, as described in 34 CFR § 361.170(a). Expected levels of performance must be stated to the nearest tenth of a percent (XX.X %) or to the nearest whole dollar for median earnings. State VR programs are reminded that the expected levels of performance must be published for public comment prior to plan submission in accordance with state law, regulation, and policy.

After the Unified or Combined State Plan submission, each State VR program must reach agreement with RSA on the negotiated levels of performance for the indicators for each of the first two years of the Unified or Combined State Plan (or for the third and fourth years of the Unified or Combined State Plan during the required two-year modification process) in accordance with WIOA section 116(b)(3)(A)(iv).

RSA will use its statistical adjustment model to derive pre-program year estimated levels of performance for each indicator. Each State VR program and RSA will consider the negotiation factors outlined in WIOA section 116(b)(3)(A)(v) during the negotiation process. Once negotiated levels of performance are agreed upon, each State VR program must incorporate the negotiated levels of performance into the Unified or Combined State Plan and the two-year modification of that plan prior to the plan’s approval (section 116(b)(3)(A)(iv) of WIOA).

Effectiveness in Serving Employers

In the final rule implementing WIOA, the Departments indicated that they would initially implement this indicator in the form of a pilot to test the feasibility and rigor of three proposed approaches. During Program Year (PY) 2022, the Departments initiated the rulemaking process to establish a standard definition of Effectiveness in Serving Employers. States will continue to report two of three proposed approaches until the Departments issue the final rule and implement the indicator.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	65.7%	65.7%	65.8%	65.8%
Employment (Fourth Quarter After Exit)	61.7%	61.7%	61.8%	61.8%
Median Earnings (Second Quarter After Exit)	\$6,112	\$6,112	\$6,234	\$6,234
Credential Attainment Rate	42.7%	42.7%	44.8%	44.8%
Measurable Skill Gains	52.3%	52.3%	54.9%	54.9%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

OMB Control Number 1894-0005 Expiration 02/28/2026

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA Section 427 Form Instructions for State Applicants

State applicants must respond to the following four questions:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.
2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?
3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?
4. What is your timeline, including targeted milestones, for addressing these identified barriers?

- Applicants identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
- Applicants use the associated text box to respond to each question. However, applicants might have already included some or all this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) in their State Plans that includes the information responsive to that question on this form or may restate that information on this form.
- Applicants are not required to have mission statements or policies that align with equity to apply.
- Applicants that have already undertaken steps to address barriers must still provide an explanation and/or description of the steps already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.
- Applicants that believe no barriers exist must still provide an explanation and/or description to each question to validate that perception, as appropriate, to satisfy the GEPA Section 427 requirement.

Please refer to GEPA 427 - Form Instructions for Application Package

1. DESCRIBE HOW YOUR ENTITY'S EXISTING MISSION, POLICIES, OR COMMITMENTS ENSURE EQUITABLE ACCESS TO, AND EQUITABLE PARTICIPATION IN, THE PROPOSED PROJECT OR ACTIVITY.

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The first of four questions is:

Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

The mission of SCVRD is to prepare and assist eligible South Carolinians with disabilities to achieve and maintain competitive employment. There is a VR office that serves each county to ensure services are rendered statewide. Itinerant sites are visited by counselors regularly to ensure services are rendered to those who may not be able to visit the local office and to also ensure continued relationships with partners. SCVRD currently holds cooperative agreements with each Local Education Agency (LEA) to outline how SCVRD can access and provide services to students with disabilities in their schools. SCVRD also contracts with LEAs to ensure Pre-Employment Transition Services (Pre-ETS) are rendered in schools throughout the state and counselors visit schools regularly to provide Pre-ETS and Transition Services. SCVRD also contracts with other community partners to ensure that Pre-ETS are available statewide to students.

As a WIOA core partner, SCVRD has staff co-located at SC Works Centers (one-stops) in every workforce development area of the state and contributes to the development and revision of certification standards for those centers to ensure they are physically and programmatically accessible. The SCVRD Commissioner serves on the State Workforce Development Board, representing the needs of job seekers with disabilities. Additionally, Area Supervisors are designated to serve on their respective Local Workforce Development Boards.

Through internal reporting, SCVRD monitors service provision levels to ensure that, demographically, caseloads resemble the state's population. The Agency strives to ensure that all races, ethnicities, genders, and disabilities are served at least proportionately to their representation in the disability community.

**2. BASED ON YOUR PROPOSED PROJECT OR ACTIVITY, WHAT BARRIERS MAY IMPEDE
EQUITABLE ACCESS AND PARTICIPATION OF STUDENTS, EDUCATORS, OR OTHER
BENEFICIARIES?**

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The second of four questions is:

Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

Lack of transportation

Lack of knowledge/false perceptions about people with disabilities

Lack of needed technology

3. BASED ON THE BARRIERS IDENTIFIED, WHAT STEPS WILL YOU TAKE TO ADDRESS SUCH BARRIERS TO EQUITABLE ACCESS AND PARTICIPATION IN THE PROPOSED PROJECT OR ACTIVITY?

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The third of four questions is:

Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

Transportation – SCVRD works to ensure equal access to all by having contracts in place with transportation vendors, ongoing statewide partnerships, and counselors at itinerant sites to limit travel distance for consumers in rural areas.

Education – SCVRD works with business partners, referral sites, etc. to educate and inform them of the abilities of people with disabilities.

Technology – SCVRD’s Rehabilitation Engineering department assesses consumers’ technology needs and makes recommendations to assist with accommodations.

4. WHAT IS YOUR TIMELINE, INCLUDING TARGETED MILESTONES, FOR ADDRESSING THESE IDENTIFIED BARRIERS?

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The final of four questions is:

What is your timeline, including targeted milestones, for addressing these identified barriers?

The efforts identified above are ongoing. SCVRD reviews programs and policies annually to continue to work to identify new ways to address these concerns.

Contracts with transportation vendors will continue to be renewed upon expiration. Assisting consumers with their transportation needs is one of many services SCVRD offers for consumers who are eligible for assistance.

Education and outreach are a pillar of the SCVRD program and remain an ongoing initiative. The focus on education extends to SCVRD staff as well to ensure competence in achieving the Agency's mission. Quarterly, SCVRD reviews referral source data to identify areas that may have a reduction in referrals and to ensure that referrals are representative of the demographics of the area. As anomalies are identified by these quarterly reviews, initiatives are developed to address the populations potentially being underserved.

Assistive technology is also a service provided through SCVRD and is an ongoing initiative.

GEPA 427 FORM INSTRUCTIONS FOR APPLICATION PACKAGE - SUPPORTED EMPLOYMENT EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

OMB Control Number 1894-0005 Expiration 02/28/2026

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA Section 427 Form Instructions for State Applicants

State applicants must respond to the following four questions:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.
2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?
3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?
4. What is your timeline, including targeted milestones, for addressing these identified barriers?

- Applicants identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.

- Applicants use the associated text box to respond to each question. However, applicants might have already included some or all this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) in their State Plans that includes the information responsive to that question on this form or may restate that information on this form.

- Applicants are not required to have mission statements or policies that align with equity to apply.
- Applicants that have already undertaken steps to address barriers must still provide an explanation and/or description of the steps already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.
- Applicants that believe no barriers exist must still provide an explanation and/or description to each question to validate that perception, as appropriate, to satisfy the GEPA Section 427 requirement.

Please refer to GEPA 427 - Form Instructions for Application Package

1. DESCRIBE HOW YOUR ENTITY'S EXISTING MISSION, POLICIES, OR COMMITMENTS ENSURE EQUITABLE ACCESS TO, AND EQUITABLE PARTICIPATION IN, THE PROPOSED PROJECT OR ACTIVITY.

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The first of four questions is:

Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

SCVRD assists and prepares South Carolinians with disabilities to achieve and maintain competitive employment. The Agency provides quality services to assist consumers with the most significant disabilities in obtaining employment opportunities. These services are in line with Consumer Services Policy on Supported Employment.

Consumers participate in vocational assessments to help them identify their skills, abilities, and employment preferences. Once the consumer has identified an interest/vocational goal with the assistance of a VR Assessment & Career Exploration Specialist, they work diligently with their counselor to develop a plan of service to reach this goal. A key part of this plan includes the assistance of a VR Job Coach that will help them navigate employment opportunities with support. The Job Coach provides job analysis, job matching, intensive on the job training, and use of natural supports to help the consumer maintain employment. When the consumer has become stable with employment, Job Coaches gradually decrease their services and provide observation as needed, while connecting the consumer to an extended services provider. Before the VR case is closed the consumer would have identified a provider to follow along once VR services come to an end.

2. BASED ON YOUR PROPOSED PROJECT OR ACTIVITY, WHAT BARRIERS MAY IMPEDE EQUITABLE ACCESS AND PARTICIPATION OF STUDENTS, EDUCATORS, OR OTHER BENEFICIARIES?

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of

Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The second of four questions is:

Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

Barriers that impede equitable access to VR services include issues with transportation and rural status. Transportation assistance is a consistent barrier with consumers in South Carolina. These barriers often stem from consumers being unable to afford transportation or it not being accessible to them. Also, due to the state being rural in many areas, this serves as a barrier as there is a lack of transportation or providers who are available to deliver assistance.

3. BASED ON THE BARRIERS IDENTIFIED, WHAT STEPS WILL YOU TAKE TO ADDRESS SUCH BARRIERS TO EQUITABLE ACCESS AND PARTICIPATION IN THE PROPOSED PROJECT OR ACTIVITY?

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The third of four questions is:

Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

SCVRD is a member of the state's Disability Employment Coalition and participates in the coalition's Infrastructure Committee, which focuses on collaboration among state partners to decrease barriers related to employment of individuals with disabilities, including individuals with the most significant disabilities. SCVRD also provides transportation assistance according to SCVRD policies and procedures to help consumers with services related to employment.

4. WHAT IS YOUR TIMELINE, INCLUDING TARGETED MILESTONES, FOR ADDRESSING THESE IDENTIFIED BARRIERS?

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The final of four questions is:

What is your timeline, including targeted milestones, for addressing these identified barriers?

SCVRD's efforts to address concerns with transportation issues across the state are ongoing. Although transportation is a barrier for many, it is a service SCVRD provides to assist eligible consumers. Contracts with transportation vendors will continue to be renewed upon expiration. SCVRD will also continue collaborative partnerships with committees tasked with addressing this issue and developing strategies to formulate a solution.

**PROGRAM-SPECIFIC REQUIREMENTS FOR STATE VOCATIONAL REHABILITATION
(BLIND)**

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan must include the following descriptions and estimates, as required by sections 101(a) and 606 of the Rehabilitation Act of 1973, as amended by title IV of WIOA.

A. STATE REHABILITATION COUNCIL.

1. ALL VR AGENCIES, EXCEPT FOR THOSE THAT HAVE AN INDEPENDENT CONSUMER-CONTROLLED COMMISSION, MUST HAVE A STATE REHABILITATION COUNCIL (COUNCIL OR SRC) THAT MEETS THE CRITERIA IN SECTION 105 OF THE REHABILITATION ACT. THE DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPLICABLE, HAS:

Select A or B:

(A) is an independent State commission

(B) has established a State Rehabilitation Council

(A) is an independent State commission

2. IN ACCORDANCE WITH ASSURANCE (A)(1)(B), IF SELECTED, PLEASE PROVIDE INFORMATION ON THE CURRENT COMPOSITION OF THE COUNCIL BY REPRESENTATIVE TYPE, INCLUDING THE TERM NUMBER OF THE REPRESENTATIVE, AS APPLICABLE, AND ANY VACANCIES, AS WELL AS THE BEGINNING DATES OF EACH REPRESENTATIVE'S TERM.

Select 'Edit' to edit the narrative.

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Council Representative	Current Term Number/Vacant	Beginning Date of Term Mo./Yr.
Statewide Independent Living Council (SILC)		
Parent Training and Information Center		
Client Assistance Program		
Qualified Vocational Rehabilitation (VR) Counselor		

Council Representative	Current Term Number/Vacant	Beginning Date of Term Mo./Yr.
(Ex Officio if Employed by the VR Agency)		
Community Rehabilitation Program Service Provider		
Business, Industry, and Labor		
Business, Industry, and Labor		
Business, Industry, and Labor		
Business, Industry, and Labor		
Disability Advocacy Groups		
Current or Former Applicants for, or Recipients of, VR services		
Section 121 Project Directors in the State (as applicable)		
State Educational Agency Responsible for Students with Disabilities Eligible to Receive Services under Part B of the Individuals with Disabilities Education Act (IDEA)		
State Workforce Development Board		
VR Agency Director (Ex Officio)		

3. IF THE SRC IS NOT MEETING THE COMPOSITION REQUIREMENTS IN SECTION 105(B) OF THE REHABILITATION ACT AND/OR IS NOT MEETING QUARTERLY AS REQUIRED IN SECTION 105(F) OF THE REHABILITATION ACT, PROVIDE THE STEPS THAT THE VR AGENCY IS TAKING TO ENSURE IT MEETS THOSE REQUIREMENTS.

SCCB is an independent State commission.

4. IN ACCORDANCE WITH THE REQUIREMENTS IN SECTION 101(A)(21)(A)(II)(III) OF THE REHABILITATION ACT, INCLUDE A SUMMARY OF THE COUNCIL'S INPUT (INCLUDING HOW IT WAS OBTAINED) INTO THE STATE PLAN AND ANY STATE PLAN REVISIONS, INCLUDING RECOMMENDATIONS FROM THE COUNCIL'S ANNUAL REPORTS, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION AND OTHER COUNCIL REPORTS.

SCCB is an independent State commission.

5. PROVIDE THE VR AGENCY'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS, INCLUDING AN EXPLANATION FOR THE REJECTION OF ANY INPUT AND RECOMMENDATIONS.

List each recommendation/input followed by the VR agency response

SCCB is an independent State commission.

B. COMPREHENSIVE STATEWIDE NEEDS ASSESSMENT (CSNA).

Section 101(a)(15), (17), and (23) of the Rehabilitation Act require VR agencies to provide an assessment of:

1. THE VR SERVICES NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, INCLUDING:

A. INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES AND THEIR NEED FOR SUPPORTED EMPLOYMENT;

SCCB provides Supported Employment (SE) services to eligible consumers identified as most significantly disabled. The agency's Employment Consultants provide job coaching services to assist the consumer with preparing for or maintaining employment. SCCB will continue to provide SE training for staff. SCCB will also continue exploring providers, to include DDSN and other vendors available throughout the State, as a start to build a network of qualified SCCB providers for these services.

In addition, SCCB works with the Vocational Rehabilitation Technical Assistance Center for Quality Employment (VRTAC-QE) to develop Customized Employment strategies. This includes training for staff so they can effectively provide customized employment services to consumers.

SCCB will continue to conduct connectivity assessments for all consumers that are engaged in the comprehensive assessment process for plan development, and the use technology for remote service delivery.

SCCB continues to partner with Able SC to help beneficiaries understand the impact of gainful employment on their Social Security benefits.

B. INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES AND INDIVIDUALS WITH DISABILITIES WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

SCCB has hired a Bilingual Deaf-Blind Coordinator to address the unique needs of bilingual and deaf-blind individuals, two populations which have previously been identified as being underserved. SCCB has also increased outreach among Hispanic and Asian populations. SCCB will continue to establish partnerships within Hispanic and Asian communities to serve individuals with blindness and visual impairments, increase awareness of our services, and build trust within this population.

There is a need for language interpreters to increase outreach to Hispanic and Asian populations. SCCB will continue to recruit and hire bilingual staff to increase our ability to communicate with these underserved, minority populations and address their needs.

C. INDIVIDUALS WITH DISABILITIES SERVED THROUGH OTHER COMPONENTS OF THE WORKFORCE DEVELOPMENT SYSTEM; AND

SCCB will continue to partner with SC Works Centers across the state and identify employment opportunities for individuals who are blind and visually impaired.

SCCB intends to further educate SC Works Center staff on the needs of those who are blind or visually impaired. SCCB will make training available to staff on how to effectively work with this population of consumers. Training will include information on currently available assistive technology devices, and applications, and additional resources that may benefit consumers with visual impairments and blindness.

D. YOUTH WITH DISABILITIES, INCLUDING STUDENTS WITH DISABILITIES AND THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES. INCLUDE AN ASSESSMENT OF THE NEEDS OF INDIVIDUALS WITH DISABILITIES FOR TRANSITION CAREER SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES, AND THE EXTENT TO WHICH SUCH SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER IDEA.

SCCB will continue to engage in outreach to youth and students with blindness and visual impairments throughout the state. The agency has increased counseling staff to meet the demands of consumers, and it will continue to partner with school districts across the state by utilizing agreements to ensure all parties are meeting the pre-employment transition needs of youth through individualized service provisions of the required pre-employment transition services.

The rehabilitation needs of students and youth with blindness and visual impairments are consistent with adults served by SCCB. Transportation, lack of work experience, lack of training, the need to develop soft skills, and assistive technology are common needs for youth and students with disabilities.

The five required pre-employment transition services are available to all eligible students with disabilities. SCCB will continue to increase staff capacity and contract out the delivery of pre-employment transition services. Contracting with providers allows SCCB to serve more students and offer a variety of work-based learning experiences.

SCCB will also continue to partner with parents to promote the use of Pre-Employment Transition services, and family engagement in the planning and delivery of those services.

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE.

There is a need to improve Orientation and Mobility (O&M) services across the state. While SCCB can meet some of this need at the Training Center, establishing additional O&M providers will help SCCB service more consumers and reduce wait times. SCCB will continue to work with institutions of higher learning to increase the number of O&M providers and provide staff and vendors with the necessary training to meet this need.

There is also a need for Supported Employment (SE) services. Unfortunately, many providers are inexperienced in working with individuals with blindness and visual impairments. To ensure that our consumers with blindness and visual impairments receive the job coaching services they need, SCCB will continue to train staff to assist them in providing these services for consumers.

Improvements needed for the SCCB Columbia Training Center

The SCCB Training Center in Columbia, South Carolina is the State-owned and operated comprehensive rehabilitation center. The Training Center is a community rehabilitation program providing necessary vocational rehabilitation services to individuals with disabilities. To keep the center operational and ensure continuity of service provision, at times it is necessary for the State to repair or replace systems and equipment within the center, including,

but not limited to electrical, plumbing, and hot water, fire prevention, ventilation, sewage, etc., that go beyond ordinary repairs and maintenance. These requested areas for improvement and their projected costs are detailed below.

Campus Parking Lots (\$260,000) - The parking lots have not been resurfaced in many years. Dangerous potholes and a rough surface make it troublesome for consumers to cross safely. SCCB developed a “master plan” to address all of these issues. The agency needs to move forward with these repairs to the campus.

Campus Plumbing Project (\$400,000) – The current plumbing inside all four of our campus buildings is damaged and deteriorating quickly. These buildings need a complete overhaul of this system using updated materials.

Campus Gutter Project (\$60,000) – There is currently limited guttering on the buildings on campus, this has caused significant damage to the sidewalks, seating areas and bedding areas. Additional guttering will protect these areas, making the campus safer and more usable by consumers and staff.

Campus Ramp Project (\$50,000) – There currently is non-ADA-compliant ramp to get from the courtyard to the parking lot behind the classroom building at the Training Center. There is a ramp behind the dormitory, but it requires staff to exit through the other side of the campus and travel the length of the dormitory just to get to the far end of that parking lot. This new ramp will provide a shorter and safer way to access that side of the campus parking lots.

C. GOALS, PRIORITIES, AND STRATEGIES

Section 101(a)(15) and (23) of the Rehabilitation Act require VR agencies to describe the goals and priorities of the State in carrying out the VR and Supported Employment programs. The goals and priorities are based on (1) the most recent CSNA, including any updates; (2) the State’s performance under the performance accountability measures of Section 116 of WIOA; and (3) other available information on the operation and effectiveness of the VR program, including any reports received from the SRC and findings and recommendations from monitoring activities conducted under Section 107 of the Rehabilitation Act. VR agencies must—

1. DESCRIBE HOW THE SRC AND THE VR AGENCY JOINTLY DEVELOPED AND AGREED TO THE GOALS AND PRIORITIES AND ANY REVISIONS; AND

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2. IDENTIFY MEASURABLE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS AND THE BASIS FOR SELECTING THE GOALS AND PRIORITIES (E.G., CSNA, PERFORMANCE ACCOUNTABILITY MEASURES, SRC RECOMMENDATIONS, MONITORING, OTHER INFORMATION). AS REQUIRED IN SECTION 101(A)(15)(D), (18), AND (23), DESCRIBE UNDER EACH GOAL OR PRIORITY, THE STRATEGIES OR METHODS USED TO ACHIEVE THE GOAL OR PRIORITY, INCLUDING AS APPLICABLE, DESCRIPTION OF STRATEGIES OR METHODS THAT—

A. SUPPORT INNOVATION AND EXPANSION ACTIVITIES;

B. OVERCOME BARRIERS TO ACCESSING VR AND SUPPORTED EMPLOYMENT SERVICES;

C. IMPROVE AND EXPAND VR SERVICES FOR STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF SERVICES DESIGNED TO FACILITATE THE TRANSITION OF SUCH STUDENTS FROM SCHOOL TO POSTSECONDARY LIFE (INCLUDING THE RECEIPT OF VR

SERVICES, POST-SECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT
TRANSITION SERVICES); AND

D. IMPROVE THE PERFORMANCE OF THE VR AND SUPPORTED EMPLOYMENT PROGRAMS IN
ASSISTING INDIVIDUALS WITH DISABILITIES TO ACHIEVE QUALITY EMPLOYMENT
OUTCOMES.

List and number each goal/priority, noting the basis, and under each goal/priority, list and number the strategies to achieve the goal/priority

Goal 1: Increase successful consumer outcomes across all programs.

Strategy 1: Increase successful competitive integrated employment outcomes.

Performance Measures:

- Develop or purchase a tool to track competitive integrated employment outcomes for individuals who attend the Training Center (including BEP).
- Key Performance Indicator: Percentage Complete
- Implement the use of the tracking tool and analyze results.
 - Key Performance Indicator: Percentage Complete
- Utilize results to make improvements needed in training (including policies and procedures).
 - Key Performance Indicator: Percentage Complete
- Develop resources/partnerships to address barriers to consumer transportation during service delivery.
 - Key Performance Indicator: Percentage Complete

Strategy 2: Increase the number of consumers achieving and maintaining independence.

Performance Measures:

- Develop and implement training for Older Blind Counselors specifically to increase efficiency of service delivery.
 - Key Performance Indicator: Percentage Complete
- Increase initial low vision assessments across programs.
 - Key Performance Indicator: Count

Strategy 3: Increase the number of consumers receiving sight-saving procedures.

Performance Measures:

- Develop and distribute materials about the Prevention of Blindness program to medical service providers and partner agencies.
 - Key Performance Indicator: Percentage Complete
- Fill program vacancies with qualified staff and retain current staff.
 - Key Performance Indicator: Percentage Complete

Performance Measures:

Strategy 4: Increase Pre-Employment Transition Services outcomes.

- Identify and utilize additional Service Providers for Pre-Employment Transition Service delivery.
 - Key Performance Indicator: Count
- Increase the number of potentially eligible/consumers/groups receiving Pre-Employment Transition Services.
 - Key Performance Indicator: Count
- Recruit and hire a Transition Services Coordinator.
 - Key Performance Indicator: Count

Goal 2: Improve public awareness of the agency.

Strategy 1: Improve engagement with all partners and the community.

Performance Measures:

- Develop or purchase tools to measure and track outreach to all partners and the community.
 - Key Performance Indicator: Count
- Track partner engagement in case management system.
 - Key Performance Indicator: Percentage Complete

Strategy 2: Improve marketing strategies.

Performance Measures:

- Develop new marketing materials.
 - Key Performance Indicator: Count
- Develop new marketing materials for doctors' offices/medical providers.
 - Key Performance Indicator: Count

Goal 3: Build a qualified workforce.

Strategy 1: Reduce the time to fill vacancies.

Performance Measures:

- Attend at least one recruiting event per month to identify and target candidates for critical positions.
 - Key Performance Indicator: Count
- Develop a seamless internship opportunity program where students can be hired as counselors upon completion of the internship program.
 - Key Performance Indicator: Percentage Complete

Strategy 2: Reduce the turnover rate.

Performance Measures:

- Identify and implement a learning management system to assist in the delivery of training to employees.
 - Key Performance Indicator: Percentage Complete
- Identify and implement a performance management system to assist in the delivery of feedback to employees.
 - Key Performance Indicator: Percentage Complete
- Develop employee satisfaction surveys to help drive personnel decisions across the agency.
 - Key Performance Indicator: Percentage Complete
- Create an employee recognition policy and program.
 - Key Performance Indicator: Percentage Complete

Goal 4: Ensure operational efficiency and effectiveness.

Strategy 1: Redesign and streamline internal processes.

Performance Measures:

- Review case management system to ensure data accuracy and training effectiveness.
 - Key Performance Indicator: Percentage Complete
- Develop and implement a fiscal interface to reduce workloads and improve accuracy.
 - Key Performance Indicator: Percentage Complete
- Facilities and HR coordinate to increase emergency preparedness activities.
 - Key Performance Indicator: Percentage Complete
- Improve helpdesk responsiveness.
 - Key Performance Indicator: Percentage Complete

Strategy 2: Develop performance indicators to establish baselines across all programs.

Performance Measures:

- Develop compliance metrics for each program.
 - Key Performance Indicator: Percentage Complete
- Train staff on metrics for each program.
 - Key Performance Indicator: Percentage Complete
- Measure compliance for each program.

- Key Performance Indicator: Percentage Complete
- Increase rate of return results (Consumer Satisfaction Survey).
 - Key Performance Indicator: Percentage Complete

Strategy 3: Develop/Strengthen Risk Management Program based on COSO Model.

Performance Measures:

- Review, revise and implement program policies and procedures.
 - Key Performance Indicator: Percentage Complete
- Review, revise and implement administrative policies and procedures.
 - Key Performance Indicator: Percentage Complete
- Improve contract compliance and monitoring.
 - Key Performance Indicator: Percentage Complete
- Ensure compliance with information security policies.
 - Key Performance Indicator: Percentage Complete

D. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

For the most recently completed program year, provide an evaluation and report of progress for the goals or priorities, including progress on the strategies under each goal or priority, applicable to that program year. Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require VR agencies to describe—

1. PROGRESS IN ACHIEVING THE GOALS AND PRIORITIES IDENTIFIED FOR THE VR AND SUPPORTED EMPLOYMENT PROGRAMS;

List the goals/priorities and discuss the progress or completion of each goal/priority and related strategies

Objective 1: Identify, invest and support blind and visually impaired job seekers in the attainment of industry recognized credentials and vocational training required for current and emerging jobs.

Goal 1.1: Provide comprehensive vocational rehabilitation services to youth and transition students resulting in the attainment of industry recognized credentials to obtain competitive integrated employment.

- Strategy 1.1.1: Provide Pre-Employment Transition Services (Pre-ETS) through the CareerBOOST and Summer Teens Programs. In cooperation and collaboration with public schools these services include career exploration and counseling, self- advocacy skills training, work readiness training, work- based learning experiences, and exploration of post- secondary education and training.
 - Key Performance Indicator 1.1.1: Number Participants Completed
 - Performance Results: 68

- Strategy 1.1.2: Support the attainment of a High School Diploma, GED and/or SC Employability Credential through vocational counseling and guidance, assistive technology, coordination and collaboration with public schools.
 - Key Performance Indicator 1.1.2: Number Participants Completed
 - Performance Results: 12 (Transition and Adult)
- Strategy 1.1.3: Invest in, facilitate and support completion of Post-Secondary college and university vocational training.
 - Key Performance Indicator 1.1.3: Number Participants Completed
 - Performance Results: 21 (Transition and Adult)

Goal 1.2: Provide comprehensive vocational rehabilitation services to job seekers who are blind or visually impaired resulting in the attainment of industry recognized credentials required for competitive integrated employment.

- Strategy 1.2.1: Provide quality Adjustment to Blindness and Pre-Vocational Training at the SCCB Training Center for Employment & Independence. Adjustment to Blindness Training includes: Orientation & Mobility (Independent Travel), Independent Living Skills, Braille Literacy, Employability Soft Skills, Basic Financial Literacy, and Psychosocial Adjustment to Blindness Counseling. Pre-Vocational Training includes: Basic Keyboarding, Basic Microsoft Office Suite Training, and Assistive Technology Training such as Computer Screen Readers, Text Magnifiers, Low Vision Aids, Etc.
 - Key Performance Indicator 1.2.1: Number Participants Completed
 - Performance Results: 84
- Strategy 1.2.2: Support the attainment of a High School Diploma, GED, and SC Employability Credential through vocational counseling and guidance, assistive technology, collaboration and technical assistance to adult education programs.
 - Key Performance Indicator 1.2.2: Number Participants Completed
 - Performance Results: 12 (Transition and Adult)
- Strategy 1.2.3: Invest in and support the completion of Post-Secondary vocational training through career exploration, vocational counseling and guidance, assistive technology, tuition assistance, collaboration and technical assistance to colleges and universities.
 - Key Performance Indicator 1.2.3: Number Participants Completed
 - Performance Results: 21 (Transition and Adult)

Objective 2: Align resources, policy, and strategies to continuously improve competitive integrated employment outcomes for blind and visually impaired job seekers.

Goal 2.1: Develop and enhance job seeker work readiness and soft skills.

- Strategy 2.1.1: Provide Adjustment to Blindness and Pre-Vocational Training at the SCCB Training Center for Employment & Independence. Adjustment to Blindness Training includes: Orientation & Mobility (Independent Travel), Independent Living Skills, Braille Literacy, Employability Soft Skills, Basic Financial Literacy, and Psychosocial Adjustment

to Blindness Counseling. Pre- Vocational Training includes: Basic Keyboarding, Basic Microsoft Suite Training, and Assistive Technology Training such as Computer Screen Readers, Text Magnifiers, Etc.

- Key Performance Indicator 2.1.1: Number Participants Completed
 - Performance Results: 84
- Strategy 2.1.2: Facilitate the BRIDGE Program Job Club (Building Readiness for Individualized Development of Gainful Employment) provides consumers who have completed the Adjustment to Blindness and Pre-Vocational Training at the SCCB Training Center for Employment and Independence a paid work-based learning experience (internship) and job club activities to enhance employability and jump start job placement in their local community.
 - Key Performance Indicator 2.1.2: Number Participants Completed
 - Performance Results: None
- Strategy 2.1.3: Summer Internship Program (SIP) provides college and university students with a paid summer internship in their field of study during their Sophomore, Junior and Senior year.
 - Key Performance Indicator 2.1.3: Number SIP Graduates
 - Performance Results: 5

Goal 2.2: Enhance and improve job placement services and job support services for job seekers who are blind or visually impaired.

- Strategy 2.2.1: Increase job placement by Employment Consultants through talent acquisition services to business partners matching qualified job seekers who are blind or visually impaired with current job openings.
 - Key Performance Indicator 2.2.1: Number Successfully Employed
 - Performance Results: 98
- Strategy 2.2.2: Provide Supported Employment (SE) utilizing the initial placement and job coaching provided on a short-term basis by an Employment Consultant with long term extended supports provided by another agency such as an employment network, state agency, or natural supports.
 - Key Performance Indicator 2.2.2: Number Successfully Employed
 - Performance Results: 98
- Strategy 2.2.3: Provide Customized Employment that includes intensive discovery of individualized skills, abilities, potential; and intensive customization of an existing job opening, creation of a job that fills an unmet need, and other customized options. SCCB provides Customized Employment through qualified and trained Employment Consultants.
 - Key Performance Indicator 2.2.3: Number Successfully Employed
 - Performance Results: 98

Objective 3: Identify current and future needs of business and industry to support career pathways in growth sectors.

Goal 3.1: Increase agency utilization of Labor Market Information and business relationships to inform career exploration, vocational goal setting, service provision, and job placement.

- Strategy 3.1.1: Align career counseling, career exploration, and vocational goal planning with labor market information through the use of The Career Index +.
 - Key Performance Indicator 3.1.1: TCI+ Usage Report
 - Performance Results: 64
- Strategy 3.1.2: Employment Consultant engagement with business organizations including Chambers of Commerce, Society of Human Resource Management, and business relationship building.
 - Key Performance Indicator 3.1.2: Number Business Partnerships
 - Performance Results: 174
- Strategy 3.1.3: Engage and collaborate with WIOA core partner's business service coordination council to collaborate and coordinate business service efforts to include the blind and visually impaired labor market.
 - Key Performance Indicator 3.1.3: Number Business Partnerships
 - Performance Results: 174

Goal 3.2: Increase and improve talent acquisition and talent retention services to business in support of employees who are blind or visually impaired.

- Strategy 3.2.1: Provide Workplace Sensitivity Training Workshops and Accessibility Technical Assistance (TA) to business partners in order to facilitate the employment of people who are blind or visually impaired.
 - Key Performance Indicator 3.2.1: Number of Workshops/TA Services
 - Performance Results: 50
- Strategy 3.2.2: Provide Talent Acquisition Services to business partners by matching current open positions with qualified applicants who are blind or visually impaired, providing technical assistance in regard to assistive technology and reasonable accommodations.
 - Key Performance Indicator 3.2.2: Number Job Placements
 - Performance Results: 98
- Strategy 3.2.3: Provide Talent Retention Services to business partners by providing technical assistance, support, and training necessary for the business to retain an employee who is blind or visually impaired.
 - Key Performance Indicator 3.2.3: Number Successful Job Retentions
 - Performance Results: 215

Objective 4: Engage job seekers, business leaders, and other workforce partners through marketing and outreach to articulate a value proposition to each.

Goal 4.1: Improve visibility and branding of SCCB with job seekers who are blind or visually impaired, businesses seeking to diversify labor market talent pool, and other workforce partners to increase the awareness and effectiveness of SCCB services.

- Strategy 4.1.1: Complete Rebranding & Promotional Materials.
 - Key Performance Indicator 4.1.1: Completed/Not Completed
 - Performance Results: Completed
- Strategy 4.1.2: Attend and distribute branding materials at Community Health Fairs, Career and Job Fairs, and other Community Resource Education Events.
 - Key Performance Indicator 4.1.2: Number Attended by SCCB Staff
 - Performance Results: 26

Goal 4.2: Improve the visibility of SCCB within the Workforce Development System.

- Strategy 4.2.1: Enhance programmatic presence in SC Works American Job Centers through assigned liaison relationships with field staff, standardized colocation hours, infrastructure cost sharing, accessibility assessment technical assistance and implementation, and availability of program educational information.
 - Key Performance Indicator 4.2.1: Completed/Not Completed
 - Performance Results: Completed
- Strategy 4.2.2: Enhance programmatic presence at South Carolina Workforce Development Board meetings to ensure that the needs of job seekers who are blind or visually impaired are represented.
 - Key Performance Indicator 4.2.2: Completed/Not Completed
 - Performance Results: Completed

2. PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR, REFLECTING ACTUAL AND NEGOTIATED LEVELS OF PERFORMANCE. EXPLAIN ANY DISCREPANCIES IN THE ACTUAL AND NEGOTIATED LEVELS; AND

The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;

- Actual: 65.6%
- Negotiated: 57.7%

The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;

- Actual: 61.6%
- Negotiated: 54.6%

The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;

- Actual: \$5,875
- Negotiated: \$4,700

The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program; and

- Actual: 49.8%
- Negotiated: 45.0%

The 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.

- Actual: 40.7%
- Negotiated: 26.7%

3. THE USE OF FUNDS RESERVED FOR INNOVATION AND EXPANSION ACTIVITIES (SECTIONS 101(A)(18) AND 101(A)(23) OF THE REHABILITATION ACT) (E.G., SRC, SILC).

SCCB enhanced WIOA partnerships and One-Stop system engagement through the strategies of formalizing American Job Center partnerships, including infrastructure cost agreements, specified co-located staff office times and space, center accessibility, and staff cross training.

SCCB worked with core WIOA partner programs to create agency cross training modules for partnership workforce staff and explored data sharing and common intake opportunities. SCCB has agreements with SC Department of Education and the SC Vocational Rehabilitation Department.

SCCB also has several agreements with community-based qualified fee-for-service vendors and other partners that expand capacity and available resources statewide. This has allowed SCCB programs to provide independent travel training, home management training, and Braille Literacy training in community settings.

SCCB also provides Zoom Text, Job Access With Speech (JAWS), and other assistive technology training through a fee-for-service contract with the National Federation of the Blind of South Carolina. SCCB established contractual programs for Pre-Employment Transition Services with South Carolina's Independent Living Centers and the National Federation of the Blind.

SCCB conducted public awareness outreach and implemented a social media presence to enhance agency visibility. SCCB continues to update curriculum and courses offered at the SCCB Training Center for Employment and Independence, including pre-test and post-test assessments to measure skill gains and provide for continuous improvement. SCCB will utilize Adult Education for GED preparation instruction and testing at the center.

SCCB uses labor market information to help consumers make informed job driven decisions. SCCB implemented staff training in using labor market information (LMI) and understanding South Carolina's regional economic conditions.

SCCB leveraged partnerships with the Department of Employment and Workforce and the Job Driven Technical Assistance Center to provide staff with training on community employment opportunities, talent pipeline efforts, and the use of labor market information.

SCCB has established program capacity and resources to better serve individuals who have Most Significant Disabilities. SCCB has Employment Consultants who provide Supported Employment services. The agency is also working with VRTAC-QE to develop a plan that includes external partners, on how to provide Customized Employment services. In addition, SCCB partnered with Able SC to help beneficiaries understand the impact of gainful employment on their Social Security benefits.

SCCB and SCVRD participate in CareerBOOST, a contractual program in partnership, collaboration, and coordination with Independent Living Centers, the National Federation of the Blind, and South Carolina's Local Education Authorities. This program provides the required Pre-Employment Transition Services to eligible and potentially eligible students with disabilities.

SCCB is also receiving technical assistance from VRTAC-QE for the development of Customized Employment training.

E. SUPPORTED EMPLOYMENT SERVICES, DISTRIBUTION OF TITLE VI FUNDS, AND ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES.

1. ACCEPTANCE OF TITLE VI FUNDS:

(A) VR agency requests to receive title VI funds.

2. IF THE VR AGENCY HAS ELECTED TO RECEIVE TITLE VI FUNDS, SECTION 606(B)(3) OF THE REHABILITATION ACT REQUIRES VR AGENCIES TO INCLUDE SPECIFIC GOALS AND PRIORITIES WITH RESPECT TO THE DISTRIBUTION OF TITLE VI FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES. DESCRIBE THE USE OF TITLE VI FUNDS AND HOW THEY WILL BE USED IN MEETING THE GOALS AND PRIORITIES OF THE SUPPORTED EMPLOYMENT PROGRAM.

The South Carolina Commission for the Blind (SCCB) provides Supported Employment (SE) services to individuals with most significant disabilities. This is to support their achievement of an employment outcome in a job consistent with their unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. Funds received under section 603 of the Rehabilitation Act for Supported Employment are used to provide job coaching as a part of Supported Employment services to assist individuals in acquiring and maintaining competitive employment.

3. SUPPORTED EMPLOYMENT SERVICES MAY BE PROVIDED WITH TITLE 1 OR TITLE VI FUNDS FOLLOWING PLACEMENT OF INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES IN EMPLOYMENT. IN ACCORDANCE WITH SECTION 101(A)(22) AND SECTION 606(B)(3) OF THE REHABILITATION ACT, DESCRIBE THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES; AND THE TIMING OF TRANSITION TO EXTENDED SERVICES.

SCCB provides job coaching services for the development, modification, implementation, and monitoring of the consumer's participation in the Supported Employment planned services.

Funds received for Supported Employment services are utilized to fund the costs of on-the-job supports for consumers. After completion of Supported Employment services, SCCB assists the consumer with identifying extended services providers . Ongoing support services are limited up to 24 cumulative months. These services are for a period not to exceed four years or a consumer's 25th birthday.

4. SECTIONS 101(A)(22) AND 606(B)(4) OF THE REHABILITATION ACT REQUIRE THE VR AGENCY TO DESCRIBE EFFORTS TO IDENTIFY AND ARRANGE, INCLUDING ENTERING INTO COOPERATIVE AGREEMENTS, WITH OTHER STATE AGENCIES AND OTHER APPROPRIATE ENTITIES IN ORDER TO PROVIDE SUPPORTED EMPLOYMENT SERVICES. THE DESCRIPTION MUST INCLUDE EXTENDED SERVICES, AS APPLICABLE, TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THE PROVISION OF EXTENDED SERVICES TO YOUTH WITH THE MOST SIGNIFICANT DISABILITIES IN ACCORDANCE WITH 34 C.F.R. § 363.4(A) AND 34 C.F.R. § 361.5(C)(19)(V).

SCCB has designated staff to provide Supported Employment services to eligible consumers. In addition, SCCB has a Partnership Plus Agreement under the Ticket to Work program to provide support through an Employment Network (Able SC). SCCB also assists consumers with identifying Extended Services providers.

F. ANNUAL ESTIMATES

Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require all VR agencies to annually conduct a full assessment of their resources and ability to serve all eligible individuals before the start of the Federal fiscal year. In accordance with 34 C.F.R. § 361.29(b), annual estimates must include the following projections:

1. ESTIMATES FOR NEXT FEDERAL FISCAL YEAR—

A. VR PROGRAM; AND

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Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under VR Program	Costs of Services using Title I Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
	1,338	1,323	\$7,490,102.16	

B. SUPPORTED EMPLOYMENT PROGRAM.

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Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under Supported Employment Program	Costs of Services using Title I and Title VI Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
	24	24	\$1,891.58	

G. ORDER OF SELECTION

1. PURSUANT TO SECTION 101(A)(5) OF THE REHABILITATION ACT, THIS DESCRIPTION MUST BE AMENDED WHEN THE VR AGENCY DETERMINES, BASED ON THE ANNUAL ESTIMATES DESCRIBED IN DESCRIPTION (F), THAT VR SERVICES CANNOT BE PROVIDED TO ALL ELIGIBLE INDIVIDUALS WITH DISABILITIES IN THE STATE WHO APPLY FOR AND ARE DETERMINED ELIGIBLE FOR SERVICES.

* VR agencies may maintain an order of selection policy and priority of eligible individuals without implementing or continuing to implement an order of selection.

The VR agency is not implementing an order of selection and all eligible individuals will be served.

2. FOR VR AGENCIES THAT HAVE DEFINED PRIORITY CATEGORIES DESCRIBE—

A. THE JUSTIFICATION FOR THE ORDER

SCCB is not implementing an order of selection.

B. THE ORDER (PRIORITY CATEGORIES) TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES ENSURING THAT INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES; AND

SCCB is not implementing an order of selection.

C. THE VR AGENCY'S GOALS FOR SERVING INDIVIDUALS IN EACH PRIORITY CATEGORY, INCLUDING HOW THE AGENCY WILL ASSIST ELIGIBLE INDIVIDUALS ASSIGNED TO CLOSED PRIORITY CATEGORIES WITH INFORMATION AND REFERRAL, THE METHOD IN WHICH THE VR AGENCY WILL MANAGE WAITING LISTS, AND THE PROJECTED TIMELINES FOR OPENING PRIORITY CATEGORIES. NOTE: PRIORITY CATEGORIES ARE CONSIDERED OPEN WHEN ALL INDIVIDUALS IN THE PRIORITY CATEGORY MAY BE SERVED.

SCCB is not implementing an order of selection.

3. HAS THE VR AGENCY ELECTED TO SERVE ELIGIBLE INDIVIDUALS OUTSIDE OF THE ORDER OF SELECTION WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT?

Yes

H. WAIVER OF STATEWIDENESS.

The State plan shall be in effect in all political subdivisions of the State, however, the Commissioner of the Rehabilitation Services Administration (Commissioner) may waive compliance with this requirement in accordance with Section 101(a)(4) of the Rehabilitation Act and the implementing regulations in 34 C.F.R. § 361.26. If the VR agency is requesting a waiver of statewideness or has a previously approved waiver of statewideness, describe the types of services and the local entities providing such services under the waiver of statewideness and how the agency has complied with the requirements in 34 C.F.R. § 361.26. If the VR agency is not requesting or does not have an approved waiver of statewideness, please indicate "not applicable."

SCCB is not requesting a waiver of statewideness.

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT.

In accordance with the requirements in Section 101(a)(7) of the Rehabilitation Act, the VR agency must develop and maintain annually a description (consistent with the purposes of the Rehabilitation Act) of the VR agency's comprehensive system of personnel development, which shall include a description of the procedures and activities the State VR agency will undertake to ensure it has an adequate supply of qualified State rehabilitation professionals and paraprofessionals that provides the following:

1. ANALYSIS OF CURRENT PERSONNEL AND PROJECTED PERSONNEL NEEDS INCLUDING—

A. THE NUMBER OF PERSONNEL CURRENTLY NEEDED BY THE VR AGENCY TO PROVIDE VR SERVICES, BROKEN DOWN BY PERSONNEL CATEGORY; AND

B. THE NUMBER AND TYPE OF PERSONNEL THAT ARE EMPLOYED BY THE VR AGENCY IN THE PROVISION OF VOCATIONAL REHABILITATION SERVICES, INCLUDING RATIOS OF QUALIFIED VOCATIONAL REHABILITATION COUNSELORS TO CLIENTS;

C. PROJECTIONS OF THE NUMBER OF PERSONNEL, BROKEN DOWN BY PERSONNEL CATEGORY, WHO WILL BE NEEDED BY THE VR AGENCY TO PROVIDE VR SERVICES IN 5 YEARS BASED ON PROJECTIONS OF THE NUMBER OF INDIVIDUALS TO BE SERVED, INCLUDING INDIVIDUALS WITH SIGNIFICANT DISABILITIES, THE NUMBER OF PERSONNEL EXPECTED TO RETIRE OR LEAVE THE FIELD, AND OTHER RELEVANT FACTORS.

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Personnel Category	No. of Personnel Employed	No. of Personnel Currently Needed	Projected No. of Personnel Needed in 5 Years
VR Counselor	10	1	12
Transition Counselor	3	1	4
Employment Consultant	3	1	4

Personnel Category	No. of Personnel Employed	No. of Personnel Currently Needed	Projected No. of Personnel Needed in 5 Years
Instructor	5	3	9
Transition Services Lead	1	0	1
Orientation and Mobility Lead	0	1	1
Business Services Lead	1	0	1
Administrative Assistant	6	5	12
Intake Specialist	1	1	2

D. RATIO OF QUALIFIED VR COUNSELORS TO CLIENTS:

87:1

E. PROJECTED NUMBER OF INDIVIDUALS TO BE SERVED IN 5 YEARS:

1,448

2. DATA AND INFORMATION ON PERSONNEL PREPARATION AND DEVELOPMENT, RECRUITMENT AND RETENTION, AND STAFF DEVELOPMENT, INCLUDING THE FOLLOWING:

A. A LIST OF THE INSTITUTIONS OF HIGHER EDUCATION IN THE STATE THAT ARE PREPARING VR PROFESSIONALS, BY TYPE OF PROGRAM; THE NUMBER OF STUDENTS ENROLLED AT EACH OF THOSE INSTITUTIONS, BROKEN DOWN BY TYPE OF PROGRAM; AND THE NUMBER OF STUDENTS WHO GRADUATED DURING THE PRIOR YEAR FROM EACH OF THOSE INSTITUTIONS WITH CERTIFICATION OR LICENSURE, OR WITH THE CREDENTIALS FOR CERTIFICATION OR LICENSURE, BROKEN DOWN BY THE PERSONNEL CATEGORY FOR WHICH THEY HAVE RECEIVED, OR HAVE THE CREDENTIALS TO RECEIVE, CERTIFICATION OR LICENSURE.

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Institute of Higher Education	Type of Program	No. of Students Enrolled	No. of Prior Year Graduates
South Carolina State University	Master of Arts in Rehabilitation Counseling	37	19
University of South Carolina	Master of Arts in Counseling and Rehabilitation	48	16

B. THE VR AGENCY'S PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL, WHICH ADDRESSES THE CURRENT AND PROJECTED NEEDS FOR QUALIFIED PERSONNEL; AND THE COORDINATION AND FACILITATION OF EFFORTS BETWEEN THE VR AGENCY AND INSTITUTIONS OF HIGHER EDUCATION AND PROFESSIONAL ASSOCIATIONS TO RECRUIT, PREPARE, AND RETAIN PERSONNEL WHO ARE QUALIFIED, INCLUDING PERSONNEL FROM MINORITY BACKGROUNDS AND PERSONNEL WHO ARE INDIVIDUALS WITH DISABILITIES.

SCCB has established a plan for the recruitment, preparation, and retention of qualified VR Counselors. This plan consists of the following areas of focus:

Recruitment: In the 2022-2023 year, SCCB launched the Counselor Series, enhancing promotional opportunities for VR Counselors. To stay competitive, we raised the starting salaries for these roles, which notably reduced turnover rates. During this period, our team expanded by 19%, while vacancies dropped by 42%. Looking ahead, SCCB is committed to maintaining this growth by offering attractive compensation and benefits to fill open positions.

Preparation: Throughout the 2022-2023 year, SCCB invested in a Learning Management System tailored for Vocational Rehabilitation professionals' development. We've initiated the onboarding process for our staff, with training sessions set to commence shortly. Furthermore, we established lead program roles for targeted job-specific training for both new and existing employees. Additionally, the introduction of a performance management system aims to streamline performance evaluations and foster enhanced communication through regular one-on-one supervisor-employee meetings. SCCB is excited to continue leveraging these innovative systems in the upcoming year to introduce new training initiatives and further empower our staff.

Retention: In the 2022-2023 period, SCCB successfully reduced turnover by 18%, achieving a record 4-year low. This contributed to our highest-ever headcount increase of 19% and the attainment of our most ambitious EEO goals, reflecting our success in retaining a diverse and talented workforce. As we continue to fill more positions than we have vacancies, we anticipate a sustained decrease in openings and further growth in the organization in the forthcoming years.

C. DESCRIPTION OF STAFF DEVELOPMENT POLICIES, PROCEDURES, AND ACTIVITIES THAT ENSURE ALL PERSONNEL EMPLOYED BY THE VR AGENCY RECEIVE APPROPRIATE AND ADEQUATE TRAINING AND CONTINUING EDUCATION FOR PROFESSIONALS AND PARAPROFESSIONALS:

I. PARTICULARLY WITH RESPECT TO ASSESSMENT, VOCATIONAL COUNSELING, JOB PLACEMENT, AND REHABILITATION TECHNOLOGY, INCLUDING TRAINING IMPLEMENTED IN COORDINATION WITH ENTITIES CARRYING OUT STATE PROGRAMS UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998; AND

II. PROCEDURES FOR THE ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE FROM RESEARCH AND OTHER SOURCES TO VR AGENCY PROFESSIONALS AND PARAPROFESSIONALS AND FOR PROVIDING TRAINING REGARDING THE AMENDMENTS TO THE REHABILITATION ACT MADE BY THE WORKFORCE INNOVATION AND OPPORTUNITY ACT.

Empowering Training and Continuous Education for VR Professionals and Paraprofessionals:

Innovative Programs in Assessment, Vocational Counseling, Job Placement, and Rehabilitation Technology:

- The agency proudly announces the creation of Vocational Rehabilitation and Transition Services Leads positions, directly reporting to the Consumer Services Director. These roles are instrumental in spearheading the training and development of staff within these vital programs. We are excited about the development of job-specific training in key areas like assessment, vocational counseling, job placement, and rehabilitation technology. The agency has invested in a state-of-the-art Learning Management System dedicated to the professional growth of Vocational Rehabilitation staff. The upcoming training modules are tailored to empower staff with a variety of effective techniques and tools, enhancing their ability to accurately assess consumer needs, identify strengths, provide constructive counseling, and implement cutting-edge job placement strategies. Our comprehensive training program, encompassing interactive workshops, seminars, and hands-on sessions, is a testament to our commitment to staff development and consumer service excellence.
- Dynamic Collaboration with Assistive Technology Programs: We are actively collaborating with partners involved in state programs under the Assistive Technology Act of 1998. This strategic alliance is aimed at keeping our staff abreast of the latest advancements in assistive technologies, thereby significantly enhancing the quality of our vocational rehabilitation services. This collaborative training initiative is designed to deepen our staff's understanding and integration of assistive technologies, ultimately enriching the lives of consumers with disabilities.

Strategic Acquisition and Dissemination of Knowledge; Progressive Training on Legislative Amendments:

- Broadening Horizons through Knowledge Acquisition and Dissemination: The SCCB has forged a strategic partnership with the University of South Carolina, alongside esteemed private and public consultants specializing in vocational rehabilitation and blindness. This collaboration is set to deliver superior staff development training. Further enriching our knowledge base, SCCB is receiving comprehensive technical assistance from VRTAC-QM and VRTAC-QE, ensuring our services reflect the latest and most effective best practices. Additionally, our partnership with The National Research and Training Center for Blind and Visually Impaired at Mississippi State University and the Hadley Institute fortifies our specialized training programs, enabling us to serve consumers who are blind or visually impaired with unparalleled expertise and care.
- Forward-Thinking Training on Rehabilitation Act Amendments by the Workforce Innovation and Opportunity Act: It is imperative for our VR professionals and paraprofessionals to receive top-tier training on the amendments to the Rehabilitation Act introduced by the Workforce Innovation and Opportunity Act. The training currently in development is meticulously designed to encompass crucial aspects such as eligibility, service delivery, and coordination with other workforce development programs. This initiative underscores our commitment to ensuring that our staff are not only well-versed in legislative changes but also skilled in applying them effectively to enhance our work and consumer services.

3. DESCRIPTION OF VR AGENCY POLICIES AND PROCEDURES FOR THE ESTABLISHMENT AND MAINTENANCE OF PERSONNEL STANDARDS CONSISTENT WITH SECTION 101(A)(7)(B) TO ENSURE THAT VR AGENCY PROFESSIONAL AND PARAPROFESSIONAL PERSONNEL ARE ADEQUATELY TRAINED AND PREPARED, INCLUDING—

A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

B. THE ESTABLISHMENT AND MAINTENANCE OF EDUCATION AND EXPERIENCE REQUIREMENTS, IN ACCORDANCE WITH SECTION 101(A)(7)(B)(II) OF THE REHABILITATION ACT, TO ENSURE THAT THE PERSONNEL HAVE A 21ST CENTURY UNDERSTANDING OF THE EVOLVING LABOR FORCE AND THE NEEDS OF INDIVIDUALS WITH DISABILITIES.

At SCCB, we are committed to fostering a diverse and dynamic team of Vocational Rehabilitation (VR) Counselors. We proudly adhere to state standards while administering our Comprehensive System of Personnel Development (CSPD), ensuring excellence in our hiring practices. Our approach is inclusive and versatile, recognizing the value of varied educational backgrounds in enriching our services.

We welcome candidates with a master's degree in Rehabilitation Counseling, as well as those with master's degrees in related fields of counseling. Understanding the breadth of knowledge and perspectives these disciplines offer, we are open to degrees that align with our mission, even if they are not exclusively in Rehabilitation Counseling.

For professionals whose degrees are outside the traditional scope of Rehabilitation Counseling, we offer a robust Counselor Series development program. This program is designed to nurture and develop our counselors, equipping them with the necessary skills and knowledge to excel in their roles. Candidates without a Certified Rehabilitation Counselor (CRC) certification or specific coursework can still join our team. They are encouraged to engage in continuous learning, with the opportunity to complete relevant coursework. This coursework encompasses various essential topics, including Theories and Techniques of Counseling, Occupational Information, Job Development, and Placement, and several other key areas critical to VR counseling.

Our approach is not just about meeting requirements but about embracing professional growth and development. As our counselors advance in their careers, becoming CSPD compliant is a milestone we support them in achieving, particularly for those aspiring to senior VR Counselor roles. This commitment to professional development ensures that our team is not only qualified but also continuously evolving to meet the diverse needs of those we serve.

4. METHOD(S) THE VR AGENCY USES TO ENSURE THAT PERSONNEL ARE ABLE TO COMMUNICATE IN APPROPRIATE MODES OF COMMUNICATION WITH OR IN THE NATIVE LANGUAGE OF APPLICANTS OR ELIGIBLE INDIVIDUALS WHO HAVE LIMITED ENGLISH SPEAKING ABILITY.

SCCB strives to have qualified staff proficient in Braille production, in communication with the Deaf/Blind, and a bilingual counselor to communicate with the rapidly growing Hispanic population. SCCB engages in ongoing efforts to study demographic trends and changes to the population to identify areas of needed expertise. Braille services are provided to SCCB staff and upon request to other public and/or private entities statewide. SCCB has a Deaf/Blind Coordinator who is proficient in the use of sign language for the deaf, hard of hearing and dual sensory impaired. SCCB contracts interpreter services as needed to serve all other individuals who have limited English speaking ability or limited modes of communication.

5. AS APPROPRIATE, DESCRIBE THE PROCEDURES AND ACTIVITIES TO COORDINATE THE DESIGNATED STATE UNIT'S COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT WITH PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT.

SCCB continues to collaborate with the South Carolina Department of Education (SCDOE) to coordinate procedures and activities under the Individuals with Disabilities Education Act (IDEA). The focus of the collaboration has been the development of strategies for improving service delivery systems for blind and visually impaired individuals who are receiving services from the SCCB Children's Services program and VR Transition Counselors.

SCCB is an active partner in the South Carolina Endeavors for Transition Resources and Interagency Collaboration (SCENTRIC) that includes regional coordinating councils where the partner agencies receive training, develop collaborative plans, and develop professional relationships. SCENTRIC is a partnership of the SCDOE, South Carolina Department of Disability and Special Needs (DDSN), South Carolina Vocational Rehabilitation Department (SCVRD), and SCCB. SCCB provides regular training for staff including partnering with VRTAC-QM to ensure staff remain knowledgeable on current IDEA and RSA requirements.

J. COORDINATION WITH EDUCATION OFFICIALS.

In accordance with the requirements in Section 101(a)(11)(D) of the Rehabilitation Act—

1. DESCRIBE PLANS, POLICIES, AND PROCEDURES FOR COORDINATION BETWEEN THE DESIGNATED STATE AGENCY AND EDUCATION OFFICIALS RESPONSIBLE FOR THE PUBLIC EDUCATION OF STUDENTS WITH DISABILITIES, THAT ARE DESIGNED TO FACILITATE THE TRANSITION OF THE STUDENTS WITH DISABILITIES FROM THE RECEIPT OF EDUCATIONAL SERVICES IN SCHOOL TO THE RECEIPT OF VOCATIONAL REHABILITATION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES.

SCCB has agreements with the South Carolina Department of Education (SCDOE) and Local Education Agencies (LEA). Coordination with education officials is accomplished on two (2) distinct levels of the SCCB service delivery process, including:

SCCB CareerBOOST (Building Occupational Opportunities for Students in Transition): CareerBOOST is a contractual program in partnership with South Carolina's Independent Living Centers, the National Federation of the Blind of South Carolina, and LEA's. Pre- Employment Transition Services (Pre-ETS) are provided to eligible and potentially eligible students, aged 13 to 21, with visual disabilities. These services include Self-Advocacy Workshops, Work Readiness Soft Skills Workshops, Exploration of Higher Education through College Tours, and Work Based Learning Experiences.

SCCB Vocational Rehabilitation Program: VR serves students from age 13 through 21. SCCB has dedicated Transition Vocational Rehabilitation Counselors statewide, building program infrastructure and education relationships to improve services to Transition Students. The Transition Counselors primarily collaborate with education officials such as the South Carolina Department of Education, LEA's, the South Carolina School for the Deaf and Blind (SCSDB) and the South Carolina Department of Disabilities and Special Needs (DDSN).

Additionally, SCCB is an active member of the South Carolina Endeavors for Transition Resources and Interagency Collaboration (SCENTRIC). SCENTRIC supports local interagency transition teams by providing resources to increase collaboration, partnerships, coordination, and effectiveness in serving students with disabilities transitioning from high school to adult-life. SCCB works closely with the Office of Special Education at the South Carolina Department of

Education. All these committees and councils create avenues for coordination and collaboration with state and local education officials.

Procedures for outreach to, and identification of blind and visually impaired students include, but are not limited to, the utilization of SCCB program data, statistical data from the Data Analysis System of the US Department of Education (Office of Special Education) and the American Community Survey data. An annual analysis of the data from these sources identifies the location of transition aged unserved and underserved individuals.

SCCB and SCVRD have aligned the age range for pre-employment transition services and VR transition services with the SC Special Education age ranges. SCCB provides pre-employment transition services to students and youth with disabilities aged 13 to 21.

The agency has agreements with Local Education Agencies (LEAs) to strengthen partnerships with public schools. SCCB is also an active partner in the South Carolina Vision Education Partnership whose goal is to bring Blind and Visual Impairment Educators and VR Transition Counselors together for collaborative training, team building, and technical assistance.

The vocational rehabilitation services portion of the Unified or Combined State Plan must include information on a formal interagency agreement with the State educational agency that, at a minimum, provides for coordination necessary to satisfy documentation requirements set forth in 34 CFR part 397 about students and youth with disabilities who are seeking subminimum wage employment. This process includes, at minimum, the following actions:

1. Utilization of a consistent checklist coversheet by the SCCB, the SCDOE and school districts identifying the required documentation being requested and transmitted by school districts;
2. Provision of documentation of the receipt and, if applicable, completion of transition services under the IDEA by the school district for any student seeking to enter work that is compensated at a subminimum wage. This will include a copy of the most recent IEP and Summary of Performance;
3. Provision of documentation by the school district of a student's refusal to participate in transition services under the IDEA, if applicable;
4. Retention of all documentation provided to the SCCB in accordance with 2 C.F.R. 200.333 by the school district, and
5. Adherence by the school district to the required timeframes for transmittal of documentation to the SCCB as outlined in the WIOA:
 - a. no more than thirty (30) calendar days after completion of the transition service, OR
 - b. no more than sixty (60) calendar days after completion of the transition service if additional time is needed due to extenuating circumstances, OR
 - c. within five (5) calendar days of the student's refusal to participate in transition services.

The SCCB and SCDOE will continue to develop data sharing agreements that identify the required data elements for students receiving pre-employment transition services under section 113 of the WIOA and section 116 of the Act which defines performance accountability reporting requirements.

2. DESCRIBE THE CURRENT STATUS AND SCOPE OF THE FORMAL INTERAGENCY AGREEMENT BETWEEN THE VR AGENCY AND THE STATE EDUCATIONAL AGENCY. CONSISTENT WITH THE REQUIREMENTS OF THE FORMAL INTERAGENCY AGREEMENT PURSUANT TO 34 C.F.R. § 361.22(B), PROVIDE, AT A MINIMUM, THE FOLLOWING INFORMATION ABOUT THE AGREEMENT:

A. CONSULTATION AND TECHNICAL ASSISTANCE, WHICH MAY BE PROVIDED USING ALTERNATIVE MEANS FOR MEETING PARTICIPATION (SUCH AS VIDEO CONFERENCES AND CONFERENCE CALLS), TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES AND OTHER VOCATIONAL REHABILITATION SERVICES;

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY PERSONNEL FOR STUDENTS WITH DISABILITIES THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) UNDER SECTION 614(D) OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT;

C. THE ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES;

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES. OUTREACH TO THESE STUDENTS SHOULD OCCUR AS EARLY AS POSSIBLE DURING THE TRANSITION PLANNING PROCESS AND MUST INCLUDE, AT A MINIMUM, A DESCRIPTION OF THE PURPOSE OF THE VOCATIONAL REHABILITATION PROGRAM, ELIGIBILITY REQUIREMENTS, APPLICATION PROCEDURES, AND SCOPE OF SERVICES THAT MAY BE PROVIDED TO ELIGIBLE INDIVIDUALS;

E. COORDINATION NECESSARY TO SATISFY DOCUMENTATION REQUIREMENTS SET FORTH IN 34 C.F.R. PART 397 REGARDING STUDENTS AND YOUTH WITH DISABILITIES WHO ARE SEEKING SUBMINIMUM WAGE EMPLOYMENT; AND

F. ASSURANCE THAT, IN ACCORDANCE WITH 34 C.F.R. § 397.31, NEITHER THE SEA NOR THE LOCAL EDUCATIONAL AGENCY WILL ENTER INTO A CONTRACT OR OTHER ARRANGEMENT WITH AN ENTITY, AS DEFINED IN 34 C.F.R. § 397.5(D), FOR THE PURPOSE OF OPERATING A PROGRAM UNDER WHICH YOUTH WITH A DISABILITY IS ENGAGED IN WORK COMPENSATED AT A SUBMINIMUM WAGE.

SCCB has agreements with the South Carolina Department of Education (SCDOE) and LEAs that include provisions for clarity of roles and responsibilities of each agency, including financial responsibilities and provisions for determining state lead agencies and qualified personnel responsible for transition services.

To avoid the duplication of services, low vision and assistive technology needs are coordinated with local school districts in accordance with the student's Individualized Education Plan (IEP) and IPE. In such instances, the alternative service providers and funding sources will be identified on the IPE and coordinated accordingly.

SCCB is an active partner in SCENTRIC where VR Transition Counselors collaborate with local educators to assist in the identification and referral of potentially eligible students who need

transition services. SCCB's involvement in the South Carolina Vision Education Partnership also creates relationships with educators who refer potentially eligible students to SCCB. SCCB's CareerBOOST Program, in partnership with LEAs, identifies and provides Pre-Employment Transition Services to eligible and potentially eligible students with disabilities and makes referrals to SCCB and SCVRD when comprehensive transition services are necessary. Finally, SCCB staff participate in parent outreach, information, and referral events.

K. COORDINATION WITH EMPLOYERS

In accordance with the requirements in Section 101(a)(11)(E) of the Rehabilitation Act, describe how the VR agency will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of VR services; and transition services for youth and students with disabilities, including pre-employment transition services for students with disabilities.

Services provided by SCCB Employment Consultants allow the SCCB to engage with the South Carolina business community. SCCB staff participates in local workforce boards to build and maintain partnerships with businesses to:

- Assess and better understand the unique human resource needs of South Carolina businesses;
- Help align SCCB programs to better meet the unique and specific human resource needs of South Carolina businesses;
- Create, establish, and foster relationships with South Carolina businesses that help them meet their unique and specific human resource needs, including talent acquisition and talent retention;
- Develop opportunities for Work Based Learning Experiences, Internships, Job Shadowing, and other work-based learning experiences that provide South Carolina businesses with opportunities to gain experience with a diverse and qualified workforce;
- Create mutually beneficial relationships and facilitate linkages of job openings to a highly skilled and diverse talent pool of candidates.

SCCB is committed to meeting the needs of employers and consumers through job development and placement. SCCB staff refer consumers who are seeking employment and have been determined to be job ready to local employers. Agency staff also provides businesses and consumers with access to services available through SCCB and other partner agencies.

SCCB has an Assistive Technology (AT) Department that works directly with businesses and consumers to provide assessment and technical assistance through the provision of workplace modifications and/or assistive technology solutions considered reasonable accommodations to consumers who is are blind or visually impaired.

These recommendations may include:

- Software and/or other equipment to enable the consumer to successfully engage in employment;
- Customized software solutions necessary to allow the consumer to access computer systems effectively;

- The purchase of required equipment and/or software to the Vocational Rehabilitation Counselor; and,
- The delivery and installation of this equipment on the work site and provide consumer training on any specialized applications.

SCCB also partners with CareerBOOST, the National Federation of the Blind of South Carolina, and LEAs to provide services to eligible and potentially eligible youth/ students.

L. INTERAGENCY COOPERATION WITH OTHER AGENCIES

In accordance with the requirements in Section 101(a)(11)(C) and (K), describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system to develop opportunities for community-based employment in integrated settings, to the greatest extent practicable for the following:

1. STATE PROGRAMS (DESIGNATE LEAD AGENCY(IES) AND IMPLEMENTING ENTITY(IES)) CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

SCCB partners with the South Carolina Assistive Technology Program at the University of South Carolina School of Medicine to access comparable benefits, eliminate duplication of services, and increase coordination of employment services provided to shared consumer populations.

2. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE DEPARTMENT OF AGRICULTURE;

SCCB is seeking to continue its partnership with the local office of the U.S. Department of Agriculture to develop cooperative efforts to provide services to South Carolinians who are blind or visually impaired.

3. NON-EDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH;

Non-educational agencies serving out of school youth participate in South Carolina's statewide workforce development system and are partnered with through the provisions of the Combined State Plan and the Workforce Development System.

4. STATE USE CONTRACTING PROGRAMS;

SCCB does not use contracting programs.

5. STATE AGENCY RESPONSIBLE FOR ADMINISTERING THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT (42 U.S.C. 1396 ET SEQ.);

SCCB refers consumers who may need assistance with Medicaid to the South Carolina Department of Health and Human Services (DHHS). DHHS is the state agency responsible for administering the state Medicaid plan under Title XIX of the Social Security Act (42 U.S.C. 1396 et seq.). This agreement outlines the roles and responsibilities of all parties regarding the delivery of VR services, including extended services, for individuals with the most significant disabilities who have been determined to be eligible for home and community-based services under a Medicaid waiver, Medicaid state plan amendment, or other authority related to a state Medicaid program as applicable to South Carolina.

6. STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES;

SCCB will seek to partner with the South Carolina Department of Disabilities and Special Needs (DDSN) to avoid duplication of services, increase coordination of employment services provided to the shared consumer populations, and to enhance Supported Employment programs.

7. STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES; AND

SCCB partners with the South Carolina Department of Mental Health (DMH) to collaborate, coordinate, avoid duplication of services, and enhance the employment outcomes of shared consumer populations.

8. OTHER FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS OUTSIDE THE WORKFORCE DEVELOPMENT SYSTEM.

SCCB partners with:

- South Carolina Department of Health and Human Services (DHHS) to create administrative efficiencies and improve services to consumers statewide;
- South Carolina Worker's Compensation Commission (SCWCC) to facilitate the referral process of injured workers to SCCB to enhance return-to-work efforts;
- Social Security Administration (SSA) to collaborate on employment incentives and supports and maximize Social Security Administration/Vocational Rehabilitation (SSA/VR) reimbursement activity through the Ticket to Work Program;
- South Carolina Office of Veterans' Affairs (SCOVA) to help identify veterans who need additional supports in securing benefits, gaining employment, and accessing advocacy services;
- South Carolina Department of Disabilities and Special Needs (DDSN) to eliminate potential duplication of services and increase coordination of employment services provided to the shared consumer populations;
- South Carolina Department of Social Services (DSS) to eliminate duplication of services and increase coordination of employment services provided to the shared consumer populations; and
- South Carolina Department of Mental Health (DMH) to collaborate, coordinate, eliminate potential duplication of services, and enhance the employment outcomes of shared consumer populations.

9. OTHER PRIVATE NONPROFIT ORGANIZATIONS.

SCCB partners with:

- The National Federation of the Blind (NFB) of South Carolina for the purposes of ensuring statewide availability of adjustment to blindness training, job readiness and computer skills training, independent living skills training;
- The Association for the Blind and Visually Impaired (ABVI) for the purposes of ensuring statewide availability of adjustment to blindness training, job readiness and computer skills training, and independent living skills training;
- South Carolina Association of the Deaf, Inc. for promoting the equal treatment of Deaf and Hard of Hearing citizens in areas of education, employment, legislation, healthcare, and other fields;

- The Helen Keller National Center (HKNC) for the purpose of expanding training options for consumers who are Deaf/Blind and need training beyond the scope of programs provided at the SCCB Training Center for Employment and Independence;
- Lions Vision Services to increase referrals to SCCB Prevention Services;
- Able SC as part of their Employer Summit, allowing SCCB to reach a larger audience of employers and establish new relationships; Able SC has also provided work-based learning (WBL) experiences for transition-age consumers; and
- Informal partnerships with community-based partners such as faith-based organizations, charitable organizations, and non-governmental community-based organizations.

ASSURANCES

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner, that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:

The VR agency must select the “Edit” button to review and agree to the VR State plan Assurances.

The State Plan must include
1. Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.
2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a Unified State plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.
3. Administration of the VR services portion of the Unified or Combined State Plan: The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:
3.a. the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.
3.b. either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act.
3.c. consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act.

The State Plan must include
3.d. the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3).
3.e. as applicable, the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act.
3.f. as applicable, the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act.
3.g. statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act.
3.h. the requirements for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act.
3.i. all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act.
3.j. the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.
3.k. the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.
3.l. the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities as set forth in section 101(a)(18)(A).
3.m. the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.
4. Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:
4.a. comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(E) and (20) of the Rehabilitation Act.
4.b. impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act.
4.c. provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services or, if implementing an order of selection, in accordance with criteria established by the State for the order of selection as set out in section 101(a)(5) of the Rehabilitation Act.
4.d. determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.
4.e. comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.

The State Plan must include
4.f. comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act.
4.g. provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.
4.h. comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by sections 101(a)(14) and 511 of the Rehabilitation Act.
4.i. meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs.
4.j. with respect to students with disabilities, the State:
4.j.i. has developed and will implement,
4.j.i.A. strategies to address the needs identified in the assessments; and
4.j.i.B. strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and
4.j.ii. has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15), 101(a)(25) and 113).
4.j.iii. shall reserve not less than 15 percent of the allocated funds for the provision of pre-employment transition services; such funds shall not be used to pay for the administrative costs of providing pre-employment transition services.
5. Program Administration for the Supported Employment Title VI Supplement to the State plan:
5.a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.
5.b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.
6. Financial Administration of the Supported Employment Program (Title VI):
6.a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the

The State Plan must include
costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(H) and (I) of the Rehabilitation Act.
6.b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.
7. Provision of Supported Employment Services:
7.a. The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.
7.b. The designated State agency assures that the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(7)(C) and (E) of the Rehabilitation Act.

Do you attest that these assurances will be met?

Yes

VOCATIONAL REHABILITATION (BLIND) CERTIFICATIONS

States must provide written and signed certifications that:

1. THE (ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE,) IS AUTHORIZED TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN UNDER TITLE I OF THE REHABILITATION ACT OF 1973 (REHABILITATION ACT), AS AMENDED BY TITLE IV OF WIOA[1], AND ITS STATE PLAN SUPPLEMENT UNDER TITLE VI OF THE REHABILITATION ACT;

[1] Public Law 113-128.

ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE

South Carolina Commission for the Blind

2. IN THE EVENT THE DESIGNATED STATE AGENCY IS NOT PRIMARILY CONCERNED WITH VOCATIONAL AND OTHER REHABILITATION OF INDIVIDUALS WITH DISABILITIES, THE DESIGNATED STATE AGENCY MUST INCLUDE A DESIGNATED STATE UNIT FOR THE VR PROGRAM (SECTION 101(A)(2)(B)(II) OF THE REHABILITATION ACT). AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE I OF THE REHABILITATION ACT FOR THE PROVISION OF VR SERVICES, THE (DESIGNATED STATE AGENCY OR THE DESIGNATED STATE UNIT WHEN THE DESIGNATED STATE AGENCY HAS A DESIGNATED STATE UNIT)[2] AGREES

TO OPERATE AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE STATE VR SERVICES PROGRAM IN ACCORDANCE WITH THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[3], THE REHABILITATION ACT, 34 CFR 361.13(B) AND (C), AND ALL APPLICABLE REGULATIONS[4], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE TO STATES UNDER SECTION 111(A) OF THE REHABILITATION ACT ARE USED SOLELY FOR THE PROVISION OF VR SERVICES AND THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

[2] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

[3] No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

[4] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations at 34 C.F.R. part 361.

ENTER THE NAME OF DESIGNATED STATE AGENCY

South Carolina Commission for the Blind

3. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE VI OF THE REHABILITATION ACT FOR SUPPORTED EMPLOYMENT SERVICES, THE DESIGNATED STATE AGENCY, OR THE DESIGNATED STATE UNIT WHEN THE DESIGNATED STATE AGENCY HAS A DESIGNATED STATE UNIT, AGREES TO OPERATE AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM IN ACCORDANCE WITH THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[5], THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[6], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER TITLE VI ARE USED SOLELY FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES AND THE ADMINISTRATION OF THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

[5] No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

[6] Applicable regulations, in part, include the citations in footnote 4, as well as Supported Employment program regulations at 34 C.F.R. part 363.

4. THE DESIGNATED STATE UNIT OR, IF NOT APPLICABLE, THE DESIGNATED STATE AGENCY HAS THE AUTHORITY UNDER STATE LAW TO PERFORM THE FUNCTIONS OF THE STATE REGARDING THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE VR PROGRAM IN ACCORDANCE WITH 34 CFR 361.13(B) AND (C);

5. THE STATE LEGALLY MAY CARRY OUT EACH PROVISION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT.

6. ALL PROVISIONS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT ARE CONSISTENT WITH STATE LAW.

7. THE (ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY UNDER STATE LAW TO RECEIVE, HOLD, AND DISBURSE FEDERAL FUNDS MADE AVAILABLE UNDER THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW

Darline Graham

8. THE (ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND THE SUPPLEMENT FOR SUPPORTED EMPLOYMENT SERVICES;

ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW

Commissioner

9. THE AGENCY THAT SUBMITS THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT HAS ADOPTED OR OTHERWISE FORMALLY APPROVED THE PLAN AND ITS SUPPLEMENT.

[1] PUBLIC LAW 113-128. [2] ALL REFERENCES IN THIS PLAN TO "DESIGNATED STATE AGENCY" OR TO "THE STATE AGENCY" RELATE TO THE AGENCY IDENTIFIED IN THIS PARAGRAPH. [3] NO FUNDS UNDER TITLE I OF THE REHABILITATION ACT MAY BE AWARDED WITHOUT AN APPROVED VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN IN ACCORDANCE WITH SECTION 101(A) OF THE REHABILITATION ACT. [4] APPLICABLE REGULATIONS, IN PART, INCLUDE THE EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS (EDGAR) IN 34 CFR PARTS 76, 77, 79, 81, AND 82; 2 CFR PART 200 AS ADOPTED BY 2 CFR PART 3474; AND THE STATE VR SERVICES PROGRAM REGULATIONS AT 34 C.F.R. PART 361. [5] NO FUNDS UNDER TITLE VI OF THE REHABILITATION ACT MAY BE AWARDED WITHOUT AN APPROVED SUPPORTED EMPLOYMENT SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN IN ACCORDANCE WITH SECTION 606(A) OF THE REHABILITATION ACT. [6] APPLICABLE REGULATIONS, IN PART, INCLUDE THE CITATIONS IN FOOTNOTE 4, AS WELL AS SUPPORTED EMPLOYMENT PROGRAM REGULATIONS AT 34 C.F.R. PART 363.

[1] Public Law 113-128.

[2] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

[3] No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

[4] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations at 34 C.F.R. part 361.

[5] No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

[6] Applicable regulations, in part, include the citations in footnote 4, as well as Supported Employment program regulations at 34 C.F.R. part 363.

CERTIFICATION SIGNATURE

To review and complete the Certification section of the VR portion of the State plan, please select the “Edit” button.

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Signatory information	Enter Signatory information in this column
Name of Signatory	Darline Graham
Title of Signatory	Commissioner
Date Signed	March 15, 2024

VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Each State VR program must submit expected levels of performance in its Unified or Combined State Plan and in the two-year modification of that plan. Expected levels of performance for the first two years of a state plan must be submitted in the initial submission of the Unified or Combined State Plan and in the initial submission of the two-year modification of that Plan, for years three and four, as described in 34 CFR § 361.170(a). Expected levels of performance must be stated to the nearest tenth of a percent (XX.X %) or to the nearest whole dollar for median earnings. State VR programs are reminded that the expected levels of performance must be published for public comment prior to plan submission in accordance with state law, regulation, and policy.

After the Unified or Combined State Plan submission, each State VR program must reach agreement with RSA on the negotiated levels of performance for the indicators for each of the first two years of the Unified or Combined State Plan (or for the third and fourth years of the Unified or Combined State Plan during the required two-year modification process) in accordance with WIOA section 116(b)(3)(A)(iv).

RSA will use its statistical adjustment model to derive pre-program year estimated levels of performance for each indicator. Each State VR program and RSA will consider the negotiation factors outlined in WIOA section 116(b)(3)(A)(v) during the negotiation process. Once negotiated levels of performance are agreed upon, each State VR program must incorporate the negotiated levels of performance into the Unified or Combined State Plan and the two-year modification of that plan prior to the plan's approval (section 116(b)(3)(A)(iv) of WIOA).

Effectiveness in Serving Employers

In the final rule implementing WIOA, the Departments indicated that they would initially implement this indicator in the form of a pilot to test the feasibility and rigor of three proposed approaches. During Program Year (PY) 2022, the Departments initiated the rulemaking process to establish a standard definition of Effectiveness in Serving Employers. States will continue to report two of three proposed approaches until the Departments issue the final rule and implement the indicator.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	65.7%	65.7%	65.8%	65.8%
Employment (Fourth Quarter After Exit)	61.7%	61.7%	61.8%	61.8%
Median Earnings (Second Quarter After Exit)	\$6,112	\$6,112	\$6,234	\$6,234
Credential Attainment Rate	42.7%	42.7%	44.8%	44.8%
Measurable Skill Gains	52.3%	52.3%	54.9%	54.9%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

GEPA 427 FORM INSTRUCTIONS FOR APPLICATION PACKAGE - VOCATIONAL REHABILITATION

EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

OMB Control Number 1894-0005 Expiration 02/28/2026

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA Section 427 Form Instructions for State Applicants

State applicants must respond to the following four questions:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.
2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?
3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

- Applicants identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
- Applicants use the associated text box to respond to each question. However, applicants might have already included some or all this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) in their State Plans that includes the information responsive to that question on this form or may restate that information on this form.
- Applicants are not required to have mission statements or policies that align with equity to apply.
- Applicants that have already undertaken steps to address barriers must still provide an explanation and/or description of the steps already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.
- Applicants that believe no barriers exist must still provide an explanation and/or description to each question to validate that perception, as appropriate, to satisfy the GEPA Section 427 requirement.

Please refer to GEPA 427 - Form Instructions for Application Package

1. DESCRIBE HOW YOUR ENTITY'S EXISTING MISSION, POLICIES, OR COMMITMENTS ENSURE EQUITABLE ACCESS TO, AND EQUITABLE PARTICIPATION IN, THE PROPOSED PROJECT OR ACTIVITY.

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The first of four questions is:

Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

The South Carolina Commission for the Blind's mission is to provide quality individualized vocational rehabilitation services, independent living services and prevention services that lead to competitive integrated employment and/or social and economic independence for individuals who are blind and visually impaired.

Our goal is to remove barriers to employment, independence and inclusion for individuals who are blind and visually impaired and advance their abilities and opportunities to achieve personal and professional success.

Our values guide all our decisions and efforts:

- Being responsible and accountable,
- Providing quality innovative services,
- Teamwork,
- Building and strengthening partnerships, and
- Communicating effectively.

2. BASED ON YOUR PROPOSED PROJECT OR ACTIVITY, WHAT BARRIERS MAY IMPEDE EQUITABLE ACCESS AND PARTICIPATION OF STUDENTS, EDUCATORS, OR OTHER BENEFICIARIES?

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The second of four questions is:

Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

As an agency serving the blind, our consumers may face barriers to employment such as lack of accessible transportation, access to assistive technology, language or other communication barriers, access to adequate childcare, affordable housing, and other supports that may impede their ability to participate in services.

3. BASED ON THE BARRIERS IDENTIFIED, WHAT STEPS WILL YOU TAKE TO ADDRESS SUCH BARRIERS TO EQUITABLE ACCESS AND PARTICIPATION IN THE PROPOSED PROJECT OR ACTIVITY?

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The third of four questions is:

Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

The agency provides services and resources to overcome barriers to employment that consumers may face, such as:

- Providing transportation to medical and service appointments, and funding for mileage, bus passes, ride share services, taxis, and payments to friends or family members they rely on.
- Providing assessments to determine the assistive technology needs of consumers, and adaptive devices to overcome barriers to information.
- Assistance through bi-lingual staff, interpreters, and other preferred methods of communication such as braille and large print.
- Referrals to community partners for access to adequate childcare, affordable housing, and other assistance.
- Partnerships with schools, developmental disability agencies, and other Federal, State, and local programs serving individuals with disabilities to increase access, awareness, service delivery and outcomes.

4. WHAT IS YOUR TIMELINE, INCLUDING TARGETED MILESTONES, FOR ADDRESSING THESE IDENTIFIED BARRIERS?

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The final of four questions is:

What is your timeline, including targeted milestones, for addressing these identified barriers?

The agency strategic plan includes timelines with milestones for addressing many of the areas listed above and covers a two to three-year timeframe.

GEPA 427 FORM INSTRUCTIONS FOR APPLICATION PACKAGE - SUPPORTED EMPLOYMENT EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

OMB Control Number 1894-0005 Expiration 02/28/2026

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA Section 427 Form Instructions for State Applicants

State applicants must respond to the following four questions:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.
2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?
3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?
4. What is your timeline, including targeted milestones, for addressing these identified barriers?

- Applicants identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
- Applicants use the associated text box to respond to each question. However, applicants might have already included some or all this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) in their State Plans that includes the information responsive to that question on this form or may restate that information on this form.
- Applicants are not required to have mission statements or policies that align with equity to apply.
- Applicants that have already undertaken steps to address barriers must still provide an explanation and/or description of the steps already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.
- Applicants that believe no barriers exist must still provide an explanation and/or description to each question to validate that perception, as appropriate, to satisfy the GEPA Section 427 requirement.

Please refer to GEPA 427 - Form Instructions for Application Package

1. DESCRIBE HOW YOUR ENTITY'S EXISTING MISSION, POLICIES, OR COMMITMENTS ENSURE EQUITABLE ACCESS TO, AND EQUITABLE PARTICIPATION IN, THE PROPOSED PROJECT OR ACTIVITY.

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The first of four questions is:

Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

The South Carolina Commission for the Blind's mission is to provide quality individualized vocational rehabilitation services, independent living services and prevention services that lead to competitive integrated employment and/or social and economic independence for individuals who are blind and visually impaired.

Our goal is to remove barriers to employment, independence and inclusion for individuals who are blind and visually impaired and advance their abilities and opportunities to achieve personal and professional success.

Our values guide all our decisions and efforts:

- Being responsible and accountable,
- Providing quality innovative services,
- Teamwork,
- Building and strengthening partnerships, and
- Communicating effectively.

2. BASED ON YOUR PROPOSED PROJECT OR ACTIVITY, WHAT BARRIERS MAY IMPEDE EQUITABLE ACCESS AND PARTICIPATION OF STUDENTS, EDUCATORS, OR OTHER BENEFICIARIES?

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The second of four questions is:

Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

As an agency serving the blind, our consumers may face barriers to employment such as lack of accessible transportation, access to assistive technology, language or other communication barriers, access to adequate childcare, affordable housing, and other supports that may impede their ability to participate in services.

3. BASED ON THE BARRIERS IDENTIFIED, WHAT STEPS WILL YOU TAKE TO ADDRESS SUCH BARRIERS TO EQUITABLE ACCESS AND PARTICIPATION IN THE PROPOSED PROJECT OR ACTIVITY?

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The third of four questions is:

Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

The agency provides services and resources to overcome barriers to employment that consumers may face, such as:

- Providing transportation to medical and service appointments, and funding for mileage, bus passes, ride share services, taxis, and payments to friends or family members they rely on.
- Providing assessments to determine the assistive technology needs of consumers, and adaptive devices to overcome barriers to information.
- Assistance through bi-lingual staff, interpreters, and other preferred methods of communication such as braille and large print.
- Referrals to community partners for access to adequate childcare, affordable housing, and other assistance.
- Partnerships with schools, developmental disability agencies, and other Federal, State, and local programs serving individuals with disabilities to increase access, awareness, service delivery and outcomes.

4. WHAT IS YOUR TIMELINE, INCLUDING TARGETED MILESTONES, FOR ADDRESSING THESE IDENTIFIED BARRIERS?

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The final of four questions is:

What is your timeline, including targeted milestones, for addressing these identified barriers?

The agency strategic plan includes timelines with milestones for addressing many of the areas listed above and covers a two to three-year timeframe.

VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult program, Dislocated Worker program, Youth program, Wagner-Peyser Act program, Adult Education and Family Literacy Act program, and the Vocational Rehabilitation program—and also submit relevant information for any of the eleven partner programs it elects to include in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. 24 If included, Combined State Plan partner programs

are subject to the “common planning elements” in Sections II-IV of this document, where specified, as well as the program-specific requirements for that program.

[24] States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

TEMPORARY ASSISTANCE FOR NEEDY FAMILIES (TANF)

States that include TANF in the Combined State Plan must outline how the State will meet the requirements of section 402 of the Social Security Act including how it will:

(OMB Control Number: 0970-0145)

A. CONDUCT A PROGRAM DESIGNED TO SERVE ALL POLITICAL SUBDIVISIONS IN THE STATE (NOT NECESSARILY IN A UNIFORM MANNER) THAT PROVIDES ASSISTANCE TO NEEDY FAMILIES WITH (OR EXPECTING) CHILDREN AND PROVIDES PARENTS WITH JOB PREPARATION, WORK, AND SUPPORT SERVICES TO ENABLE THEM TO LEAVE THE PROGRAM, SPECIFICALLY CASH ASSISTANCE, AND BECOME SELF-SUFFICIENT (SECTION 402(A)(1)(A)(I) OF THE SOCIAL SECURITY ACT)

The TANF Program is built around two primary components, set forth below:

1. Work Program & Self-Reliance

- The program provides temporary financial assistance and work training and education programs that lead to individuals' social and economic independence.

2. Prevention Programs

- Prevention programs focus on (a) teen pregnancy prevention, (b) strengthening and maintaining intact families, (c) assisting in the reunification of troubled families, and (d) providing short-term services and resources to resolve crisis situations that might result in welfare dependency.

Work Program and Self-Reliance

South Carolina will refer work eligible individuals receiving assistance to a TANF work program case manager for development of the TANF Family Plan. The Family Plan outlines the overall strengths and growth areas within the family and actions necessary to achieve self-reliance. The assessment process involves gathering and analyzing information on external and internal factors that affect the client to determine the current level of employability and work readiness. Assessments include screenings to identify potential barriers that may affect the client's ability to participate in work or work-related activities. Screening results may be used to refer to local service providers or qualified specialists who will provide assistance to minimize barriers such as substance abuse, physical or learning disabilities, domestic violence and other impediments to employment.

DSS will require each work-eligible individual to sign an individual employment plan. The individual employment plan is an agreement between the recipient and DSS that describes the actions necessary to fulfill the vocational goals and time frames for completing those

actions. Each work-eligible individual will be placed in work-related activities consistent with his/her skills, education, experience and competence. Work activities may include employment, on-the-job-training, job search, job readiness activities, work experience, community service programs, vocational educational activities, job skills training or educational activities. Those caretaker relative families identified as “Child-Only” will not be required to participate in the TANF work program as they are exempt from work requirements and will not require an individual employment plan. The individual employment plan is also inclusive of the entire family and set forth steps that family members can take to attain a higher level of individual functioning.

Job Search Requirement as a Condition of Eligibility

DSS will require TANF applicants, identified as work-eligible, to conduct an initial job search. Applicants who meet the criteria outlined in Section 2.4 #1 of the TANF Manual are exempt from the initial job search requirement.

Applicants considered young custodial parents (YCP) are required to conduct an initial job search as a condition of TANF eligibility. County staff will provide job search information during the initial interview with the YCP applicant. Young custodial parents:

- Are between the ages of 18-25;
- Do not have a high school diploma, GED or certificate of completion; and
- Have a child under the age of 12 months.

The YCP must make and document a minimum of five employer contacts during the application process. It is recommended that the search be completed within two weeks. Failure to complete the job search without good cause (good cause reasons are those generally considered to be beyond the control of the applicant) will result in denial of the application.

Individuals who are exempt from initial job search requirements are:

- - Ineligible non-citizens
 - Child only cases
 - Individuals required in the home (medical statement needed)
 - Only parent with a child under age one (YCP’s over 18 must complete IJS)
 - Pregnant (seventh month)
 - Incapacitated (verified by physician)
 - Teen Adult in high school or equivalent
 - Victims of family domestic violence (prevents IJS)
 - Individuals that reapply to cure a sanction within sixty days after the closure
 - Refugees

TANF Child Care and Support Services

DSS is committed to providing support services for clients based on individual needs. Child care and support services are available to assist an applicant of the TANF program in order for them to conduct the initial job search, participate in approved job preparation activities, and obtain or maintain employment.

Also, clients participating in an approved educational or training activity, or who have become employed may receive support services. Support services include, but are not limited to, child care, transportation, prescription eyeglasses, physical exams, automobile repairs/car expenses, parenting programs, safety equipment, criminal records checks, and relocation assistance. Support services include coordination with other agencies for services such as alcohol and drug counseling, health services (non-medical treatment), housing services, vocational rehabilitation, mental health services and referral services, at no cost to the agency.

To allow parents to go to work, the State will provide reimbursement for child care pursuant to the state plan for the Child Care and Development Fund (CCDF), including the principle that parents will have the right to choose the child care arrangement that best meets the needs of their children. Under the CCDF plan, the State may provide funds for care by providers who meet the State's child care regulatory requirements or for qualifying self-arranged informal child care.

The State has established criteria, procedures, and definitions for determining whether a parent is unable to obtain needed child care so that a parent's failure to work or attend training on that basis may be addressed.

Work Training Allowance

A Work Training Allowance (WTA) is an allowance paid to a DSS Work Experience or Community Service Program participant if the number of monthly hours of work experience or community service participation multiplied by the federal minimum wage exceeds the combined dollar value of SNAP and TANF cash benefits. If the family is entitled to a WTA allowance, it must be provided as a supplemental TANF benefit.

Participation in Employment Preparation Programming

As part of the program's requirements, each adult and minor parent recipient determined by the case manager to be in need of employment skills training must participate in an employment preparation activity. These activities include, but are not limited to, job readiness training and supervised job search.

Employment Retention and Advancement

The TANF Program emphasizes pre-employment job keeping skills and offers post-employment services designed to ensure continuous attachment to the labor force. In order to foster employment stability, transitional services such as child care are provided. Other retention services may be offered including intensive case management, follow-up contacts and home visits, referrals to community resources, banking and financial management, and re-employment assistance. Special services and resources may be offered to employed clients to assist in their job progression and career advancement such as employment counseling, access to job leads and skill enhancement training.

Transitional Child Care

Transitional child care will be provided, based on available funding, for up to 24 months to individuals who meet the following eligibility criteria:

- (1) TANF recipients who no longer receive a cash payment due to loss or declination of earned income disregards or increased earnings.
- (2) TANF recipients who formerly received a cash payment and who were employed at the time their case was closed.
- (3) TANF recipients who formerly received a cash payment and whose cash payments were terminated due to the 24-month time limit expiration, who become employed and (a) request assistance within 24 months from TANF case closure and (b) whose income did not exceed 85% of the State Median Income.
- (4) TANF recipients who formerly received a cash payment and an increase in child support income causes the TANF case to close when an adult household member is employed.
- (5) TANF recipients who formerly received a cash payment, had earned income, and requested the removal of earned income disregards, but this does not result in a case closure. The recipient can submit a request for voluntary case closure due to earned income.
- (6) A household member becomes employed or increases earnings during a full family sanction, and the earnings cause the household to become ineligible. In this situation, a TANF mini budget must be completed to determine if excluded earned income or refusal of disregards would cause the TANF case to close.

Eligibility will cease if any of the following occurs:

- (1) The recipient no longer has a dependent child in the home.
- (2) Employment ends (a 30-day interruption to go from one job to another job will be deemed continuous employment).
- (3) The client's income exceeds 85% of the State Median Income.

Assistance may be provided for up to 24 months from the first month of eligibility. Sanctioned clients may qualify for transitional child care by obtaining a full-time job and "curing" the sanction.

The state will expect the parent to make a co-payment based on a sliding fee scale. Parents will have the right to choose the child care arrangement that best meets the need of their child(ren). Payments will be made to providers who meet the State's child care regulatory requirements. Self-arranged, informal care arrangements that do not meet the State's child day care regulatory requirements will be paid for, if prescribed basic health and safety standards are met.

Work Program Sanction Exemptions

- The only parent in the home with a child under one year of age; however, custodial parents under age 25 who have not completed their high school education are required to comply with these provisions regardless of the age of the child;
- At least six months pregnant and the pregnancy is verified by a qualified licensed health care provider;
- Incapacitated and the incapacity is verified by a physician as clearly precluding the recipient from engaging in current or future gainful employment, education or training;

- Caring for an incapacitated child in the home or other adult relative whose incapacity has been verified by a physician and, if DSS considers it necessary, confirmed by an assessment performed by the Department of Vocational Rehabilitation; or
- Unable to participate because appropriate child care or reasonable transportation was not provided.

Domestic Violence Option

DSS will provide waivers of certain program requirements (residency, child support, family cap, time limits and work requirements) pursuant to a determination of good cause of normal program requirements for so long as necessary in cases where compliance would make it more difficult for such individuals to escape domestic violence.

TANF applicants and recipients will be screened to identify individuals with a history of domestic violence. DSS has contracted with domestic violence service providers to provide comprehensive training on domestic violence to all TANF case managers.

Referrals to the local domestic violence agency for counseling and support services will be made upon identification of an individual with a history of domestic violence. Cases referred will be jointly staffed by DSS and the local domestic violence agency to develop a collaborative service plan designed to lead to self-reliance.

DSS will provide information to current and potential beneficiaries regarding resources made available to victims of sexual harassment and survivors of domestic violence, sexual assault, or stalking.

DSS will also ensure that case management staff, supervisors, and associated program employees are trained in: the nature and dynamics of sexual harassment and domestic violence, sexual assault, and stalking; state standards and procedures relating to the prevention of, and assistance for, individuals who are victims of sexual harassment or survivors of domestic violence, sexual assault, or stalking; and methods of ascertaining and ensuring the confidentiality of personal information and documentation related to applicants for assistance and their children who have provided notice about their experiences of sexual harassment, domestic violence, sexual assault, or stalking.

Sanctions for Failure to Comply with Employment and Training Requirements Contained in Employment Plans

Recipients not meeting the work program exemption criteria described in 3.1.7, who fail without good cause to comply with the employment and training requirements contained in the individual employment plan will be sanctioned in the following manner:

(1) A 30-day conciliation period will be granted the recipient to discuss a failure to meet the terms of the individual employment plan. During the 30-day period the recipient may (a) establish good cause for failure to meet the terms of the individual employment plan, (b) agree to meet, in the future, the terms of the individual employment plan, or (c) terminate the conciliation process. If at the end of the conciliation process the participant does not comply, TANF benefits must be terminated by imposing a full-family sanction. The recipient has the right to appeal the Department's decision to impose a sanction. At the end of the appeal period, if the Fair Hearing decision is not in the recipient's favor, all TANF benefits must be terminated. Benefits may be reinstated when the recipient agrees to comply according to the terms of the agreement and demonstrates a willingness to comply by participating in the employment and training program or obtaining a full-time job for a period of 30 days.

(2) Terminate all benefits if the recipient completes the training requirements contained in the individual employment plan and then refuses an offer of employment without good cause.

Requirement for Treatment of Alcohol and/or Drug Abuse

DSS may require the following recipients of benefits to participate in an alcohol or drug treatment program approved by the Department of Alcohol and Other Drug Abuse Services (DAODAS) as a part of their individual employment plan. If the recipient refuses, he/she is ineligible for benefits.

TANF recipients will be referred to DAODAS for clinical assessment for participation in an alcohol or drug treatment program who:

- Have been identified by a case manager, with concurrence from a supervisor, as possibly in need of alcohol or other drug abuse treatment services using screening indicators provided by DAODAS; or
- Have within six months prior to the date of last application for TANF or have subsequently been convicted of an alcohol or drug related offense; or
- Within six months prior to the date of last application for TANF or subsequently gives birth to a child who tests positive for drugs.

Determination that substance abuse treatment is necessary will be made by appropriate clinical staff approved by DAODAS. Such staff will also assess the participant's compliance with the treatment program using recognized methods of assessment including, but not limited to, random testing. In no instance shall failure to pass a random test by itself constitute a noncompliance with treatment. For participants who complete the approved DAODAS treatment program, DSS will monitor their compliance with the individual employment plan using recognized methods of assessment including, but not limited to, random testing. Failure to pass such a random test for use of alcohol shall not constitute the basis for a sanction, but may constitute grounds for review by a clinical professional who will determine if there are additional indicators of substance abuse or grounds for resumption of treatment. DSS may sanction for noncompliance with the individual employment plan those participants who complete treatment and fail to pass a random test for use of illegal drugs.

DSS will keep records of an individual's alcohol and drug treatment participation confidential and will not release this information to law enforcement personnel.

TANF funds are not used for medical services per 408(a)(6) of the Social Security Act.

Resource Limit

The resource limit for all liquid resources and real property, excluding homestead property, is \$2,500 for applicant and recipient households.

Vehicles

One licensed/registered automobile per licensed driver in the household (passenger car or other motor vehicle) is excluded. If a household member owns a vehicle that is not licensed/registered, the equity value of this vehicle is counted against the \$2500 resource limit. A household member may own more than one vehicle as long as the number of vehicles does not exceed the number of licensed drivers. The following vehicles are also excluded:

- Vehicles owned by or used to transport a disabled person;
- Vehicles essential to self-employment;
- Income producing vehicles; and
- Vehicles used as a home.

Earned Income Disregards

Provided the household has passed the 185% gross income limit test, the State will disregard from earned income:

- 50% of the monthly gross countable earned income of each individual whose needs are included in the budget for the first four months in which earned income is countable. This is a onetime only disregard.
- \$100 per month from gross countable income of each individual whose needs are included in the budget, for the remaining months of eligibility after the four months in (1) above have been exhausted.

Earned Income of Minors

The earned income of any minor in the household of an adult specified relative is excluded in the eligibility and benefit determination.

Interest and Dividend Income

Interest and dividend income up to \$400 per year per household is disregarded in the eligibility and benefit determination.

Time Limits

Under State Law, a family may receive TANF benefits for no more than 24 months out of 120 months. The exceptions are:

- An adult household member is permanently or totally disabled, whether physically or mentally and the disability is expected to last 90 days or longer. The disabled are exempted under state law and are being served in a solely funded State program.
- An adult household member is providing full-time care for a disabled family member living in the home.
- The teen parent/adult (both parents in a two-parent household) of the child(ren) for whom assistance is received is a minor under the age of 18 who has not completed high school. Assistance must be provided for a period of up to 24 months after the minor parent attains the age of 18 or completes high school, whichever occurs first.
- Child care or transportation is not reasonably available for participation in work requirements.
- The adult caretaker relative is not the parent of the child and is not included in the TANF cash benefits.
- An adult household member is providing a home for and caring for a child whom DSS has determined to be abandoned by his or her parents and for whom the alternative placement is foster care.

- An adult household member is involved in an approved training/education program set forth on his/her individual employment plan that will not be completed by the 24th month. An extension is granted for up to six months when the training/education program has a fixed beginning and ending date and has a specific job/vocational goal. If the program has not been completed by the 30th month and satisfactory progress toward completion is being made, the County Director may grant month-to-month extensions for as long as necessary to complete the program and secure employment.
- Any household that contains two parents in the TANF grant, including sanctioned or disqualified parents. These clients are being served in a solely funded State program. Households that contain an SSI parent or an ineligible alien will not be considered a two-parent household.

Households not meeting any of the time limit exception criteria above are subject to the 24-month time limit from the point in which the household begins receiving benefits, regardless of the time in which they become job ready.

TANF allows for up to 20% of the TANF caseload to be extended beyond the federal 60-month time limit due to hardship reasons. If one or more of the following criteria are met, an extension beyond the 60 months should be given:

- A family member is a victim of domestic violence and the family member is enrolled in a program supervised by a recognized domestic violence advocate.
- The family has an open case with Child Protective Services.
- As a result of the Family Plan, an adult household member is active in a recognized substance abuse treatment program.
- The family has reached the federal time limit but has not yet reached the State 24-month time limit due to months received in another state. This is an extension reason only. If an applicant is ineligible in another state due to federal time limits, he/she must meet a state time limit exemption to become eligible in South Carolina.
- An adult in the household is working a full-time job but is still eligible for a TANF benefit.

Family Cap

DSS will not increase benefits to an eligible family as a result of a child born to that parent 10 or more months after the family begins to receive TANF benefits. This requirement does not apply if the State determines that the child was conceived as a result of rape or incest.

DSS may provide benefits for a child born after 10 months in the form of vouchers that may be used to pay for goods and services as determined by DSS, that permit the child's custodial parent to participate in education, training and employment related activities.

Recipients under the Age of 18 Must Attend School

TANF recipients under the age of 18 must be enrolled in school and maintain satisfactory attendance, as defined by the South Carolina Department of Education, as a condition of eligibility for benefits, unless they have attained a high school diploma, GED or certificate of completion.

Requirement to Provide Certain Information for Child Support Purposes and Sanctions for Failure to Provide

As a condition of eligibility applicants and recipients of TANF must provide:

- The first and last name of the absent parent and putative father and any known license(s) which might be subject to revocation; and
- At least two of the following items on each absent parent and each putative father named: (a) Date of birth; (b) Social Security Number; (c) Last known home address; (d) Last known employer's name and address; (e) Either of the absent parents' name and address.

An applicant or recipient who fails to provide this information or who provides the names of two putative fathers, both of whom are excluded from paternity by genetic testing, is ineligible for assistance for herself and the child for whom parental information was not provided unless the applicant or recipient verifies there is good cause for not providing this information. Good cause includes, but is not limited to, documentation of incest, rape, or the existence of or the threat of physical abuse to the child or custodial parent.

When paternity is legally established for a child in sanctioned status, TANF benefits may be granted, if all other eligibility requirements are met.

Disregard of Cash Value of Life Insurance

The cash value of life insurance is disregarded for any person whose resources must be counted in determining TANF eligibility.

Reporting Requirements

TANF recipients shall report the following changes within ten days:

- A change in the composition of the household;
- A change of address;
- Employment status which includes obtaining a job or losing a job, hours of employment or rate of pay; or
- Source of income.

When it is determined that a household member temporarily living away from home will not return, the recipient must report this within five days.

Failure to report any of the above changes does not excuse the recipient from repayment of benefits in the situation where failure to report caused an overpayment of the TANF benefit.

Annual Review

There will be at least one redetermination of eligibility factors every 12 months with a required interview.

Legal Basis of the TANF Program

The State operates the TANF Program under the following provisions:

- Title IV-A of the Social Security Act, as amended.

- Title 45, Code of Federal Regulations, Parts 260-265.
- South Carolina Code of Laws of 1976, Title 43, Social Services, Chapter 5, Public Aid, Assistance and Relief Generally, Articles 1, 5 and 9.
- South Carolina State Regulations, Chapter 114, Article 11, Family Independence Program.
- The *South Carolina Department of Social Services TANF Policy Manual*.

Delivery of Services to Needy Families

Services will be provided to needy families whose income is equal to or less than 200% of the Federal Poverty Guidelines issued by the U.S. Department of Health and Human Services. There is no resource test in order to receive these services. Services provided in the following paragraph will meet goal one as stated in section 1.1 of this State Plan.

Services such as the following will be available; however, some of them may only be available in selected counties:

- Intensive case management and treatment services for low-income parents (and their children) that are in need of addiction services for alcohol or other drug abuse.
- Preschool programs will be offered with services that assist parents in promoting optimal early childhood development, school readiness, and in reducing the risk of children developing major physical, developmental and learning problems. These programs will help ensure that children arrive at school ready to learn and will increase the likelihood of eventual self-reliance.
- After school and summer programs will be offered to students with services that provide students with basic and remedial educational services, recreational activities, life skills classes, enhancement of self-esteem, health education and parental involvement activities.
- A unified literacy program, incorporating components from early childhood education, adult literacy or adult basic education, and parenting education programs, will be made available to low-income clients.

Other services to be provided include psychological evaluations, family and group counseling, case management including home visitation, and community-based assessment to determine the type of crisis intervention necessary to maintain the family or to expedite family reunification.

B. REQUIRE A PARENT OR CARETAKER RECEIVING ASSISTANCE TO ENGAGE IN WORK (DEFINED BY THE STATE) ONCE THE STATE DETERMINES THE PARENT OR CARETAKER IS READY TO ENGAGE IN WORK, OR ONCE HE OR SHE HAS RECEIVED 24 MONTHS OF ASSISTANCE, WHICHEVER IS EARLIER, CONSISTENT WITH THE CHILD CARE EXCEPTION AT 407(E)(2) (SECTION 402(A)(1)(A)(II) OF THE SOCIAL SECURITY ACT)

South Carolina will refer work eligible individuals receiving assistance to a TANF work program case manager for development of the TANF Family Plan. The Family Plan outlines the overall strengths and growth areas within the family and actions necessary to achieve self-reliance. The assessment process involves gathering and analyzing information on external and internal factors that affect the client to determine the current level of employability and work readiness. Assessments include screenings to identify potential barriers that may affect the

client's ability to participate in work or work-related activities. Screening results may be used to refer to local service providers or qualified specialists who will provide assistance to minimize barriers such as substance abuse, physical or learning disabilities, domestic violence and other impediments to employment.

DSS will require each work-eligible individual to sign an individual employment plan. The individual employment plan is an agreement between the recipient and DSS that describes the actions necessary to fulfill the vocational goals and time frames for completing those actions. Each work-eligible individual will be placed in work-related activities consistent with his/her skills, education, experience and competence. Work activities may include employment, on-the-job-training, job search, job readiness activities, work experience, community service programs, vocational educational activities, job skills training or educational activities. Those caretaker relative families identified as "Child-Only" will not be required to participate in the TANF work program as they are exempt from work requirements and will not require an individual employment plan. The individual employment plan is also inclusive of the entire family and set forth steps that family members can take to attain a higher level of individual functioning.

The recipient is exempt from the employment and training sanctions of the individual employment plan if the recipient is:

- The only parent in the home with a child under one year of age; however, custodial parents under age 25 who have not completed their high school education are required to comply with these provisions regardless of the age of the child;
- At least six months pregnant and the pregnancy is verified by a qualified licensed health care provider;
- Incapacitated and the incapacity is verified by a physician as clearly precluding the recipient from engaging in current or future gainful employment, education or training;
- Caring for an incapacitated child in the home or other adult relative whose incapacity has been verified by a physician and, if DSS considers it necessary, confirmed by an assessment performed by the Department of Vocational Rehabilitation; or

Unable to participate because appropriate child care or reasonable transportation was not provided.

C. ENSURE THAT PARENTS AND CARETAKERS RECEIVING ASSISTANCE ENGAGE IN WORK IN ACCORDANCE WITH SECTION 407 (SECTION 402(A)(1)(A)(III) OF THE SOCIAL SECURITY ACT). CONSISTENT WITH THE REQUIRED STRATEGIC ELEMENTS DISCUSSED IN SECTION II (A)(2) HEREIN, PROVIDE A SPECIFIC ANALYSIS OF HOW THE STATE'S WORKFORCE DEVELOPMENT ACTIVITIES ARE ADDRESSING EMPLOYMENT AND TRAINING SERVICES FOR PARENTS OR CARETAKERS RECEIVING ASSISTANCE

To ensure that individuals receiving assistance are engaging in work, there is a sanctioning process in place for noncompliance. South Carolina will refer work eligible individuals receiving assistance to a TANF work program case manager for development of the TANF Family Plan. The Family Plan outlines the overall strengths and growth areas within the family and actions necessary to achieve self-reliance. The assessment process involves gathering and analyzing information on external and internal factors that affect the client to determine the current level of employability and work readiness. Assessments include screenings to identify potential barriers that may affect the client's ability to participate in work or work-related

activities. Screening results may be used to refer to local service providers or qualified specialists who will provide assistance to minimize barriers such as substance abuse, physical or learning disabilities, domestic violence and other impediments to employment.

DSS will require each work-eligible individual to sign an individual employment plan. The individual employment plan is an agreement between the recipient and DSS that describes the actions necessary to fulfill the vocational goals and time frames for completing those actions. Each work-eligible individual will be placed in work-related activities consistent with his/her skills, education, experience and competence. Work activities may include: employment, on-the-job-training, job search, job readiness activities, work experience, community service programs, vocational educational activities, job skills training or educational activities. Those caretaker relative families identified as "Child-Only" will not be required to participate in the TANF work program as they are exempt from work requirements and will not require an individual employment plan. The individual employment plan is also inclusive of the entire family and set forth steps that family members can take to attain a higher level of individual functioning.

The recipient is exempt from the employment and training sanctions of the individual employment plan if the recipient is:

- The only parent in the home with a child under one year of age; however, custodial parents under age 25 who have not completed their high school education are required to comply with these provisions regardless of the age of the child;
- At least six months pregnant and the pregnancy is verified by a qualified licensed health care provider;
- Incapacitated and the incapacity is verified by a physician as clearly precluding the recipient from engaging in current or future gainful employment, education or training;
- Caring for an incapacitated child in the home or other adult relative whose incapacity has been verified by a physician and, if DSS considers it necessary, confirmed by an assessment performed by the Department of Vocational Rehabilitation; or
- Unable to participate because appropriate child care or reasonable transportation was not provided.

In order to increase economic stability and greater levels of economic self-sufficiency, DSS provides TANF outreach services that provide information about TANF and related services or programs for which low income families might be eligible, including Medicaid, SCHIP, school lunch and other benefits. Outreach services include an informational brochure, provided to all recipients of the Supplemental Nutrition Assistance Program (SNAP) with income less than 200% of the federal poverty level.

Any SNAP custodial or non-custodial parent or responsible relative of a child may also receive employment services that include, but are not limited to the following: orientation, assessment, case management, employment plan development, barrier resolution, job search skill training, resume and soft skill development, job placement services, support services, retention and re-employment services. These services meet TANF purposes 1 and 2, and do not provide basic income support or constitute "assistance" under the Federal rules.

D. TAKE SUCH REASONABLE STEPS AS THE STATE DEEMS NECESSARY TO RESTRICT THE USE AND DISCLOSURE OF INFORMATION ABOUT INDIVIDUALS AND FAMILIES RECEIVING

ASSISTANCE UNDER THE PROGRAM ATTRIBUTABLE TO FUNDS PROVIDED BY THE FEDERAL GOVERNMENT (SECTION 402(A)(1)(A)(IV) OF THE SOCIAL SECURITY ACT)

DSS restricts the use and disclosure of information about individuals and families receiving assistance in accordance with South Carolina State Regulations, Chapter 114, Article 11, Section 114.1170, Safeguarding Information. However, DSS may disclose confidential information to agencies and entities outside the Department, that provide services to recipients to enable them to become independent and self-reliant when DSS has the recipient's signed release form on file stating that he/she consents to the release of confidential information regarding his/her household.

E. ESTABLISH GOALS AND TAKE ACTION TO PREVENT AND REDUCE OUT-OF-WEDLOCK PREGNANCIES, WITH SPECIAL EMPHASIS ON TEENAGE PREGNANCIES (SECTION 402(A)(1)(A)(V) OF THE SOCIAL SECURITY ACT)

The State considers prevention programs to be critical in assisting families to provide safe, stable nurturing environments for their children. The following prevention programs will accomplish these goals.

DSS contracts with entities to provide abstinence until marriage teen pregnancy prevention programs and services within the State. The programs provide an abstinence first, age appropriate comprehensive approach to health and sexuality education with a goal of preventing adolescent pregnancy throughout South Carolina.

F. CONDUCT A PROGRAM DESIGNED TO REACH STATE AND LOCAL LAW ENFORCEMENT OFFICIALS, THE EDUCATION SYSTEM, AND RELEVANT COUNSELING SERVICES, THAT PROVIDES EDUCATION AND TRAINING ON THE PROBLEM OF STATUTORY RAPE SO THAT TEENAGE PREGNANCY PREVENTION PROGRAMS MAY BE EXPANDED TO INCLUDE MEN (SECTION 402(A)(1)(A)(VI) OF THE SOCIAL SECURITY ACT)

DSS believes that as part of the educational efforts it will provide in programs designed to promote responsible fatherhood, encourage marriage, and build character and higher self-esteem, statutory rape prevention issues will be discussed and training will be provided. TANF workers are required to report cases of suspected abuse or neglect to the Child Welfare Division/Human Services.

DSS partners with the SC Center for Fathers and Families, a faith-based organization, whose mission is to develop and support a statewide infrastructure deeply invested in repairing and nurturing relationships between fathers and families. The Center for Fathers and Families works with six local fatherhood programs in 11 locations to deliver quality, father-friendly services throughout South Carolina. The program addresses ways to overcome obstacles to becoming an engaged and responsible father by focusing on a wide range of topics such as improving employment status, family relationships, effective communication, job readiness, child support and the legal system, financial management, parenting and co-parenting, healthy relationships, men's health and education.

DSS partners with the SC Campaign to Prevent Teen Pregnancy which provides programs/trainings engages adult males and also addresses the problem of statutory rape. Programs provided by the SC Campaign to Prevent Teen Pregnancy include information regarding legal definitions and consequences of statutory rape and the SC law regarding the age of consent. Training is designed to reach state and local law enforcement officials, community educators which include teachers, coaches, nurses and other health professionals such as those providing counseling services.

DSS through its domestic violence and batterers intervention programs provides assistance for victims, their dependents, and perpetrators of intimate partner violence. The goals of the domestic violence programs are to prevent and/or reduce the incidence of domestic violence and ensure accessible emergency shelter and related assistance to those in need of services for the intervention and prevention of intimate partner violence as well as for treatment for perpetrators. Domestic violence programs work with multiple government and non-government agencies to address the serious problem of domestic violence in our state and to reduce domestic violence in South Carolina. DSS partners with other state agencies such as South Carolina Coalition Against Domestic Violence and Sexual Assault (SCCADVASA), Department of Public Safety and the Department of Health and Environmental Control in an effort to develop and sustain the best methods in domestic violence prevention.

G. IMPLEMENT POLICIES AND PROCEDURES AS NECESSARY TO PREVENT ACCESS TO ASSISTANCE PROVIDED UNDER THE STATE PROGRAM FUNDED UNDER THIS PART THROUGH ANY ELECTRONIC FUND TRANSACTION IN AN AUTOMATED TELLER MACHINE OR POINT-OF-SALE DEVICE LOCATED IN A PLACE DESCRIBED IN SECTION 408(A)(12), INCLUDING A PLAN TO ENSURE THAT RECIPIENTS OF THE ASSISTANCE HAVE ADEQUATE ACCESS TO THEIR CASH ASSISTANCE (SECTION 402(A)(1)(A)(VII) OF THE SOCIAL SECURITY ACT)

South Carolina provides TANF benefits through three methods:

- Paper checks – for recipients who have demonstrated electronic card misuse or recipients without the appropriate demographic information to establish a bank account;
- Deposit into a debit account with a branded MasterCard (ePay); and
- Direct deposit into a personal account by state procedure, limited to non-parents with custody of the TANF eligible child(ren).

South Carolina does not use Electronic Benefits Transfer (EBT) for cash programs.

TANF recipient payments delivered electronically to debit accounts, called ePay, are set up by a contracted vendor. The only funds deposited in the account are those issued by DSS and can be accessed only by the debit card. ePay accounts are governed by FDIC regulations. In South Carolina, any TANF recipient, without the appropriate demographic information, will receive benefits in the form of a paper check.

Instructional material and information regarding the ePay cards, TANF restrictions, benefit access, customer service, fees, etc., are issued, upon approval, to recipients in a cardholder “Welcome Packet” by our contractor.

Benefit Access and Fee Information:

- South Carolina recipients receive information on how to access benefits without paying fees as well as applicable fees and surcharge information. The recipient is free to choose the most advantageous and safest method to access his/her benefits. Access to benefits is not limited to locations at which cash is provided. Recipients may access benefits at automated teller machines (ATM) or use Point-of-Sale (POS) devices to make purchases at locations that accept MasterCard. Recipients have free access when the ePay card is used in transactions at U. S. merchants and retailers or when they receive cash back with a purchase. POS transactions allow “cash-back” options at no additional charge.

- Recipients are allowed free, teller-assisted “over the counter” cash transactions at any bank or credit union that accepts MasterCard for the dollar amount of the recipient’s choosing. Recipients are allowed two ATM cash withdrawals for no fee per month at MoneyPass® ATMs. A \$1.50 fee will be assessed for each additional ATM withdrawal. Out-of-Network ATM withdrawals will also assess \$1.50 fee for withdrawals not conducted at MoneyPass® ATMs. ATM owners and operators may charge an additional fee called “surcharge” or “convenience fee” to use their ATM. DSS state office staff review the fees charged monthly in order to monitor and evaluate the utilization of the funds. The ePay card can be used for electronic bill paying via the internet.

Information regarding applicable fees and surcharges are included in the recipient’s “Welcome Packet” and are also included on an “ePay Flyer” in the Resource Library of the DSS website that is available to the public. https://dss.sc.gov/resource-library/forms_brochures/files/1202.pdf

H. ENSURE THAT RECIPIENTS OF ASSISTANCE PROVIDED UNDER THE STATE PROGRAM FUNDED UNDER THIS PART HAVE THE ABILITY TO USE OR WITHDRAW ASSISTANCE WITH MINIMAL FEES OR CHARGES, INCLUDING AN OPPORTUNITY TO ACCESS ASSISTANCE WITH NO FEE OR CHARGES, AND ARE PROVIDED INFORMATION ON APPLICABLE FEES AND SURCHARGES THAT APPLY TO ELECTRONIC FUND TRANSACTIONS INVOLVING THE ASSISTANCE, AND THAT SUCH INFORMATION IS MADE PUBLICLY AVAILABLE (SECTION 402(A)(1)(A)(VIII) OF THE SOCIAL SECURITY ACT)

South Carolina State Regulation 114-1150 – Determination of Benefits – provides the TANF benefit restrictions. 114-1150(F) states that TANF payments are not to be accessed, by electronic transaction using a Point-of-Sale device, ATM, or access to an online system for the withdrawal of funds or the processing of a payment for merchandise or a service, at any of the following locations:

- A liquor store. A liquor store means any retail establishment which sells exclusively or primarily intoxicating liquor. Such term does not include a grocery store which sells both intoxicating liquor and groceries including staple foods (within the meaning of section 3(r) of the Food and Nutrition Act of 2008(7U.S.C. 2012(r)).
- A casino, gambling casino or gaming establishment.
- An adult oriented entertainment establishment which is defined as a retail establishment that provides adult-oriented entertainment in which performers disrobe or perform in an unclothed state for entertainment are prohibited.

Merchant Category Code blocks were placed on the SC ePay cards to prevent the use of the ePay cards at the retailer types listed below:

- Package Stores/Beer/Wine/Liquor
- Betting/Track/Casino/Lotto

DSS provides information to new ePay TANF clients which give details on how to access TANF benefits and restrictions described above.

DSS includes TANF restrictions in written notices sent at initial approval and at annual redetermination.

Posters with restrictions have been distributed to all 46 county offices and provided to partners contracted by DSS to serve our TANF population.

DSS has placed the restriction information on the DSS webpage, at www.dss.sc.gov.

South Carolina does not allow the operation of casinos within its borders, nor does the one federally recognized Indian tribe in South Carolina operate a casino on tribal land. Adult entertainment businesses are not regulated by state licensing or local regulations, nor are there unique Merchant Classification Codes for adult entertainment businesses. Local governments default to local ordinances for nuisance businesses (e.g., tattoo shops, chicken or pig operations, etc.), if there are issues relating to a local business. The MCC used by some of these businesses is the same as can be used by theaters or museums (i.e., entertainment or education). DSS continues to seek avenues to address this unregulated group.

I. INDICATE WHETHER IT INTENDS TO TREAT FAMILIES MOVING FROM ANOTHER STATE DIFFERENTLY FROM OTHER FAMILIES UNDER THE PROGRAM, AND IF SO HOW (SECTION 402(A)(1)(B)(I) OF THE SOCIAL SECURITY ACT)

Families who move into the State from another state will have their eligibility determined under the program requirements of the South Carolina TANF Program. South Carolina will not apply standards from the applicants' previous state of residence. Note: Months of TANF benefits received in another state will be identified and counted against the federal five-year limit.

J. INDICATE WHETHER IT INTENDS TO PROVIDE ASSISTANCE TO NON-CITIZENS, AND IF SO INCLUDE AN OVERVIEW OF THE ASSISTANCE (SECTION 402(A)(1)(B)(II) OF THE SOCIAL SECURITY ACT)

Applicants and recipients of TANF benefits must be citizens of the United States or qualified aliens within the scope of TANF eligibility as described in Section 4.4, *South Carolina Department of Social Services TANF Policy Manual*.

In addition to U.S. citizens, certain non-citizens who otherwise qualify may also be eligible for benefits.

The following groups of non-citizens may receive benefits if all other requirements are met, for up to five years from either the date the status is granted or from the date of entry:

- Refugees, Asylees, Amerasians, Cuban/Haitian entrants and aliens whose deportation is withheld.
- Victims of severe forms of trafficking (those forced into prostitution, slavery, or forced labor) through coercion, threats of violence, psychological abuse, torture, and imprisonment.
- Aliens granted parole for at least one year under Section 212 (d)(5) of the INA, aliens battered or subjected to extreme cruelty in the U.S., and aliens granted conditional entrant refugee status before April 1, 1980.

Lawful permanent residents who have worked or can be credited with working in the United States for 40 qualifying quarters under Title II of the Social Security Act.

K. SET FORTH OBJECTIVE CRITERIA FOR THE DELIVERY OF BENEFITS AND THE DETERMINATION OF ELIGIBILITY AND FOR FAIR AND EQUITABLE TREATMENT, INCLUDING AN EXPLANATION OF HOW IT WILL PROVIDE OPPORTUNITIES FOR RECIPIENTS WHO HAVE BEEN ADVERSELY AFFECTED TO BE HEARD IN A STATE ADMINISTRATIVE OR APPEAL PROCESS (SECTION 402(A)(1)(B)(III) OF THE SOCIAL SECURITY ACT)

Applicants and recipients of the TANF Program are granted appeal rights from decisions they deem to be adverse. When a hearing is requested within ten days after the receipt of an adverse notice, the TANF benefits are not continued unless the recipient specifically requests in writing that they be paid pending the hearing decision. The recipient must be informed that an adverse hearing decision will require the repayment of benefits paid pending the hearing decision. Fair hearings for TANF applicants and recipients are provided for in South Carolina State Regulations, R. 114-110. The specific procedures for a Fair Hearing are found in the *South Carolina Department of Social Services TANF Policy Manual*.

L. INDICATE WHETHER THE STATE INTENDS TO ASSIST INDIVIDUALS TO TRAIN FOR, SEEK, AND MAINTAIN EMPLOYMENT (SECTION 402(A)(1)(B)(V) OF THE SOCIAL SECURITY ACT)—

1. PROVIDING DIRECT CARE IN A LONG-TERM CARE FACILITY (AS SUCH TERMS ARE DEFINED UNDER SECTION 1397J OF THIS TITLE); OR

2. IN OTHER OCCUPATIONS RELATED TO ELDER CARE, HIGH-DEMAND OCCUPATIONS, OR OCCUPATIONS EXPECTED TO EXPERIENCE LABOR SHORTAGES AS, DETERMINED APPROPRIATE BY THE STATE FOR WHICH THE STATE IDENTIFIES AN UNMET NEED FOR SERVICE PERSONNEL, AND, IF SO, SHALL INCLUDE AN OVERVIEW OF SUCH ASSISTANCE.

As a WIOA Partner, DSS is connected with the State's workforce system to stay informed about high-demand occupations. In an effort to better align and coordinate programs that help individuals prepare for competitive employment, TANF representatives are co-located in each of the comprehensive SC Works Centers across the state. This strategic co-location has proven to be beneficial in co-enrolling TANF participants in WIOA or other partner programming. TANF's involvement in the WIOA MOU has resulted in better coordination of services at the local level. Local TANF representatives are involved in business services discussions, job fair planning, and general service delivery.

DSS currently does not have a plan to assist individuals in training for, seeking and maintaining employment in the eldercare workforce as outlined in the Patient Protection and Affordable Care Act of 2010. DSS works with various state agencies to provide referrals of TANF participants seeking training and/or employment in the elder care workforce. Additional assistance is also available to include vocational education training, job search and job readiness assistance, and support services.

M. PROVIDE FOR ALL MOE-FUNDED SERVICES THE FOLLOWING INFORMATION: THE NAME OF THE PROGRAM BENEFIT OR SERVICE, AND THE FINANCIAL ELIGIBILITY CRITERIA THAT FAMILIES MUST MEET IN ORDER TO RECEIVE THAT BENEFIT OR SERVICE. IN ADDITION, FOR TANF MOE-FUNDED SERVICES (CO-MINGLED OR SEGREGATED MOE) DESCRIBE THE PROGRAM BENEFIT PROVIDED TO ELIGIBLE FAMILIES (SSP SERVICES DO NOT HAVE TO INCLUDE A DESCRIPTION BUT THE DEPARTMENT OF HEALTH AND HUMAN SERVICES ENCOURAGES IT) (§263.2(B)(3) & §263.2(C) PREAMBLE PAGES 17826-7)

As a condition of receiving federal TANF funds, states are required to spend a certain amount of their own funds ("Maintenance of Effort") on TANF-allowable categories. South Carolina's State MOE funds are expended in the following categories:

- Basic Assistance: cash payments, vouchers, and other forms of benefits designed to meet a family's ongoing basic needs (i.e., for food, clothing, shelter, utilities, household goods, personal care items, and general incidental expenses).

- Education and Training Activities: secondary education; adult education, GED or equivalent and ESL classes; education directly related to employment; job skills training; education provided as vocational educational training or career and technical education; and post-secondary education.
- Early Care and Education:
 - Child Care (spent or transferred): child care expenditures for families that need child care to work, participate in work activities or for respite purposes. Also includes funds transferred to Child Care and Development Fund (CCDF) Discretionary.
 - Pre-Kindergarten/Head Start: pre-kindergarten or kindergarten education programs, expansion of Head Start programs, or other school readiness programs.
- Program Management: administrative costs and systems costs related to monitoring and tracking under the program.
- Non-assistance: support services (including transportation), job retention programming, wage subsidies, relocation assistance, and coordination with other agencies for services such as parenting programs, safety equipment, business and job retention services. Non-assistance funding is available for TANF applicants and recipients.
- Other work activities: subsidized employment, on-the-job training, work experience, and community service for TANF applicants and recipients.
- Out-of-wedlock pregnancy prevention: in-school pregnancy prevention programs serving students whose family income is at or below 200% of the Federal Poverty Level.

For TANF applicants and recipients, the income and resource limits are outlined in sections 3.1.11 – 3.1.15 of this plan. The maximum financial eligibility threshold for needy families not receiving a grant is 200% of the Federal Poverty Level unless otherwise noted.

TANF CERTIFICATIONS

States that include TANF in the Combined State Plan must provide a certification by the chief executive officer of that State, that during the fiscal year, the State will:

The State Plan must include	Include
1. Operate a child support enforcement program under the State Plan approved under part D. (section 402(a)(2) of the Social Security Act);	Yes
2. Operate a foster care and adoption assistance program under the State Plan approved under part E, and that the state will take such actions as are necessary to ensure that children receiving assistance under such part are eligible for medical assistance under the State Plan under title XIX. (section 402(a)(3) of the Social Security Act);	Yes

The State Plan must include	Include
3. Specify which state agency or agencies will administer and supervise the program referred to in paragraph (1) for the fiscal year, which shall include assurances that local governments and private sector organizations (section 402(a)(4) of the Social Security Act)—	
3. (A) have been consulted regarding the plan and design of welfare services in the state so that services are provided in a manner appropriate to local populations; and	Yes
3. (B) have had at least 45 days to submit comments on the plan and the design of such services;	Yes
4. Provide each member of an Indian tribe, who is domiciled in the state and is not eligible for assistance under a tribal family assistance plan approved under section 412, with equitable access to assistance under the state program funded under this part attributable to funds provided by the Federal Government. (section 402(a)(5) of the Social Security Act);	Yes
5. Establish and enforce standards and procedures to ensure against program fraud and abuse, including standards and procedures concerning nepotism, conflicts of interest among individuals responsible for the administration and supervision of the state program, kickbacks, and the use of political patronage. (section 402(a)(6) of the Social Security Act);	Yes
6. (optional) Establish and Enforcing standards and procedures to (section 402(a)(7) of the Social Security Act).—	
6. (A) screen and identify individuals receiving assistance under this part with a history of domestic violence while maintaining the confidentiality of such individuals;	Yes
6. (B) refer such individuals to counseling and supportive services; and	Yes
6. (C) waive, pursuant to a determination of good cause, other program requirements such as time limits (for so long as necessary) for individuals receiving assistance, residency requirements, child support cooperation requirements, and	Yes

The State Plan must include	Include
family cap provisions, in cases where compliance with such requirements would make it more difficult for individuals receiving assistance under this part to escape domestic violence or unfairly penalize such individuals who are or have been victimized by such violence, or individuals who are at risk of further domestic violence (section 402(a)(7) of the Social Security Act).	
7 Establish and enforce standards and procedures to*—	
7. (A) ensure that applicants and potential applicants for assistance under the state program funded under this part are notified of assistance made available by the state to victims of sexual harassment and survivors of domestic violence, sexual assault, or stalking;	Yes
7. (B) ensure that case workers and other agency personnel responsible for administering the state program funded under this part are trained in—	
7. (B) 1. the nature and dynamics of sexual harassment and domestic violence, sexual assault, and stalking;	Yes
7. (B) 2. state standards and procedures relating to the prevention of, and assistance for, individuals who are victims of sexual harassment or survivors of domestic violence, sexual assault, or stalking; and	Yes
7. (B) 3. methods of ascertaining and ensuring the confidentiality of personal information and documentation related to applicants for assistance and their children who have provided notice about their experiences of sexual harassment, domestic violence, sexual assault, or stalking; and	Yes
7. (C) ensure that, if a state has elected to establish and enforce standards and procedures regarding the screening for, and identification of, domestic violence, sexual assault, or stalking pursuant to paragraph (7)—	

The State Plan must include	Include
7. (C) 1. the state program funded under this part provides information about the options under this part to current and potential beneficiaries; and	Yes
7. (C) 2. case workers and other agency personnel responsible for administering the state programs funder under this part are provided with training regarding state standards and procedures pursuant to paragraph (7).	Yes

EMPLOYMENT AND TRAINING PROGRAMS UNDER THE SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM (PROGRAMS AUTHORIZED UNDER SECTION 6(D)(4) OF THE FOOD AND NUTRITION ACT OF 2008 (7 U.S.C. 2015(D)(4)))

A. GENERAL REQUIREMENTS [27]

The State agency must prepare and submit an Employment and Training (E&T) Plan to its appropriate Food and Nutrition Service (FNS) Regional Office. The E&T Plan must be available for public inspection at the State agency headquarters. A State agency may include its plan for the SNAP E&T program in a Combined Plan under WIOA but will require FNS approval prior to implementation and must continue to make a copy of the plan available for public inspection. If a State includes SNAP E&T in a Combined Plan under WIOA, the State agency will detail the following for each year covered by the Combined Plan:

[27] 7 CFR § 273.7(c)(6)

1. THE NATURE OF THE E&T COMPONENTS THE STATE AGENCY PLANS TO OFFER AND THE REASONS FOR SUCH COMPONENTS, INCLUDING COST INFORMATION. THE METHODOLOGY FOR STATE AGENCY REIMBURSEMENT FOR EDUCATION COMPONENTS MUST BE SPECIFICALLY ADDRESSED. IF A STATE AGENCY PLANS TO OFFER SUPERVISED JOB SEARCH IN ACCORDANCE WITH PARAGRAPH (E)(2)(I) OF THIS SECTION, THE STATE AGENCY MUST ALSO INCLUDE IN THE E&T PLAN A SUMMARY OF THE STATE GUIDELINES IMPLEMENTING SUPERVISED JOB SEARCH. THIS SUMMARY OF THE STATE GUIDELINES, AT A MINIMUM, MUST DESCRIBE: THE CRITERIA USED BY THE STATE AGENCY TO APPROVE LOCATIONS FOR SUPERVISED JOB SEARCH, AN EXPLANATION OF WHY THOSE CRITERIA WERE CHOSEN, AND HOW THE SUPERVISED JOB SEARCH COMPONENT MEETS THE REQUIREMENTS TO DIRECTLY SUPERVISE THE ACTIVITIES OF PARTICIPANTS AND TRACK THE TIMING AND ACTIVITIES OF PARTICIPANTS;

South Carolina will offer the following components for fiscal year 2024; Work Readiness Training, Education, Vocational Training, Work Experience, Workfare, Subsidized Work-Based Learning and Job Retention.

Details	Job Retention (JR)
Description of the component	Due to financial limitations, job retention services are limited to one 30-day period per fiscal year no matter how many times a person participates (in other words, not up to 90 days as the regulations allow). South Carolina will allow up to 30 days of retention services per year with a

Details	Job Retention (JR)
	<p>minimum of 30 days regardless of the number of times a client participates in the employment and training program. Job retention services include but are not limited to:</p> <ul style="list-style-type: none"> • Counseling/case management. • Support services/transportation/childcare/etc. • Referrals to other services/navigation services. • Clothing required for employment. • Equipment or tools required for employment. • Test fees • Licensing and certifications <p>South Carolina will ensure that participation in the job retention component is for a minimum of 30 days by entering the component start and end dates into the SCCETS database when adding the client into the component. E&T Coordinators will be responsible for providing services during the dates specified in the database.</p>
Target population	All participants are eligible to participate in this component.
Criteria for participation	All SNAP E&T participants who have secured employment within 30 days of participating in another E&T component can receive up to 30 days of retention services.
Geographic area	This component will be available statewide.
E&T providers	The state agency will be the primary provider.
Projected annual participation	55 participants
Estimated annual component costs	\$8,250.00
Details	Workfare (W)
Description of the component	The workfare component is being offered in order to enhance the employability of program participants. Workfare provides individuals with an opportunity to gain work experience and useful workplace skills at a supervised worksite. In lieu of wages, workfare participants receive compensation in the form of their household's monthly SNAP allotment divided by the state or federal minimum wage.

Details	Job Retention (JR)
	<p>Worksites and worksite agreements are established by the state agency. These agreements outline requirements for working conditions and require data exchanges such as reporting participation hours in the SCCETS database.</p> <p>The SCDSS E&T program provides workers compensation insurance for participants in the workfare program.</p> <p>Volunteer placements for the workfare component are made at public, non-profit organizations.</p>
Target population	The targeted population for the workfare component are individuals with little or no work experience and Able-Bodied Adults Without Dependents (ABAWDs).
Criteria for participation	The ability to follow instructions, good communication skills, demonstrated soft skills and the desire to learn.
Geographic area	The workfare component will be available statewide.
E&T providers	The state agency will be the primary provider.
Projected annual participation	28 participants
Estimated annual component costs	<p>\$1,736.00</p> <p>Based on historical data and the change in the method of calculating the average cost per participant, the estimated annual component costs decreased significantly for FY2024.</p>
Details	Basic/Foundational Skills Instruction (includes High School Equivalency Programs) (EPB)
Description of the component	<p>The basic education component is designed to increase employability by providing remedial and education leading to a GED, high school diploma or certification.</p> <p>SNAP recipients may be referred to basic education activities to include adult basic and/or foundational skills instruction. This component will increase the participant's ability to perform math or other activities necessary for the attainment of a secondary school diploma or equivalent, transition to post-secondary education and training, and obtain employment.</p> <p>Clients are assessed to determine their ability to understand and communicate. Partner agencies who will be providing this component are the SC Department of Education and various community-based organizations.</p>

Details	Job Retention (JR)
	Educational expenses will not be paid for training that is normally available to the public at no cost.
Target population	SNAP participants who did not complete high school and/or individuals who have basic literacy needs.
Criteria for participation	Comprehension skills, good communication skills, computer skills and the desire to increase knowledge.
Geographic area	This component will be available statewide.
E&T providers	The following partners will provide these services: <ul style="list-style-type: none"> • United Ministries • South Carolina Department of Education • Trident Literacy • Palmetto Goodwill • Greenville Literacy
Projected annual participation	909 participants
Estimated annual component costs	\$145,440.00 The method of calculating a per participant cost changed in FY2023. For FY2024, an average cost of all contracted adult education providers was used to determine the estimated annual component costs. The cost is reasonable based on this calculation method. The Department of Education utilizes non-federal dollars to pay for adult education instruction and these fees are not charged to participants.
Not supplanting	South Carolina does not provide statewide funding for education (ex. GEDs/literacy programs) and this has been certified for FY24 by the Department of Education. Signed certification documents are on file.
Cost parity	All costs for SNAP E&T participants must not exceed the cost for non-SNAP participants. All partner agencies must certify that SNAP E&T participants are charged the same amount for services as non-SNAP participants for the same services (a signed certification document is on file for each provider). Prior to contracting SC E&T program verifies that all costs are equal for SNAP and Non-SNAP participants. Course catalogs with tuition cost are requested. Some

Details	Job Retention (JR)
	organizations provide course outline sheets which contain the cost of the courses offered.

Details	Career/Technical Education Programs or other Vocational Training (EPC)
Description of the component	<p>This component provides vocational training or equivalent knowledge and skills required in a specific occupational area. The focus of the vocational training component will be the “Quick Jobs” program and other similar certificate and non-certificate programs which allow participants to quickly obtain skills matching the needs of local businesses and industries. Quick Jobs and other certificate programs have been developed for fields where job growth is expected and in consultation with local employers. The Quick Jobs program offers training and certifications with most courses lasting three months or less, but all courses last less than one year.</p> <p>Examples of Quick Jobs certificate and non-certificate programs include welding, manufacturing, information technology, healthcare, customer relations, truck driving and basic construction skills.</p> <p>Technical colleges and non-profit organizations that provide vocational training certificates and certifications will provide training in this component.</p> <p>Clients will be assessed to determine literacy level as part of the process.</p>
Target population	All SNAP participants are eligible to participate in this component.
Criteria for participation	The criteria for participation in the vocational training components depends on the training. However, the minimum requirement for all vocational training is the ability to read at a 6th grade level and the ability to comprehend.
Geographic area	This component will be available statewide.
E&T providers	<p>The following partner agencies will provide this service:</p> <ul style="list-style-type: none"> • Able South Carolina (Able SC)

Details	Career/Technical Education Programs or other Vocational Training (EPC)
	<ul style="list-style-type: none"> • Fast Forward • Florence Darlington Technical College • Goodwill of Middle Georgia • Goodwill of Upstate • Homes of Hope • Northeastern Technical College • Palmetto Goodwill • Pilgrims Inn • Project Host • Spartanburg Community College • Technical College of The Low Country • Williamsburg Technical College • Denmark Technical College • Grace Mar • Aperion DBA Speak To Me • Carmichael Medical Training
Projected annual participation	1,102 participants
Estimated annual component costs	<p>\$2,562,976.50</p> <p>The method of calculating a per participant cost changed in FY2023. For FY2024, an average cost of vocational training providers was used to determine the estimated annual component costs. The cost is reasonable based on this calculation method.</p>
Not supplanting	South Carolina does not provide statewide funding for vocational training programs as verified by each institution's printed and public costs, tuition and financial aid information (signed certification documents are on file).

Details	Career/Technical Education Programs or other Vocational Training (EPC)
Cost parity	<p>All cost for SNAP E&T participants must not exceed the cost for non-SNAP participants.</p> <p>All partner agencies must certify that SNAP E&T participants will be charged at the same rate as non-SNAP participants for the same services (signed certification documents are on file).</p> <p>Prior to contracting with organizations, the SC E&T program verifies that all cost is equal for SNAP and Non-SNAP participants. Course catalogs with tuition cost is requested. Some organizations provide course outline sheets that contain the cost of the courses offered.</p>
Details	Work Readiness Training (EPWRT)
Description of the component	<p>Work Readiness Training will provide meaningful assistance to SNAP recipients helping to improve their ability to get a job. Work readiness training activities may be conducted locally or online based on the available resources and will be designed to meet the needs of job seekers and employers.</p> <p>Activities may include skill assessment and educational remediation services that prepare individuals for the workforce. Cognitive skills such as reading for information, applied mathematics, locating information, problem solving, and critical thinking and non-cognitive skills, or soft skills, which are defined as personal characteristics and behavioral skills that enhance an individual's interactions, job performance, and career prospects such as adaptability, integrity, cooperation, and workplace discipline will also be included in this component.</p> <p>All clients will be assessed to determine if they meet the criteria to participate in this component.</p>
Target population	All eligible SNAP participants
Criteria for participation	Ability to read and comprehend, good communication skills, demonstrated soft skills and the desire to participate in this component.
Geographic area	This component will be available statewide.

Details	Career/Technical Education Programs or other Vocational Training (EPC)
E&T providers	<p>The state agency and partner agencies. The partner agencies include:</p> <ul style="list-style-type: none"> • Able SC • Anderson Interfaith Ministries (AIM) • Fast Forward • Goodwill Industries Middle GA & CSRA • Goodwill Industries Upstate/Midlands" • Homes of Hope • Northeastern Technical College II • Orangeburg Calhoun Technical College • Palmetto Goodwill • Pilgrims' Inn • Project Host • United Ministries
Projected annual participation	578 participants
Estimated annual component costs	<p>\$202,300.00</p> <p>The method of calculating a per participant cost changed in FY2023. For FY2024, an average cost of all contracted work readiness training providers was used to determine the estimated annual component costs. The cost is reasonable based on this calculation method.</p>
Not supplanting	South Carolina does not provide statewide funding for education (ex. GEDs/literacy programs). The E&T program will only reimburse providers for educational instruction that is paid for utilizing non-federal dollars (signed certification documents are on file).
Cost parity	<p>All costs for SNAP E&T participants must not exceed the costs for non-SNAP participants.</p> <p>All partner agencies must certify that SNAP E&T participants will be charged at the same rate as non-SNAP participants for the same services (signed certification documents are on file).Prior to contracting with organizations, the SC E&T program verifies that all cost is equal for SNAP and Non-SNAP</p>

Details	Career/Technical Education Programs or other Vocational Training (EPC)
	participants. Course catalogs with tuition cost is requested. Some organizations provide course outline sheets that contain the cost of the courses offered.
Details	Work Activity (WA)
Description of the component	<p>The Work Activity (Work Experience) component is being offered in order to enhance the employability of E&T Program participants. This activity is designed to increase a participant's job skills by providing actual work experience and/or training opportunities.</p> <p>SNAP E&T participants can volunteer to work in any agency or organization to gain work experience. Placements are made at public and private sector employers as well as for-profit agencies. Examples of these placements include clerical, janitorial, and grounds keepers.</p> <p>SNAP clients may participate in the work experience component for up to 20 hours a week. Exact hours worked are based on the clients' SNAP benefits divided by minimum wage (currently \$7.25).</p>
Target population	The majority of SNAP clients assigned to this component will have little or no work history.
Criteria for participation	Individuals referred to this work activity component may be in need of training or are re-entering the job market after a long absence. They must have the ability to follow instructions, good communication skills, demonstrated soft skills and the desire to learn new skills as a volunteer.
Geographic area	This component is available statewide.
E&T providers	The work experience component is offered by the state agency.
Projected annual participation	28 participants
Estimated annual component costs	<p>\$1,736.00</p> <p>The method of calculating a per participant cost changed in FY2023. For FY2024 and using historical data from FY2023, an average cost of work experience participants was used to determine the estimated annual component costs. The cost is reasonable based on this calculation method. These funds will cover</p>

Details	Career/Technical Education Programs or other Vocational Training (EPC)
	administrative costs for administering this component.
Details	On-the-Job-Training (WBLOJT)
Description of the component	<p>On-the-Job Training (OJT) is a SNAP E&T work experience component that will allow E&T program participants (herein referred to as conditional employees or trainees) to acquire the training for occupations that have limited or no formal classroom training requirements or in which “hands-on” training is necessary to learn the job. The OJT program is used to encourage employers to hire individuals who may not otherwise qualify for a particular position, to train them in the specific skills needed for that job, with the expectation that the employer will retain the individual after the training is successfully completed. OJT is a training activity in the public or private sector that is given to a paid conditional employee engaged in a productive training activity that provides knowledge and skills essential to the performance of the job.</p> <p>The component will be structured as follows:</p> <ul style="list-style-type: none"> • The state agency will act as the provider for this activity and conduct additional screening of participants to ensure appropriateness for training participation prior to placement, provide case management and necessary participant supports to achieve successful outcomes for participants. • Potential training placement opportunities will be identified throughout the state by E&T Program staff based on specific criteria including the capacity of prospective employers to offer a structured, objective driven, training curriculum that is commensurate with the occupation being pursued by the participant.

Details	Career/Technical Education Programs or other Vocational Training (EPC)
	<ul style="list-style-type: none"> • The state agency will refer participants to training placement opportunities only if they meet the employer’s established qualifications/criteria. As a part of the screening process, employers will be allowed to interview potential trainees to ensure the participants are appropriate for the training placement. • Potential employers will be required to submit training plans to the state agency for approval. All training plans must clearly demonstrate the trainee will acquire the specific knowledge and competencies needed for a specific position. • As a part of the training agreement, employers agree that individuals who successfully complete a training assignment will be retained as a regular, full-time employee under the same rules as similarly situated employees. • Payments provided to employers will pay for the cost of providing the training. The employer will agree to provide instruction, equipment, and materials. Employers will also be responsible for documenting training attendance and progress towards meeting the training objectives. Employers are required to provide specific training to address the needs of the participant to perform the job they were conditionally hired to do. As part of the OJT program, the employer agrees to provide job-specific training that goes beyond any basic or regular training already provided to all other employees. This additional training could include soft skills training, work readiness training, or other skills training that will assist the participant in successfully maintaining the position. Upon successful training

Details	Career/Technical Education Programs or other Vocational Training (EPC)
	<p>completion, retains the OJT participant as an employee.</p> <ul style="list-style-type: none"> • If further training is required beyond the agreed upon training period, the employer must request approval from the state agency and provide a justification for extending the training period. • Trainee work time for which the trainee will be paid includes time spent engaged in work-related training (e.g., studying training manuals, attending job-related seminars, workshops or one-on-one training). • Participants who successfully complete the training program will be provided job retention services in accordance with the E&T Program rules. • Training placements will be time-limited with the length of the training period being appropriate to the occupation for which the participant is being trained. The duration will be determined by labor market information and will consider the content of the training as well as the prior work experience of the participant. • The specific length of the training period will be identified in the agreement executed for the placement as agreed upon by the employer and state agency prior to the beginning of participation.

Details	Career/Technical Education Programs or other Vocational Training (EPC)
	<p>Below are two examples of training curriculums:</p> <p>Job Title: Administrative Assistant</p> <p>OJT Agreement Period: Four weeks</p> <ul style="list-style-type: none"> • Company policies and position responsibilities • Basic computer application training (company database/systems) • Organizational processes: maintaining files, record keeping, inventory, organizing schedules, coordinating meetings, telephone etiquette, greeting guests and taking notes/memos. <p>Job Title: Floor Tech/Custodial</p> <p>OJT Agreement Period: Six weeks</p> <ul style="list-style-type: none"> • Company policies and position responsibilities • Custodial tools & equipment, custodial safety & chemical handling • Stairway & elevator eleaning • Cleaning carpet, hardwood and other types of floors • Carpet stain removal • High & low speed buffing
Target population	E&T work ready participants, including ABAWDs and non-ABAWDs, who need additional training and skills in order to become employed.

Details	Career/Technical Education Programs or other Vocational Training (EPC)
Criteria for participation	In order for a participant to be referred to an employer for an training placement, there must be an open position available that will not displace another worker. At a minimum, potential trainees must have the ability to follow directions, locate information and comprehend new skills and meet the minimum qualifications that are required by the employer for the specific occupation for which training will be provided.
Geographic area	This component is available statewide. Agreements will be developed in areas where customized training slots are available.
E&T providers	The state agency will act as the provider for this component.
Projected annual participation	55 participants
Estimated annual component costs	\$75,000.00 The method of calculating a per participant cost changed in FY2023. For FY2024, an average cost of OJT participants was used to determine the estimated annual component costs (\$12.00 per hour x 40 hours per week = \$480/week. \$480/week x 50% (training reimbursement) = \$240/week. \$240 x 6 weeks for an average training time = \$1,440 for an estimated, average training cost per participant. Due to the fact that the hourly wage and training time are only estimated, the projected, annualized cost for 55 participants was rounded to \$75,000. This cost is considered to be reasonable based on this calculation method.

2. A DESCRIPTION OF THE CASE MANAGEMENT SERVICES AND MODELS, HOW PARTICIPANTS WILL BE REFERRED TO CASE MANAGEMENT, HOW THE PARTICIPANT'S CASE WILL BE MANAGED, WHO WILL PROVIDE CASE MANAGEMENT SERVICES, AND HOW THE SERVICE PROVIDERS WILL COORDINATE WITH E&T PROVIDERS, THE STATE AGENCY, AND OTHER COMMUNITY RESOURCES, AS APPROPRIATE. THE STATE PLAN SHOULD ALSO DISCUSS HOW THE STATE AGENCY WILL ENSURE E&T PARTICIPANTS ARE PROVIDED WITH TARGETED CASE MANAGEMENT SERVICES THROUGH AN EFFICIENT ADMINISTRATIVE PROCESS;

South Carolina provides the following E&T case management services: comprehensive intake assessments, individualized service plans, progress monitoring, coordination with service providers, and reassessment.

Case management is provided by the state’s E&T Coordinators and all of the E&T program’s contracted partner agencies. Assessments, employment plans, referrals participation data, outcome data, and support services are provided statewide.

Communication and coordination occurs with other staff and services in the manner described in the table below:

SNAP eligibility staff:	Communication and coordination with eligibility staff occurs via email on an ongoing basis, however, this communication is followed-up in the SCCETS database and the SCOSA imaging system. Case managers provide participation data to eligibility staff for ABAWD work requirements via email, whenever appropriate.
State E&T staff:	Communication and coordination between case managers and E&T state staff occurs via SCCETS database or via email initially but with follow-up in the SCCETS database.
Other E&T providers:	Case managers use email, phone communication, and in-person visits to maintain an open dialogue with E&T providers. This communication is documented in the SCCETS database.
Community resources:	Case managers use email, phone contact, and in-person visits to maintain an open dialogue with community resources. When specific to a participant, this communication is documented in the SCCETS database.

All E&T program participants receive targeted, individualized case management. When situations arise where a participant cannot participate in person, the case manager can facilitate virtual or telephonic services to avoid a burden on the client but also maintaining participation and program engagement. Additionally, E&T case managers are physically located in a SC Works Center which makes partner referrals more collaborative but also more efficient and effective for the participant.

3. AN OPERATING BUDGET FOR THE FEDERAL FISCAL YEAR WITH AN ESTIMATE OF THE COST OF OPERATION FOR EACH FEDERAL FISCAL YEAR COVERED BY THE COMBINED PLAN. ANY STATE AGENCY THAT REQUESTS 50 PERCENT FEDERAL REIMBURSEMENT FOR STATE AGENCY E&T ADMINISTRATIVE COSTS, OTHER THAN FOR PARTICIPANT REIMBURSEMENTS, MUST INCLUDE IN ITS PLAN, OR AMENDMENTS TO ITS PLAN, AN ITEMIZED LIST OF ALL ACTIVITIES AND COSTS FOR WHICH THOSE FEDERAL FUNDS WILL BE CLAIMED, INCLUDING THE COSTS FOR CASE MANAGEMENT AND CASEWORK TO FACILITATE THE TRANSITION FROM ECONOMIC DEPENDENCY TO SELF-SUFFICIENCY THROUGH WORK. COSTS IN EXCESS OF THE FEDERAL GRANT WILL BE ALLOWED ONLY WITH THE PRIOR APPROVAL OF FNS AND MUST BE ADEQUATELY DOCUMENTED TO ASSURE THAT THEY ARE NECESSARY, REASONABLE AND PROPERLY ALLOCATED. A STATE MUST SUBMIT A PLAN AMENDMENT TO REQUEST BUDGET ADJUSTMENTS AT LEAST 30 DAYS PRIOR TO PLANNED IMPLEMENTATION;

Expense Category	Non-Federal Share	Federal Share	Total
I. Direct Program and Admin Costs			
Salary/Wages (State agency only)		\$ 1,077,698.00	\$ 1,077,698.00
Fringe Benefits - provide approved fringe benefit rate percentage in line 8 below. Or provide total fringe benefits in line 9 if multiple rates are used by the State agency			
45.13%	\$ -	\$ 486,365.00	\$ 486,365.00
Fringe Benefits -		\$ -	\$ -
Non-capital equipment		\$ 2,000.00	\$ 2,000.00
Materials		\$ 1,000.00	\$ 1,000.00
Travel	\$ -	\$ -	\$ -
Building Space	\$ -	\$ -	\$ -
Equipment and other capital expenditures		\$ -	\$ -
<i>Subtotal - State agency costs only</i>	\$ -	\$ 1,567,063.00	\$ 1,567,063.00
Contractual Costs: <i>Is prepopulating from Contract-Partnerships Table, must not include Participant reimbursements.</i>	\$ 3,981,963.00	\$ 3,986,963.00	\$ 7,968,926.00
County Administered Program Admin Cost, if applicable: <i>Is prepopulating from Tab D - Optional County Admin Budget.</i>	\$ -	\$ -	\$ -
County Administered Direct Program			\$ -

Expense Category	Non-Federal Share	Federal Share	Total
Admin Cost , if applicable. <i>Enter County costs here if Tab D - Optional County Admin Budget table is not used.</i>			
Total Direct Program and Admin Costs	\$ 3,981,963.00	\$ 5,554,026.00	\$ 9,535,989.00
II. Indirect Costs - using indirect cost rate: Indirect costs are only calculated on the subtotal of State agency costs shown on Row 15.			
Indirect Costs - provide approved indirect cost rate percentage in line 23 below.			
0.00%	\$ -	\$ -	\$ -
Indirect Costs - using Federally Approved Cost Allocation Plan.			
Federally Approved Cost Allocated Costs - State agency only.	\$ -	\$ 102,136.00	\$ 102,136.00
County Administered Allocated Costs (only applicable to County Administered Programs)			\$ -
Total Allocated Costs based on Cost Allocation Plan	\$ -	\$ 102,136.00	\$ 102,136.00
III. In-kind contribution			

Expense Category	Non-Federal Share	Federal Share	Total
State in-kind contribution	\$ -	\$ -	\$ -
Total Administrative Costs	\$ 3,981,963.00	\$ 5,656,162.00	\$ 9,638,125.00
IV. Participant Reimbursements			
Dependent Care (including costs from contracts/partners and county administered programs)			\$ -
Transportation & Other costs (including costs from contracts/partners and county administered programs)	\$ 260,775.00	\$ 260,775.00	\$ 521,550.00
State Agency Cost for Dependent Care	\$ -		\$ -
Total Participant Reimbursements	\$ 260,775.00	\$ 260,775.00	\$ 521,550.00
V. Total Costs	\$ 4,242,738.00	\$ 5,916,937.00	\$ 10,159,675.00

4. THE CATEGORIES AND TYPES OF INDIVIDUALS THE STATE AGENCY INTENDS TO EXEMPT FROM E&T PARTICIPATION, THE ESTIMATED PERCENTAGE OF WORK REGISTRANTS THE STATE AGENCY PLANS TO EXEMPT, AND THE FREQUENCY WITH WHICH THE STATE AGENCY PLANS TO REEVALUATE THE VALIDITY OF ITS EXEMPTIONS;

South Carolina exempts all work registrants from mandatory participation in the SNAP E&T program.

South Carolina re-evaluates these exemptions from mandatory E&T on an annual basis.

5. THE CHARACTERISTICS OF THE POPULATION THE STATE AGENCY INTENDS TO PLACE IN E&T;

- ABAWDs
- Homeless
- Veterans

- Students
- Single parents
- Returning citizens (aka: ex-offenders)
- Underemployed
- Those that reside in rural areas

6. THE ESTIMATED NUMBER OF VOLUNTEERS THE STATE AGENCY EXPECTS TO PLACE IN E&T;

2,754 participants are estimated to volunteer in South Carolina's SNAP E&T program.

7. THE GEOGRAPHIC AREAS COVERED AND NOT COVERED BY THE E&T PLAN AND WHY, AND THE TYPE AND LOCATION OF SERVICES TO BE OFFERED;

SCDSS will operate a voluntary SNAP E&T Program in FY 2024 in all 46 counties of the state to assist SNAP recipients in securing employment.

Due to the voluntary nature of the program, it is feasible to offer the services to all SNAP recipients in the state.

South Carolina will offer the following components for fiscal year 2024; Work Readiness Training, Education, Vocational Training, Work Experience, Workfare, Subsidized Work-Based Learning and Job Retention

8. THE METHOD THE STATE AGENCY USES TO COUNT ALL WORK REGISTRANTS AS OF THE FIRST DAY OF THE NEW FISCAL YEAR;

South Carolina generates monthly work registrant (WR) reports. A report is generated utilizing data from the state's eligibility system showing all WRs in the state on October 1st of each year.

9. THE METHOD THE STATE AGENCY USES TO REPORT WORK REGISTRANT INFORMATION ON THE QUARTERLY FORM FNS-583;

Data for the submission of the FNS-583 Report is collected manually (reports) and through databases.

- The number of WR on Oct 1st is provided by a state agency report (MR719)
- Monthly WR data is provided by a monthly state agency report (MR721)
- All monthly participation and outcome data comes from the E&T database
- The number of ABAWD exemptions comes from the state agency Eligibility System database
- The number of unduplicated participants comes from the E&T database
- Outcome data for the fourth quarter report comes from the E&T database

All of the data is collected by state agency employees. The reports are downloaded monthly. After all data is collected, it's entered into FPRS.

10. THE METHOD THE STATE AGENCY USES TO PREVENT WORK REGISTRANTS FROM BEING COUNTED TWICE WITHIN A FEDERAL FISCAL YEAR. IF THE STATE AGENCY UNIVERSALLY

WORK REGISTERS ALL SNAP APPLICANTS, THIS METHOD MUST SPECIFY HOW THE STATE AGENCY EXCLUDES THOSE EXEMPT FROM WORK REGISTRATION UNDER 7 C.F.R. §273.7(B)(1). IF THE STATE AGENCY WORK REGISTERS NONEXEMPT PARTICIPANTS WHENEVER A NEW APPLICATION IS SUBMITTED, THIS METHOD MUST ALSO SPECIFY HOW THE STATE AGENCY EXCLUDES THOSE PARTICIPANTS WHO MAY HAVE ALREADY BEEN REGISTERED WITHIN THE PAST 12 MONTHS AS SPECIFIED UNDER 7 C.F.R. §273.7(A)(1)(I);

In order to ensure an unduplicated count of work registrants in the state, a report is generated to identify the number of work registrants in the state as of October 1st. New work registrants added during October and the remainder of the fiscal year are checked against the master list before being reported as a new work registrant and therefore, ensuring an unduplicated count.

11. THE ORGANIZATIONAL RELATIONSHIP BETWEEN THE UNITS RESPONSIBLE FOR CERTIFICATION AND THE UNITS OPERATING THE E&T COMPONENTS, INCLUDING UNITS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM, IF AVAILABLE. FNS IS SPECIFICALLY CONCERNED THAT THE LINES OF COMMUNICATION BE EFFICIENT AND THAT NONCOMPLIANCE BY THE PARTICIPANT BE REPORTED TO THE CERTIFICATION UNIT WITHIN 10 WORKING DAYS AFTER THE NONCOMPLIANCE OCCURS;

South Carolina has a separate SNAP E&T unit that manages all aspects of the SNAP E&T program. Staff working in this unit is 100% dedicated to the SNAP E&T program. The unit consist of a program director, two program supervisors, a program navigator, a support service specialist, four eligibility specialists, a fiscal analyst and a scholarship program coordinator. There are also 16 E&T regional coordinators who work directly with SNAP E&T participants.

- Program Director - Manages overall program operations. The program director provides training, supervision and guidance for all E&T employees.
- Regional Supervisors (2) - Supervises the E&T Coordinators, provide training, case reviews and support for all of the regional employees.
- Program Navigator - The program navigator assists all contracted providers. Provides group and individual training, assists with conducting ME Reviews, monitors all data entered into the E&T provider portal and assists with on-boarding new partner agencies. The navigator is the direct contact for all contracted partner agencies.
- Support Services Coordinator- Ensures that all requests for support services are processed timely and that all documentation is accurate. The coordinator manages the E&T program's centralized inbox and supervises the four E&T Eligibility Specialists.
- Eligibility Specialist (4) - Screens and schedules eligible SNAP recipients to attend the local E&T program orientation. Responsible for managing the E&T database referral queue and the benefit portal queue for the Pathways Scholarship.
- Fiscal Analyst - Manages all financial aspects of the program (processes invoices, conducts financial ME reviews, reviews all A133 audit reports, reviews all budgets for contracts, maintains all financial records, etc.)
- Scholarship Program and ME Coordinator - Reviews all applications for E&T scholarships, conducts assessments, creates employment plans, tracks and enters all

client participation, case notes and outcome data into the E&T database. Reviews all county E&T ME reviews and assists with corrective action plans as needed.

- E&T Coordinators - Conducts orientations, completes assessments, creates employment plans, makes referrals to training and educational programs, assists with finding employment opportunities, provides support services and case management for E&T program participants. Tracks and enters all client participation, case notes and outcome data into the E&T database.

SCDSS eligibility staff is responsible for all actions related to determining SNAP eligibility including interviews, certification, recertification, and verifying information. During the certification process (initial application or recertification), staff will notify SNAP recipients about the availability of the E&T Program.

During the application process, eligibility and case management staff utilize an oral script during the interview process to determine if a client meets the eligibility criteria to receive SNAP benefits. Once eligibility has been established, the individuals are screened to determine if the client meets any work registration exemptions. If the client does not meet an exemption, the worker codes them as a work registrant (WR). South Carolina notifies all WRs about their work requirements as well as the SNAP E&T program (and other work programs). This information is mailed to the SNAP recipient in their benefit approval letter. Following the determination for SNAP approval, a written Consolidated Work Notice is sent.

After screening the client for appropriateness, the eligibility staff will refer all eligible SNAP participants to the E&T program.

After a client is referred to the E&T program, the client is assigned to an E&T Coordinator. The E&T Coordinator will conduct an orientation, complete an assessment and an individualized employment plan with the client. Based on the assessment and client's interview, the client is then referred to a component and provided support services if needed.

The SC E&T program contracts with various community-based organizations, state agencies and technical colleges statewide. South Carolina utilizes a MIS system (The South Carolina Comprehensive Employment & Training System database (SCCETS)) as its main source of communication with partner agencies. The SCCETS database is a web-based provider portal which allows the state and partner agencies to enter and share participation data, outcome data, certifications, employment, case management notes and all pertinent information pertaining to the client's participation in the E&T program (assessments, employment plans,

support services provided, etc.). The state agency can view all data entered into the system by all contracted partner agencies.

The SCCETS database has a secure portal that allows providers to determine a clients' eligibility in real-time. Partner agencies can complete client assessments, employment plans, add clients to components, enter participation and outcome data from any computer. They can also enter support services and maintain case management notes. The SCCETS database allows providers to submit invoices and contract renewals. Partner agencies are able to view other components that their clients are participating in as well. Clients can also be referred through the system. Based on the data entered, the administrative team at the state office can download reports and get real-time program data. Provider determinations and reverse referrals are also communicated through the database.

Management Evaluation (ME) review questionnaires and final reports are downloaded from the SCCETS database.

In order to keep all partners aware of new policies, procedures and other programmatic information, the SC E&T program:

- Schedules virtual training meetings to provide updates and information;
- Updates and submits copies of the SNAP E&T Third Party Reimbursement Program Provider Handbook;
- Schedules individual training and technical assistance for partner agencies; and
- Conducts an annual training conference that provides updates and technical assistance.

The state agency conducts annual Management Evaluation (ME) reviews for all contracted partner agencies. A review is conducted once a year for each provider.

County office operations also conducts ME reviews. The frequency of the reviews are based on the size of the county's average monthly SNAP household caseload. The reviews are scheduled as follows:

- - Annually - (large) 25, 000 and Above
 - Bi-Annually – (Medium) 5,000 – 24,999
 - Tri-Annually – (Small) Less than 4,999

The ME reviews provide a systematic method of monitoring and assessing program operations. They also provide a basis to improve and strengthen program operations by identifying and correcting deficiencies.

Prior to review for contracted partner agencies, the team will review the contract and scope of work, a review questionnaire, submitted invoices and all back-up documentation requested prior to the actual review.

The ME review team also conducts participant case reviews. All reviews are conducted for a specific period of time with a minimum of three months, unless under special circumstances.

During the review, the team conducts an entrance conference (to explain the review), interviews with staff, case file reviews, review on-site financial documents, perform program observations and conducts an exit conference (overall review comments).

During the exit conference preliminary findings and or recommendations may be discussed.

The state agency evaluates the effectiveness of partner agencies by analyzing participant enrollment, program completions, certifications/certificates and by the number of participants who become employed.

The ultimate measurement is the number of participants who become employed after participation, have reached self-sufficiency and do not rely on SNAP benefits to feed their families.

The SNAP E&T program uses the following data sources to complete the evaluations:

- - Wage records from the states' labor department (Department of Employment and Workforce)
 - The SCCETS database
 - FNS 583 Report
 - FNS Annual Report
 - Southeast Region Quarterly Report

The E&T program is continuing the process of developing a Return on Investment (ROI) analysis and a database dashboard utilizing the above data and key performance indicators to evaluate the performance of the entire SNAP E&T program.

12. THE RELATIONSHIP BETWEEN THE STATE AGENCY AND OTHER ORGANIZATIONS IT PLANS TO COORDINATE WITH FOR THE PROVISION OF SERVICES, INCLUDING ORGANIZATIONS IN THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM, IF AVAILABLE. COPIES OF CONTRACTS MUST BE AVAILABLE FOR INSPECTION; THE STATE AGENCY MUST DOCUMENT HOW IT CONSULTED WITH THE STATE WORKFORCE DEVELOPMENT BOARD. IF THE STATE AGENCY CONSULTED WITH PRIVATE EMPLOYERS OR EMPLOYER ORGANIZATIONS IN LIEU OF THE STATE WORKFORCE DEVELOPMENT BOARD, IT MUST DOCUMENT THIS CONSULTATION AND EXPLAIN THE DETERMINATION THAT DOING SO WAS MORE EFFECTIVE OR EFFICIENT. THE STATE AGENCY MUST INCLUDE IN ITS E&T STATE PLAN A DESCRIPTION OF ANY OUTCOMES FROM THE CONSULTATION WITH THE STATE WORKFORCE DEVELOPMENT BOARD OR PRIVATE EMPLOYERS OR EMPLOYER ORGANIZATIONS. THE STATE AGENCY MUST ALSO ADDRESS IN THE E&T STATE PLAN THE EXTENT TO WHICH E&T ACTIVITIES WILL BE CARRIED OUT IN COORDINATION WITH THE ACTIVITIES UNDER TITLE I OF WIOA;

A consultation with the executive committee of the State Workforce Development Board occurred on August 30, 2023. The board members present were: Valerie Richardson (Acting Chairperson; Prisma Health), Pat Michaels (Goodwill of the Upstate/Midlands), Charles Brave (ILA), John Uprichard (FGP), James Snead (Cooper Standard), and Mike King (Department of Education). Additional representatives from partner agencies were also present. The consultation included a review of E&T program successes, recent participation data, and a discussion about the E&T program's forthcoming return on investment project. The board suggested to further analyze the return on investment per participant and to continue the development of the ROI project. A future meeting has also been scheduled to further discuss E&T's participation in SWDB initiatives and the sharing of data between state agencies, specifically the sharing of employment data for SNAP recipients as a result of recently state legislation.

South Carolina has continued to design its SNAP E&T program around the Board's objectives. For example, in FY2023, SNAP E&T participated in discussions with core partners related to work-based learning activities because one of the Board's strategies was to increase work-based learning participation. SNAP E&T participated in the development of multi-partner tools and resources to improve the utilization of work-based learning systemwide to include the initiation of a collaborative work-based learning work group, the creation of a work-based learning matrix for employer use, and the early discussions of a web-based, central location to highlight work-based learning opportunities for employers.

Additionally, in FY2023, SNAP E&T engaged in the development and implementation of cross-partner staff training to enhance service delivery to businesses and job seekers. This was as a result of the Board's objective to align resources, policies, and strategies between state, local, and regional systems to continuously improve outcomes for businesses, partners and individuals, including those with barriers to employment. One of the outputs of this objective, among other things, was "SC Works 101" which is a collaborative web-based training for new employees to learn about system partners, including SNAP E&T.

Another strategy of the Board in FY2023 was to engage job seekers, employers, and other workforce partners through marketing and outreach with a specific strategy being that partner programs share best practices in order to increase program awareness and to promote a workforce of growth and continuous improvement. As such, partner programs, including SNAP E&T, hosted ad hoc webinars to showcase their programs to workforce professionals statewide. This resulted in an increase in referrals for co-enrolled participants.

In FY2022, the SNAP E&T program participated in the inaugural year's events related to the Governor's proclamation that annually September is recognized as Workforce Development Month in South Carolina. During September, SNAP E&T participated in countless events devoted to job development activities for jobseekers as well as highlighting employers. The majority of these events are coordinated alongside other state partners and programs to insure the best representation for all involved. The same involvement for SNAP E&T will occur in September 2023 and is likewise expected in FY24.

In FY2023, SNAP E&T continued to be involved in conjunction with the Title I programs under the WIOA to explore a shared case management system. To maximize time devoted to this effort, a request for proposals was released to procure a vendor to assess the feasibility of each partner, including SNAP E&T, to engage in a collaborative, shared case management system. These discussions are ongoing and will continue into FY2024 with SNAP E&T program being interviewed and evaluated for involvement in the shared case management initiative for the state.

13. THE AVAILABILITY, IF APPROPRIATE, OF E&T PROGRAMS FOR INDIANS LIVING ON RESERVATIONS AFTER THE STATE AGENCY HAS CONSULTED IN GOOD FAITH WITH APPROPRIATE TRIBAL ORGANIZATIONS;

The SNAP E&T program has consulted with the Catawba Nation Reservation in South Carolina and has provided information regarding the E&T program to include an updated menu of support services and a current list of the availability of services for Native Americans living on the reservation. SCDSS has offered the Catawba Nation full access to all E&T services in the state of South Carolina. Strategies to increase participation amongst the Catawba Nation are currently being explored.

Based on the consultation with the Catawba Nation, Catawba residents receiving SNAP benefits will be referred to the SNAP E&T program for GED and general literacy programming. South Carolina's SNAP E&T program has a statewide contract with the Department of Education to provide GED instruction for all E&T participants at no cost to the participants. In other words, there is a cost for GED instruction in South Carolina, however, there is no cost to the participant. The E&T program will only reimburse for tuition, fees and test that are charged to all GED program participants and will ensure that funds are not being supplanted. All other E&T components are also available for Catawba reservation SNAP program participants.

14. IF A CONCILIATION PROCESS IS PLANNED, THE PROCEDURES THAT WILL BE USED WHEN AN INDIVIDUAL FAILS TO COMPLY WITH AN E&T PROGRAM REQUIREMENT. INCLUDE THE LENGTH OF THE CONCILIATION PERIOD; AND

This is not applicable to South Carolina's program.

15. THE PAYMENT RATES FOR CHILD CARE ESTABLISHED IN ACCORDANCE WITH THE CHILD CARE AND DEVELOPMENT BLOCK GRANT PROVISIONS OF 45 CFR 98.43, AND BASED ON LOCAL MARKET RATE SURVEYS.

The South Carolina ABC Childcare Program provides childcare for SNAP E&T participants statewide. There is no charge to the SNAP E&T program for this support service. At this time there is not a cap on the number of slots available to the E&T program.

Currently, there is no wait list for SNAP E&T participants to receive childcare in South Carolina. There is no rate associated with the childcare provided through the E&T program. These slots are provided free of charge to the E&T program.

16. THE COMBINED (FEDERAL/STATE) STATE AGENCY REIMBURSEMENT RATE FOR TRANSPORTATION COSTS AND OTHER EXPENSES REASONABLY NECESSARY AND DIRECTLY RELATED TO PARTICIPATION INCURRED BY E&T PARTICIPANTS. IF THE STATE AGENCY PROPOSES TO PROVIDE DIFFERENT REIMBURSEMENT AMOUNTS TO ACCOUNT FOR VARYING LEVELS OF EXPENSES, FOR INSTANCE FOR GREATER OR LESSER COSTS OF TRANSPORTATION IN DIFFERENT AREAS OF THE STATE, IT MUST INCLUDE THEM HERE.

<p>1. Estimated number of E&T participants to receive participant reimbursements. This is an unduplicated count. If an individual participates in more than one month, they would only be counted once.</p> <p><i>State agencies should take into consideration the number of mandatory E&T participants projected in Table H – Estimated Participant Levels in the Excel Workbook</i></p> <p><i>, and the number of mandatory E&T participants likely to be exempted, if the State agency cannot provide sufficient participant reimbursements.</i></p>	<p>1,239</p>
<p>2. Estimated number of E&T participants to receive participant reimbursements per</p>	<p>103</p>

1. Estimated number of E&T participants to receive participant reimbursements. This is an unduplicated count. If an individual participates in more than one month, they would only be counted once. <i>State agencies should take into consideration the number of mandatory E&T participants projected in Table H – Estimated Participant Levels in the Excel Workbook , and the number of mandatory E&T participants likely to be exempted, if the State agency cannot provide sufficient participant reimbursements.</i>	1,239
month. This is a duplicated count. This calculation can include the same individual who participates in more than one month.	
3. Estimated budget for E&T participant reimbursements in upcoming FY.	\$521,550.00
4. Estimated budget for E&T participant reimbursements per month in upcoming FY. (Row III/12)	\$43,462.50
5. Estimated amount of participant reimbursements per E&T participant per month. (Row IV/Row II)	\$421.96

Allowable Participant Reimbursements	Participant Reimbursement Caps (optional)	Who provides the participant reimbursement?	Method of disbursement
Transportation	\$150.00 per month	State Agency & Providers	E&T e-Pay Visa Card/Gas Card/Check/ Bus Tickets
Childcare will be available on a limited first come, first-served basis for SNAP recipients participating in the E&T program and have children in their SNAP household	No cost to the E&T program in South Carolina.	State Agency & Providers	Vouchers

Allowable Participant Reimbursements	Participant Reimbursement Caps (optional)	Who provides the participant reimbursement?	Method of disbursement
Component related expenses resulting from E&T participation in an allowable activity. (For Example, welding helmets, uniforms, personal protective equipment, back ground checks, test fees, etc.)	\$150.00 Per Fiscal Year	State Agency & Providers	E&T e-Pay Visa Card/ Check
Technology Support Services The technology support services can be utilized to pay for up to three months of internet access, assistance with telephone connectivity and the purchase of a tablet	\$225.00 Lifetime	State Agency	Check/Credit Card
Rent Assistance	Up To \$1,000.00 Lifetime	State Agency	Check
Job Retention Support Services	Up To \$150.00 Per Fiscal Year	State Agency	Check/e-Pay Visa Credit Card

Transportation:

South Carolina will provide reimbursement funds for participants needing reimbursement for transportation (up to \$150.00 monthly) during component participation.

Component Related Expenses:

Reimbursement will also be provided for component-related expenses (up to \$150.00 per year) provided that the participation occurred in a SNAP E&T component for that month. Also, costs for personal protective equipment will be an allowable support service cost for SNAP participants when required to participate in in-person classroom instruction.

Job Retention:

SNAP participants who have gained employment after participating in the E&T program can receive up to \$150.00 as needed if enrolled in the E&T job retention program. Note that funds for expenses and reimbursements may be paid directly to the provider or to the participant.

Rent Assistance:

Additionally, one-time rent assistance will be available for E&T program participants in danger of being evicted. The maximum assistance will be \$1,000.00 for this one time support service.

Technology Support Services:

Technology support services are available for clients participating in the SNAP E&T program. Eligible clients must be participating in an online E&T component. The technology support services can be utilized to pay for up to three months of internet access, assistance with telephone connectivity and the purchase of a tablet. The total cost for this one-time technology support service cannot exceed \$225.00. Clients who are receiving technology support services from a SNAP2WORK provider are not eligible. Technology support services will be provided based on the availability of funds. State funds will be utilized to provide this support service. Federal reimbursements will not be requested.

Childcare:

Childcare is available for SNAP recipients with children while participating in the E&T program. Eligible children must also be in the SNAP household budget. The SCDSS ABC Voucher program provides child care vouchers free of charge to individuals participating in qualifying E&T components.

Participant Reimbursement Costs:

State \$200,000.00

Federal \$200,000.00

Total Participant Reimbursement Costs: \$400,000.00

Third Party Reimbursement Program Participant Reimbursements

Providers \$60,775.00

Federal \$60,775.00

Total TPRP Participant Reimbursement: \$121,550.00

Total Participant Reimbursements: \$521,550.00

17. INFORMATION ABOUT EXPENSES THE STATE AGENCY PROPOSES TO REIMBURSE. FNS MUST BE AFFORDED THE OPPORTUNITY TO REVIEW AND COMMENT ON THE PROPOSED REIMBURSEMENTS BEFORE THEY ARE IMPLEMENTED.

Allowable Participant Reimbursements	Participant Reimbursement Caps (optional)	Who provides the participant reimbursement?	Method of disbursement
Transportation	\$150.00 per month	State Agency & Providers	E&T e-Pay Visa Card/Gas Card/Check/ Bus Tickets
Childcare will be available on a limited first come, first-served basis for SNAP recipients participating in the E&T program and	No cost to the E&T program in South Carolina.	State Agency & Providers	Vouchers

Allowable Participant Reimbursements	Participant Reimbursement Caps (optional)	Who provides the participant reimbursement?	Method of disbursement
have children in their SNAP household			
Component related expenses resulting from E&T participation in an allowable activity. (For Example, welding helmets, uniforms, personal protective equipment, back ground checks, test fees, etc.)	\$150.00 Per Fiscal Year	State Agency & Providers	E&T e-Pay Visa Card/ Check
Technology Support Services The technology support services can be utilized to pay for up to three months of internet access, assistance with telephone connectivity and the purchase of a tablet	\$225.00 Lifetime	State Agency	Check/Credit Card
Rent Assistance	Up To \$1,000.00 Lifetime	State Agency	Check
Job Retention Support Services	Up To \$150.00 Per Fiscal Year	State Agency	Check/e-Pay Visa Credit Card

Transportation:

South Carolina will provide reimbursement funds for participants needing reimbursement for transportation (up to \$150.00 monthly) during component participation.

Component Related Expenses:

Reimbursement will also be provided for component-related expenses (up to \$150.00 per year) provided that the participation occurred in a SNAP E&T component for that month. Also, costs for personal protective equipment will be an allowable support service cost for SNAP participants when required to participate in in-person classroom instruction.

Job Retention:

SNAP participants who have gained employment after participating in the E&T program can receive up to \$150.00 as needed if enrolled in the E&T job retention program. Note that funds for expenses and reimbursements may be paid directly to the provider or to the participant.

Rent Assistance:

Additionally, one-time rent assistance will be available for E&T program participants in danger of being evicted. The maximum assistance will be \$1,000.00 for this one time support service.

Technology Support Services:

Technology support services are available for clients participating in the SNAP E&T program. Eligible clients must be participating in an online E&T component. The technology support services can be utilized to pay for up to three months of internet access, assistance with telephone connectivity and the purchase of a tablet. The total cost for this one-time technology support service cannot exceed \$225.00. Clients who are receiving technology support services from a SNAP2WORK provider are not eligible. Technology support services will be provided based on the availability of funds. State funds will be utilized to provide this support service. Federal reimbursements will not be requested.

Childcare:

Childcare is available for SNAP recipients with children while participating in the E&T program. Eligible children must also be in the SNAP household budget. The SCDSS ABC Voucher program provides child care vouchers free of charge to individuals participating in qualifying E&T components.

Participant Reimbursement Costs:

State \$200,000.00

Federal \$200,000.00

Total Participant Reimbursement Costs: \$400,000.00

Third Party Reimbursement Program Participant Reimbursements

Providers \$60,775.00

Federal \$60,775.00

Total TPRP Participant Reimbursement: \$121,550.00

Total Participant Reimbursements: \$521,550.00

18. FOR EACH COMPONENT THAT IS EXPECTED TO INCLUDE 100 OR MORE PARTICIPANTS, REPORTING MEASURES THAT THE STATE WILL COLLECT AND INCLUDE IN THE ANNUAL REPORT IN PARAGRAPH (C)(17) OF THIS SECTION. SUCH MEASURES MAY INCLUDE:

A. THE PERCENTAGE AND NUMBER OF PROGRAM PARTICIPANTS WHO RECEIVED E&T SERVICES AND ARE IN UNSUBSIDIZED EMPLOYMENT SUBSEQUENT TO THE RECEIPT OF THOSE SERVICES;

717 (or 25.38%) of E&T participants obtained employment in FY2023 as documented in South Carolina's annual report.

B. THE PERCENTAGE AND NUMBER OF PARTICIPANTS WHO OBTAIN A RECOGNIZED CREDENTIAL, A REGISTERED APPRENTICESHIP, OR A REGULAR SECONDARY SCHOOL DIPLOMA (OR ITS RECOGNIZED EQUIVALENT), WHILE PARTICIPATING IN, OR WITHIN 1 YEAR AFTER RECEIVING E&T SERVICES;

306 (or 32.5%) participants obtained a recognized credential, a registered apprenticeship, or a regular secondary school diploma (or its recognized equivalent), while participating in, or within 1 year after receiving E&T services.

C. THE PERCENTAGE AND NUMBER OF PARTICIPANTS WHO ARE IN AN EDUCATION OR TRAINING PROGRAM THAT IS INTENDED TO LEAD TO A RECOGNIZED CREDENTIAL, A REGISTERED APPRENTICESHIP AN ON-THE-JOB TRAINING PROGRAM, A REGULAR SECONDARY SCHOOL DIPLOMA (OR ITS RECOGNIZED EQUIVALENT), OR UNSUBSIDIZED EMPLOYMENT;

941 (or 100%) of participants are in an education or training program that is intended to lead to a recognized credential, a registered apprenticeship an on-the-job training program, a regular secondary school diploma (or its recognized equivalent), or unsubsidized employment.

D. MEASURES DEVELOPED TO ASSESS THE SKILLS ACQUISITION OF E&T PROGRAM PARTICIPANTS THAT REFLECT THE GOALS OF THE SPECIFIC COMPONENTS INCLUDING THE PERCENTAGE AND NUMBER OF PARTICIPANTS WHO ARE MEETING PROGRAM REQUIREMENTS OR ARE GAINING SKILLS LIKELY TO LEAD TO EMPLOYMENT; AND

Component	Outcome Measure	Methodology including the timeframes being reported (e.g. denominator and numerator).
Work Readiness Training	Number and percentage of individuals who obtain employment after completing the work readiness training component.	The numerator will include those participants who obtained employment after completing the component during the period of 10-1-2023 to 9-30-2024. Denominator will include the number of participants that participated in work readiness training during the period of 10-1-2023 to 9-30-2024.
Basic/ Foundational/Skill Instruction	Number and percentage of individuals who obtained GEDs, high school diplomas, Work Keys Certifications.	The numerator will include those participants who obtained a GED, high school diploma, Work Keys Certification after completing the component during the period of 10-1-2023 to 9-30-2024. Denominator will include the number of participants that participated in the education component during the period of 10-1-2023 to 9-30-2024.
Career and Technical Education Programs/ Vocational Training	Number and percentage of individuals who obtain an industry recognized credential/certification/certificate.	The numerator will include those participants who obtained a certificate/certification/credential after completing the component during the period of 10-1-2023 to 9-30-2024.

Component	Outcome Measure	Methodology including the timeframes being reported (e.g. denominator and numerator).
		Denominator will include the number of participants that participated in vocational training component during the period of 10-1-2023 to 9-30-2024.

E. OTHER INDICATORS APPROVED BY FNS IN THE E&T STATE PLAN.

This is not applicable.

B. ABLE-BODIED ADULTS WITHOUT DEPENDENTS (ABAWD) [28]

1. A State agency interested in receiving additional funding for serving able-bodied adults without dependents (ABAWDs) subject to the 3- month time limit, in accordance with 7 C.F.R. §273.7(d)(3), must include the following for each Federal fiscal year covered by the Combined Plan under WIOA:

[28] 7 CFR § 273.7(c)(7)

1. ITS PLEDGE TO OFFER A QUALIFYING ACTIVITY TO ALL AT-RISK ABAWD APPLICANTS AND RECIPIENTS;

South Carolina does not operate as a "pledge state".

2. ESTIMATED COSTS OF FULFILLING ITS PLEDGE;

South Carolina does not operate as a "pledge state".

3. A DESCRIPTION OF MANAGEMENT CONTROLS IN PLACE TO MEET PLEDGE REQUIREMENTS;

South Carolina does not operate as a "pledge state".

4. A DISCUSSION OF ITS CAPACITY AND ABILITY TO SERVE AT-RISK ABAWDs;

The SNAP E&T program has developed qualifying components that will assist ABAWDs to improve their chances of becoming employed by providing educational, training, and volunteer opportunities that will allow ABAWDs to remain eligible for SNAP benefits while pursuing self-sufficiency.

5. INFORMATION ABOUT THE SIZE AND SPECIAL NEEDS OF ITS ABAWD POPULATION; AND

At the start of their E&T participation, 594 E&T participants were classified as an ABAWD.

6. INFORMATION ABOUT THE EDUCATION, TRAINING, AND WORKFARE COMPONENTS IT WILL OFFER TO MEET THE ABAWD WORK REQUIREMENT

All E&T components are available to ABAWDs to meet the ABAWD work requirement, however, workfare and work experience components are designed to specifically assist ABAWDs with meeting the work requirement.

Details	Workfare (W)
Description of the component	<p>The workfare component is being offered in order to enhance the employability of program participants. Workfare provides individuals with an opportunity to gain work experience and useful workplace skills at a supervised worksite. In lieu of wages, workfare participants receive compensation in the form of their household's monthly SNAP allotment divided by the state or federal minimum wage.</p> <p>Worksites and worksite agreements are established by the state agency. These agreements outline requirements for working conditions and require data exchanges such as reporting participation hours in the SCCETS database.</p> <p>The SCDSS E&T program provides workers compensation insurance for participants in the workfare program.</p> <p>Volunteer placements for the workfare component are made at public, non-profit organizations.</p>
Target population	The targeted population for the workfare component are individuals with little or no work experience and Able-Bodied Adults Without Dependents (ABAWDs).
Criteria for participation	The ability to follow instructions, good communication skills, demonstrated soft skills and the desire to learn.
Geographic area	The workfare component will be available statewide.
E&T providers	The state agency will be the primary provider.
Projected annual participation	28 participants
Estimated annual component costs	<p>\$1,736.00</p> <p>Based on historical data and the change in the method of calculating the average cost per participant, the estimated annual component costs decreased significantly for FY2024.</p>
Details	Basic/Foundational Skills Instruction (includes High School Equivalency Programs) (EPB)

Details	Workfare (W)
Description of the component	<p>The basic education component is designed to increase employability by providing remedial and education leading to a GED, high school diploma or certification.</p> <p>SNAP recipients may be referred to basic education activities to include adult basic and/or foundational skills instruction. This component will increase the participant's ability to perform math or other activities necessary for the attainment of a secondary school diploma or equivalent, transition to post-secondary education and training, and obtain employment.</p> <p>Clients are assessed to determine their ability to understand and communicate. Partner agencies who will be providing this component are the SC Department of Education and various community- based organizations.</p> <p>Educational expenses will not be paid for training that is normally available to the public at no cost.</p>
Target population	SNAP participants who did not complete high school and/or individuals who have basic literacy needs.
Criteria for participation	Comprehension skills, good communication skills, computer skills and the desire to increase knowledge.
Geographic area	This component will be available statewide.
E&T providers	<p>The following partners will provide these services:</p> <ul style="list-style-type: none"> • United Ministries • South Carolina Department of Education • Trident Literacy • Palmetto Goodwill • Greenville Literacy
Projected annual participation	909 participants
Estimated annual component costs	<p>\$145,440.00</p> <p>The method of calculating a per participant cost changed in FY2023. For FY2024, an average cost</p>

Details	Workfare (W)
	of all contracted adult education providers was used to determine the estimated annual component costs. The cost is reasonable based on this calculation method. The Department of Education utilizes non-federal dollars to pay for adult education instruction and these fees are not charged to participants.
Not supplanting	South Carolina does not provide statewide funding for education (ex. GEDs/literacy programs) and this has been certified for FY24 by the Department of Education. Signed certification documents are on file.
Cost parity	<p>All costs for SNAP E&T participants must not exceed the cost for non-SNAP participants.</p> <p>All partner agencies must certify that SNAP E&T participants are charged the same amount for services as non-SNAP participants for the same services (a signed certification document is on file for each provider).</p> <p>Prior to contracting SC E&T program verifies that all costs are equal for SNAP and Non-SNAP participants. Course catalogs with tuition cost are requested. Some organizations provide course outline sheets which contain the cost of the courses offered.</p>
Details	Career/Technical Education Programs or other Vocational Training (EPC)
Description of the component	This component provides vocational training or equivalent knowledge and skills required in a specific occupational area. The focus of the vocational training component will be the "Quick Jobs" program and other similar certificate and non-certificate programs which allow participants to quickly obtain skills matching the needs of local businesses and industries. Quick Jobs and other certificate programs have been developed for fields where job growth is expected and in consultation with local employers. The Quick Jobs program offers training and certifications with most courses lasting three months or less, but all courses last less than one year.

Details	Workfare (W)
	<p>Examples of Quick Jobs certificate and non-certificate programs include welding, manufacturing, information technology, healthcare, customer relations, truck driving and basic construction skills.</p> <p>Technical colleges and non-profit organizations that provide vocational training certificates and certifications will provide training in this component.</p> <p>Clients will be assessed to determine literacy level as part of the process.</p>
Target population	All SNAP participants are eligible to participate in this component.
Criteria for participation	The criteria for participation in the vocational training components depends on the training. However, the minimum requirement for all vocational training is the ability to read at a 6th grade level and the ability to comprehend.
Geographic area	This component will be available statewide.
E&T providers	<p>The following partner agencies will provide this service:</p> <ul style="list-style-type: none"> • Able South Carolina (Able SC) • Fast Forward • Florence Darlington Technical College • Goodwill of Middle Georgia • Goodwill of Upstate • Homes of Hope • Northeastern Technical College • Palmetto Goodwill • Pilgrims Inn • Project Host • Spartanburg Community College

Details	Workfare (W)
	<ul style="list-style-type: none"> • Technical College of The Low Country • Williamsburg Technical College • Denmark Technical College • Grace Mar • Aperion DBA Speak To Me • Carmichael Medical Training
Projected annual participation	1,102 participants
Estimated annual component costs	<p>\$2,562,976.50</p> <p>The method of calculating a per participant cost changed in FY2023. For FY2024, an average cost of vocational training providers was used to determine the estimated annual component costs. The cost is reasonable based on this calculation method.</p>
Not supplanting	South Carolina does not provide statewide funding for vocational training programs as verified by each institution's printed and public costs, tuition and financial aid information (signed certification documents are on file).
Cost parity	<p>All cost for SNAP E&T participants must not exceed the cost for non-SNAP participants.</p> <p>All partner agencies must certify that SNAP E&T participants will be charged at the same rate as non-SNAP participants for the same services (signed certification documents are on file).</p> <p>Prior to contracting with organizations, the SC E&T program verifies that all cost is equal for SNAP and Non-SNAP participants. Course catalogs with tuition cost is requested. Some organizations provide course outline sheets that contain the cost of the courses offered.</p>

TRADE ADJUSTMENT ASSISTANCE (TAA)

There are no program-specific state planning requirements for TAA. If the state includes TAA in a Combined State Plan, the state must incorporate TAA in its responses to the common planning elements in sections II, III, IV, and V of the WIOA State Plan requirements instrument.

Has the state incorporated TAA into the sections indicated above?

Yes

JOBS FOR VETERANS' STATE GRANTS

(OMB Control Number: 1293-0017)

Components of the Jobs for Veterans State Grants State Plan

Jobs for Veterans State Grants (JVSG) recipients must provide a four-year state plan as a condition for the receipt of annual funding in accordance with 38 U.S.C. § 4102A(c). This plan must include responses to each of the components below.

A. DESCRIBE HOW THE STATE INTENDS TO PROVIDE EMPLOYMENT, TRAINING, AND JOB PLACEMENT SERVICES TO VETERANS AND ELIGIBLE PERSONS UNDER THE JVSG PROGRAM (I.E., VIRTUALLY AND IN-PERSON).

The goal is to help the Veteran become job-ready and gain employment in a field of their interest and/or ability. South Carolina has developed a standardized process for referring veterans and other eligible persons with significant barriers to employment (SBE) to a DVOP (see attached flowchart). This triage approach begins at the point of entry into the American Job Center (AJC). Triage can be conducted either in-person or telephonically by front desk staff asking a series of questions to determine eligibility for the various AJC programs, SBEs, and services desired. South Carolina also offers assistance through a virtual AJC where veterans and eligible persons can identify what services they are seeking, and the system will match them with the appropriate AJC partner.

As part of the triage process, all customers are asked if they have served in the military. If they answer "YES" to the question, the veteran/eligible person is given a copy of the most current approved "Eligible Triage Form" (ETF), with instructions on how to complete the form and then return it to the intake person. The intake person will review the form and assess the questionnaire responses. If determined to have an SBE, and based on their self-attested reason for visit, they may be referred to a DVOP for services.

At this point, veterans and eligible persons who are identified as having an SBE through the initial intake process at the AJC and need specific Individualized Career Services will be referred to appropriate DVOP staff for assistance as required. Through the case management framework, the DVOP and the Veteran/eligible person will work together to complete a comprehensive assessment to document any current or potential SBEs and services needed to help overcome those SBEs and develop an individual employment plan (IEP) to assist them in becoming job ready through agreed upon goals and objectives. The veteran/eligible person would then, if required, be referred to an appropriate partner for additional services as needed based on the IEP. Consistent contact with the veteran/eligible person will be conducted through in-person, virtual, or telephonic means. Consistent contact will occur no less than every 14 days and more often as needed, depending on the veteran/eligible person's barriers. DVOPs will continue to follow-up with the veteran/eligible person once they obtain employment at 30/60/90-day intervals.

In the absence of DVOP staff or if the Veteran/eligible person does not meet the criteria for DVOP services, other Wagner-Peyser staff assumes responsibility for the career assessment of the individual and assures that appropriate referrals and services are provided. DVOPs are a supplement to the AJC staff and should not be a substitute for providing services.

South Carolina will continually monitor and assess the individualized career and employer services performance data provided to ensure that the roles and responsibilities of both the DVOP and the LVER are adhered to and determine if adjustments to the program are needed. The Quarterly Manager's Reports, along with state and JVSG onsite monitoring review and office validations desk audits, will be used to ensure compliance with this directive and other guidance as given by DOL ETA, VETS, and SCDEW.

DVOP staff and other AJC staff work together as a close-knit team to provide services to all veterans/eligible persons. After the comprehensive assessment is conducted to identify barriers and services needed, a DVOP will refer the veteran/eligible person to partner AJC staff such as Title I (Adult) for training and other support services, Adult Education (AE), the Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T), Re-employment Services Eligibility Assessment (RESEA), and the Temporary Assistance for Needy Families (TANF) program. The use of this multi-agency strategy, combined with a value for streamlined program integration, will ensure the veteran/eligible person is provided maximum employment and training assistance that will aid in addressing the basic skills needed to promote more qualified, effective, and efficient opportunities for veterans. DVOPs will coordinate case management with the partners to ensure there is not a duplication in services, the IEP is being followed/updated as appropriate, and case notes are properly maintained.

LVER staff are assigned to each of the twelve local workforce areas. They are responsible for employer outreach, promoting the benefits of hiring veterans/eligible persons and developing employment opportunities for veterans/eligible persons in their respective areas. One way this promotion process can be accomplished is by introducing employers to the immediate tangible incentives such as the Work Opportunity Tax Credit (WOTC, when funded), Incumbent Worker Training, On the job training (OJT), apprenticeships, GI Bill benefits, and State and Federal dislocated worker programs that are available to them when they hire Veterans.

Intangible incentives to hiring veterans include the "soft skills" veterans bring to the hiring table such as teamwork, trainability, leadership, diversity in the workplace, and a host of others that are inherent to the military experience. The LVER staff increases exposure for employers by organizing and/or promoting public events like career fairs, Society for Human Resource Management (SHRM) events, Chamber of Commerce events, and the Hire Vets Medallion Program, which in turn increases the visibility of employment opportunities for veterans.

LVERs serve as a valuable source within the business engagement program, which includes a focus on identifying business needs through numerous and innovative channels, depending on the lifecycle of the business, and ensuring a full range of possible resources and benefits are delivered in a timely manner. This level of engagement support reaching the goals of improving communications, alignment, implementation, measurement, accountability, and agility of the agency and the workforce system statewide.

LVERs are an integral part of our Business Service Team (BST). The BST provides valuable information about promoting veterans within a variety of venues, including job fair participation, Chamber of Commerce meetings, Society for Human Resource Managers (SHRM) meetings, employer visits, public radio and television service spots, and departmental brochures. The advantage of hiring veterans/eligible persons is a topic that needs to be

presented to an employer consistently. South Carolina's American Job Centers (AJCs), through the Business Services Team (BST), provide an effective conduit to promote veterans/eligible persons to businesses as a sound and wise investment. Federal contractors and subcontractors are also targeted as they not only benefit from the hiring of veterans but are reminded about their responsibilities under the Office of Federal Contract and Compliance Programs (OFCCP) and Vietnam Era Veterans Readjustment Assistance Act (VEVRAA) guidelines as well.

LVERs also work closely with Chambers of Commerce and local governments across the state with the development of a military recruitment strategy to encourage transitioning service members and their families to relocate to those areas.

B. LIST THE POPULATIONS TO BE SERVED BY DISABLED VETERANS' OUTREACH PROGRAM (DVOP) AND CONSOLIDATED POSITION STAFF, INCLUDING THE ELIGIBILITY CRITERIA FOR REFERRAL FOR DVOP SERVICES.

All populations served by DVOPs must meet eligibility requirements in accordance with Veterans' Employment and Training Service guidance. Please refer to the following Veterans' Program Letters (VPL), or most current guidance, to identify the eligible populations to be served by this grant:

Disabled Veterans Outreach Program Specialists (DVOPs) within the South Carolina Department of Employment and Workforce (DEW) will specifically service Veterans within all categories that have been identified as SBEs as defined by VPL's 03-14, Change 1 & Change 2, 07-14 and 03-19, or current guidance.

These include:

- Veterans with a compensable disability; Homeless (As defined by Section 103(a) of the Stewart B. McKinney Homeless Assistance Act);
- A special disabled or disabled veteran, as those terms are defined in 38 USC §4211(1)(3); special disabled and disabled veterans are those:
 - A homeless person, as defined in Sections 103(a) and (b) of the McKinney-Vento Homeless Assistance Act (42 USC 11302(a) and (b)), as amended, to include domestic violence and other dangerous or life-threatening conditions affecting permanent residence;
 - A recently separated service member, as defined in 38 USC §4211(1)(6), who has been unemployed for 27 or more weeks in the previous 12 months;
 - An offender, as defined by the Workforce Innovation and Opportunity Act Section 3(38), who is currently incarcerated or who has been released from incarceration;
 - A veteran lacking a high school diploma or equivalent certificate; or
 - A low-income individual (as defined by WIOA Section 3(36)).
- Veterans aged 18-24;
- Vietnam-era Veterans; and
- Eligible Transitioning Service Members, Spouses, and Family Caregivers

As part of the triage process, all customers are asked if they have served in the military. If they answer "YES" to the question, the veteran/eligible person is given a copy of the most current approved "Eligibility Triage Form" (ETF), with instructions on how to complete the form and then return it to the intake person. The intake person will review the form and assess the questionnaire responses. If determined to meet the criteria for a population that can be served by a DVOP, further assessment by a non-JVSG staff person will be conducted to determine if they meet the definition of an eligible veteran based on 38 USC 4211(4) or an eligible person based on 38 USC 4101(5).

An eligible veteran is a person who:

1. Served on active duty for a period of more than 180 days and was discharged or released therefrom with other than a dishonorable discharge;
2. Was discharged or released from active duty because of a service-connected disability; or
3. As a member of a reserve component under an order to active duty pursuant to section 12301 (a), (d), or (g) 12302, or 12304 of title 10, served on active duty during a period of war or in a campaign or expedition for which a campaign badge is authorized and was discharged or released from such duty with other than a dishonorable discharge.

An eligible person is:

1. The spouse of any person who died of a service-connected disability;
2. The spouse of any member of the Armed Forces serving on active duty who, at the time of application for assistance under this chapter [38 U.S.C 4101] et seq.]' is listed' pursuant to section 556 of title 37 and regulations issued thereunder, by the Secretary concerned in one or more of the following categories and has been so listed for a total of more than 90 days: (i) missing in action, (ii) captured in line of duty by a hostile force, or (iii) forcibly detained or interned in line of duty by a foreign government or power; or
3. The spouse of any person who has a total disability permanent in nature resulting from a service-connected disability or the spouse of a veteran who died while a disability so evaluated was in existence.

Per VPL 03-19, transitioning service members; wounded, ill, or injured servicemembers residing in military treatment facilities; and spouses/family caregivers of those wounded, ill, or injured servicemembers can be served by DVOPs provided they have an identified SBE.

C. DESCRIBE THE ROLES AND RESPONSIBILITIES ASSIGNED TO DISABLED VETERANS' OUTREACH PROGRAM (DVOP) SPECIALISTS, LOCAL VETERANS' EMPLOYMENT REPRESENTATIVE (LVER) STAFF, AND CONSOLIDATED DVOP/LVER POSITIONS BY THE STATE. THESE MUST BE CONSISTENT WITH 38 U.S.C. 4103A AND 4104.

DVOPs duties:

The primary duty of the DVOP is to provide Individualized Career Services to veterans/eligible persons with SBEs through a case management framework.

After the initial assessment of a Veteran in the AJC by non-JVSG staff and determined that they are eligible for JVSG services, consistent with VPL 03-19, 03-14, Ch. 1 & 2, or current guidance, they will be referred to a DVOP for assistance. To render effective individualized career services, the DVOP must, at a minimum:

- Conduct a comprehensive assessment of individual needs.
- Develop a documented Individual Employment Plan (IEP) based on any employment barriers identified during the assessment process and regularly update the plan as needed.
- Consistent Contact – Regular, consistent contact between the DVOP and the veteran/eligible person, including meetings and updates, both pre- and post-employment. Consistent contact is based on the participant's individual needs and situation per the written plan and case notes and will occur no less than once every 14 days during case management and during the 90-day follow-up period once employment is obtained. Any contact or attempt at contact must be documented in case notes.

These three elements form the core of an effective case management framework under which individual career services will be delivered.

Upon completion of the objective assessment, the DVOP can determine the need for additional individualized career services and document those services on the IEP and in case notes.

These services can take the form of:

- Providing vocational guidance and individual counseling as required, such as skills assessment, career planning, communications skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct.
- Refer veterans/eligible persons to community-based organizations regarding employment and training services available to veterans; develop relationships with Veteran Service Organizations and other federal, state, and local programs to provide maximum employment assistance.
- Job referrals for specific employment opportunities.
- Referrals to training programs with other agencies, such as VA Veteran Readiness and Employment, as well as partner programs within the AJC, such as SNAP E&T, Adult Education, State Vocational Rehabilitation, and Adult, Dislocated Worker, and Youth Activities.

DVOPs are required to take an active role in conducting outreach to find and assist SBE veterans/eligible persons through individualized career services. Outreach may occur at other local, state, and federal government agencies, veterans service organizations, community service organizations, LWDA partners, faith-based organizations, local community colleges/universities, Veterans Treatment Courts (VTC), and any other entities that are dedicated to locating and serving veterans.

DEW acknowledges that homeless veterans may not seek our services on their own and that an “under the bridge” approach is to be taken by DVOPs, encouraging them to go where these individuals can be found. DVOPs will also go to locations where there is access to organizations that serve homeless veterans, such as US DOL VETS Homeless Veterans Reintegration Program (HVRP) grantees, Supportive Services for Veterans and Families (SSVF), VA Medical Centers, Vet Centers, County Veteran Service Offices, civic and community service organizations, local homeless shelter organizations, and other sources as identified to provide services to homeless veterans.

LVER Duties:

The LVER will actively advocate for employment and training opportunities with business, industry, and community-based organizations on behalf of veterans/eligible persons consistent with VPL 03-14 Ch's 1 & 2, VPL 07-14, VPL 03-19, or current guidance. LVERs will be assigned duties that promote to employers, employer associations, and business groups the advantages of hiring veterans/eligible persons and will be part of the "Business Services Team" within the AJC that conducts outreach activities to these entities.

The following activities will be part of this program:

- In conjunction with employers, conduct job searches and workshops and establish job search groups to facilitate the use of the DEW labor exchange system to enhance their employee search activities.
- Form effective relationships with the business community and trade unions to enhance the availability of employment and training opportunities for veterans/eligible persons.

(a) Encourage businesses to hire veterans/eligible persons and provide OJT and Apprenticeship programs geared to the Veteran community. Inform and promote the Hire Vets Medallion Program to employers which LVERs contact.

(b) Maintain current labor market information on trends and adjust strategies accordingly.

- Work with training providers and credentialing bodies to promote opportunities for Veterans/eligible persons.

(a) Encourage employers in professions requiring licensure or certification to develop OJT and/or apprenticeship programs for veterans/eligible person.

(b) Promote the participation of veterans/eligible persons in programs leading to certification or licensure.

(c) Advocate with training providers and credentialing agencies for recognition of equivalent military training.

- Plan and participate in job fairs to provide employment opportunities for veterans/eligible person.

The LVER will facilitate this by:

(a) initiating contact and developing relationships with employers, community leaders, labor unions, veterans' organizations, and training program representatives to develop their commitment to providing employment and training opportunities for veterans/eligible persons.

(b) maintaining current information regarding a full range of employment and training options available to Veterans/eligible persons.

- The net result of LVER outreach to employers and the community will be an increased awareness of the capabilities of Veterans and their qualifications, along with developing employers' willingness to utilize the OJT program that is available to them to increase the opportunity for Veterans/eligible persons.

General Duties:

LVER/DVOP personnel all attend AJC staff meetings to provide updates on veteran/eligible persons, answer questions from staff, and discuss needed services. LVER staff is also available to

provide training to other AJC staff. LVER staff conducts employer outreach and plan job fairs and other activities to promote the employment of veterans/eligible persons.

Strategies to address individual needs include literacy and basic skills programs, resources for occupational skills training, job accommodations, assistive technologies, disability awareness training, and other activities that may address barriers and support the achievement of positive employment outcomes. South Carolina has established and continues to adhere to a Priority of Service for Veterans.

D. DEMONSTRATE THE MANNER IN WHICH DVOP, LVER AND CONSOLIDATED DVOP/LVER STAFF ARE INTEGRATED INTO THE STATE'S EMPLOYMENT SERVICE DELIVERY SYSTEMS OR AMERICAN JOB CENTER (AJC). THIS DEMONSTRATION SHOULD SHOW ACTIVE ENGAGEMENT BETWEEN JVSG AND OTHER AJC STAFF, SUCH AS THROUGH PARTICIPATION IN STAFF MEETINGS AND CROSS-TRAINING OPPORTUNITIES.

The LVER in each Workforce Center is part of the local workforce area business services team to develop a plan for an effective employer relations program that emphasizes the hiring and retention of veterans, especially with Federal Contractors. The LVER is also responsible for informing management, staff, and other Workforce Center Partners of current veteran policies, laws, and programs. Tennessee recognizes the importance of developing job driven employment and training opportunities for the veterans/eligible persons residing in the state. Each LVER works with other business engagement staff to identify job-driven employment and training opportunities that can be filled by veterans/eligible persons with significant barriers to employment or by other veterans and provides that information to DVOP staff and other Workforce Center staff. This occurs at weekly staff meetings, through email exchanges, and through one-on-one discussions with staff. Priority of service for veterans/eligible persons is observed for these opportunities, just as with any DOL-funded programs or services that are available.

DISABLED VETERANS OUTREACH PROGRAM SPECIALISTS (DVOP)

Integration into the Workforce System: Integration of the DVOP via the AJC will be accomplished by utilizing in-place procedures for servicing Veterans with SBEs and combining them with the new policies and processes that will support functional alignment within the AJC. All partners will work together to support our plan for a seamless, customer-driven system. The new policies will enhance the delivery system and reflect the Governor's vision of effective and efficient governance through the alignment of several programs. DVOP staff, other DWS staff, and Workforce Partners work together as a close-knit team to provide services to all veterans/eligible persons and combine efforts to provide case management and individualized career service to those veterans who have barriers to employment.

DVOPs attend weekly staff meetings and monthly directed by their Regional Managers and quarterly AJC Cross-training meetings with local and regional partner staff hosted by the One Stop Operator to ensure that all partners are aligned with the same goals and standards across the local area and state to enhance services to veterans. DVOPs have the opportunity to share ideas with the other partners on the delivery of services for veterans/other eligibles and discuss how they can work together to enhance those services.

DVOPs attend weekly staff meetings and monthly directed by their Regional Managers and quarterly AJC Cross-training meetings with local and regional partner staff hosted by the One-Stop Operator to ensure that all partners are aligned with the same goals and standards across the local area and state to enhance services to veterans. DVOPs have the opportunity to share

ideas with the other partners on the delivery of services for veterans/other eligible participants and discuss how they can work together to enhance those services.

E. DESCRIBE THE STATE'S PERFORMANCE INCENTIVE AWARD PROGRAM TO ENCOURAGE INDIVIDUALS AND/OR EMPLOYMENT SERVICE OFFICES TO IMPROVE AND/OR ACHIEVE EXCELLENCE IN THE PROVISION OF SERVICES TO VETERANS, INCLUDING:

1. THE NOMINATION AND SELECTION PROCESS FOR ALL PERFORMANCE INCENTIVE AWARDS TO INDIVIDUALS AND/OR OFFICES;

In accordance with 38 U.S.C. 4112 and VPL 01-22, Attachment #5, the Jobs for Veterans State Grant (JVSG) includes a 1% "set aside" of the total grant amount for use as incentive awards. The individual will be scored based on performance or activities during the program year (July 1, 2023 through June 30, 2024), for which the award is given. These funds will be obligated by September 30th of each year and expended by December 31st of each year and will be awarded as Monetary Awards to the top (6) staff members in each DVOP/LVER category who display exceptional service to veterans and eligible persons.

Award winners will be announced during the 4th Quarter of each year. If these funds are not used, DOL VETS retain them at the national level. **(No other use of incentive award funds is allowable)**

The Incentive Award program will be utilized for Disabled Veterans Outreach Program Specialist (DVOP) and Local Veterans Employment Representative (LVER)s who provide employment, training, and placement services to veterans and eligible spouses. They must demonstrate outstanding outreach on behalf of veterans who have barriers to employment, especially those experiencing homelessness, incarceration, disability, or recent separation from service. The nominees must provide exemplary employment services to veterans and eligible spouses or affect improvements of veterans' service delivery system. All information will be collected from the SC Works Reporting System using the Disabled Veterans Outreach Program Specialist (DVOP) services provided individuals report, referrals and placements, and the services provided employers report.

The award recognizes staff that have made a substantial contributions or efforts to veterans and eligible spouses. Examples of such contributions or effort include, but are not limited to:

Disabled Veterans Outreach Program Specialist (DVOP) Criteria

1. Outstanding Case Management process. (90% Outstanding Objective Assessment Summary and Individual Employment Plan based upon previous training and experience resulting in obtaining employment.
2. Improve outcomes for Veterans and other eligible persons. (e.g., vocational rehabilitation & Homeless Veterans Reintegration Programs (HVRP), South Carolina Department of Veteran Affairs (SCDVA) leading to employment.
3. Establish strong working partnerships with other Veteran organizations and/or the local community at large to improve services to Significant Barriers to Employment (SBE) Veterans and other eligible persons resulting in obtaining employment.
 - a. Community Outreach - Veteran Services Officers (VSO), Disabled American Veterans (DAV), Veterans of Foreign Wars (VFW), American Legions etc.
4. Limiting the duration that the veteran or eligible spouse draws unemployment – Number of weeks drawn if below the average at employment.

5. Placement with Substantial earnings (Unemployment insurance wage records). A 25% or higher wage increase.
6. Improving performance outcomes for veterans and eligible persons through regional performance measures.

Local Veterans Employment Representative (LVER)s Criteria

1. Improve direct employment and placement services for veterans while working with employers on special projects or hiring initiatives that leads to employment.
2. Promote and encourage the hiring of Veterans through the Hire Veterans Medallion Program (HVMP). (Staff with the highest number of E31 codes that matches the most eventual awardees minimum of 5-10.)

Awards will occur annually on the following timeline:

- October 1st Presentation of Annual Incentive Award Program
- August 1st Submission deadline
- August 15th Committee meets to review submissions
- September 1st Announcement of Awards

Selection Committee

The selection committee for these awards will be comprised of the 1 Assistant Executive Director, 2 Area Directors, the State Veterans Program Coordinator, and the Assistant State Veterans’ Program Coordinator(s). The selection committee members will be responsible for: (a) recording the minutes of each committee meeting; (b) retaining documentation for one (1) year on all AJCs that have been nominated; and (c) ensuring persons on the selection committee who have made nominations do not vote on those nominations;

2. THE APPROXIMATE NUMBER AND VALUE OF CASH AWARDS USING THE ONE PERCENT INCENTIVE AWARD ALLOCATION;

The South Carolina Department of Employment and Workforce will award Monetary Awards to the top (6) staff members in each DVOP/LVER category who display exceptional service to veterans and eligible persons based on the amount of the grant, which could fluctuate and is distributed through The South Carolina Department of Finance. Individual award will be granted through the state’s payroll system in each category Disabled Veterans Outreach Program Specialist (DVOP) and Local Veterans Employment Representative (LVER)s in the amount of \$2500.00. DEW affirms that no Incentive funds will be expended until the plan is approved by US DOL VETS National Office.

3. THE GENERAL NATURE AND APPROXIMATE VALUE OF NON-CASH PERFORMANCE INCENTIVE AWARDS TO BE CHARGED TO THE BASE ALLOCATION; AND

DEW does not utilize funds from the base allocation to support non-cash awards.

4. ANY CHALLENGES THE STATE MAY ANTICIPATE TO CARRYING OUT A PERFORMANCE INCENTIVE AWARD PROGRAM AS MANDATED BY 38 U.S.C. § 4102A(C). THIS SHOULD INCLUDE ANY STATE LAWS OR POLICIES THAT PROHIBIT SUCH AWARDS, IF APPLICABLE. DESCRIBE THE STATE'S EFFORTS IN OVERCOMING THOSE CHALLENGES.

Not applicable.

F. LIST THE PERFORMANCE TARGETS FOR DIRECT SERVICES TO VETERANS PROVIDED BY JVSG STAFF, AS MEASURED BY PARTICIPANTS':

- employment rate in the second quarter after exit from the program;
- employment rate in the fourth quarter after exit; and
- median earnings in the second quarter after exit.

Employment Rate 2nd Quarter After Exit: **50%**

Employment Rate 4th Quarter After Exit: **48%**

Median Earnings 2nd Quarter After Exit: **\$5,160**

SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

(OMB Control No. 1205-0040)

A. ECONOMIC PROJECTIONS AND IMPACT

1. DISCUSS LONG-TERM PROJECTIONS FOR JOBS IN INDUSTRIES AND OCCUPATIONS IN THE STATE THAT MAY PROVIDE EMPLOYMENT OPPORTUNITIES FOR OLDER WORKERS. (20 CFR 641.302(D)) (MAY ALTERNATIVELY BE DISCUSSED IN THE ECONOMIC ANALYSIS SECTION OF STRATEGIC PLAN.)

The South Carolina Department on Aging's Senior Community Service Employment Program (SCSEP) will defer to the economic analysis, long-term job projections, and current and project employment opportunities provided by DEW in the Combined State Plan.

2. DISCUSS HOW THE LONG-TERM JOB PROJECTIONS DISCUSSED IN THE ECONOMIC ANALYSIS SECTION OF STRATEGIC PLAN RELATE TO THE TYPES OF UNSUBSIDIZED JOBS FOR WHICH SCSEP PARTICIPANTS WILL BE TRAINED AND THE TYPES OF SKILL TRAINING TO BE PROVIDED. (20 CFR 641.302(D))

The South Carolina Department on Aging's Senior Community Service Employment Program (SCSEP) will defer to the economic analysis, long-term job projections, and current and project employment opportunities provided by DEW in the Combined State Plan.

3. DISCUSS CURRENT AND PROJECTED EMPLOYMENT OPPORTUNITIES IN THE STATE (SUCH AS BY PROVIDING INFORMATION AVAILABLE UNDER §15 OF THE WAGNER-PEYSER ACT (29 U.S.C. 491-2) BY OCCUPATION), AND THE TYPES OF SKILLS POSSESSED BY ELIGIBLE INDIVIDUALS. (20 CFR 641.325(C))

The South Carolina Department on Aging's Senior Community Service Employment Program (SCSEP) will defer to the economic analysis, long-term job projections, and current and project employment opportunities provided by DEW in the Combined State Plan.

B. SERVICE DELIVERY AND COORDINATION

1. A DESCRIPTION OF ACTIONS TO COORDINATE SCSEP WITH OTHER PROGRAMS. THIS MAY ALTERNATIVELY BE DISCUSSED IN THE STATE STRATEGIES SECTION OF THE STRATEGIC PLAN, BUT REGARDLESS OF PLACEMENT IN DOCUMENT, MUST INCLUDE:

A. PLANNED ACTIONS TO COORDINATE ACTIVITIES OF SCSEP GRANTEEES WITH WIOA TITLE I PROGRAMS, INCLUDING PLANS FOR USING THE WIOA ONE-STOP DELIVERY SYSTEM AND ITS PARTNERS TO SERVE INDIVIDUALS AGED 55 AND OLDER. (20 CFR 641.302(G), 641.325(E))

The state SCSEP program is currently working with many organizations that provide services to serve older adults. The list below is not comprehensive but gives an idea of the variety of organizations that will work with the South Carolina Department on Aging and SCSEP to provide services to participants. We will continue to identify programs and services to benefit our participants. We will continue to contact service providers to update materials so resources are readily available to assist participants as needed.

B. PLANNED ACTIONS TO COORDINATE ACTIVITIES OF SCSEP GRANTEEES WITH THE ACTIVITIES BEING CARRIED OUT IN THE STATE UNDER THE OTHER TITLES OF THE OLDER AMERICANS ACT (OAA). (20 CFR 641.302(H))

The South Carolina Department on Aging is the designated State Unit on Aging and receives Older American Act funding partially funds the aging network in South Carolina. The network is made up of Area Agencies on Aging (AAA), one located in each of the 10 regional planning districts. The Administration for Community Living (ACL) makes annual allotments to South Carolina. From these allotments under Title III, the SUA expends five percent to pay part of the costs of administration of the State Plan on Aging. The remaining funding is allocated to our 10 AAAs based on our funding formula. The services provided under the Older Americans Act are **(OAA 303)**:

1. in-home and community-based services; (Title III-B)
 - a. Home and Community-Based Services (HCBS) are types of person-centered care delivered in the home and community. A variety of health and human services can be provided. HCBS programs address the needs of people with functional limitations who need assistance with everyday activities, like getting dressed or bathing. HCBS are often designed to enable people to stay in their homes, rather than moving to a facility for care. Examples of these are:
 - i. Homemaker Services (light housekeeping)
 - ii. Personal Care Services (assistance with activities of daily living)
 - iii. Chore Services (heavy house cleaning or yard work)
 - iv. Minor Home Repair (minor repairs to older adults homes)
 - v. Transportation (to senior centers, medical and essential shopping)
2. long term care ombudsman program; (Title III-B and Title VII)
 - a. The South Carolina Long Term Care Ombudsman Program (LTCOP) seeks to improve the quality of life and quality of care for residents of long-term care facilities through advocacy for residents. The LTCOP serves as a point of entry where complaints made by or on behalf of residents in long-term care facilities can be received, investigated, and resolved. Additionally, the LTCOP identifies the problems and concerns of residents receiving long-term care services and recommends changes to improve the quality of care.
3. elder abuse prevention services; (Title VII)

- a. Elder Abuse prevention activities in South Carolina were established to protect the health, safety, and well-being of all older adults. The OAA stipulates that the Department on Aging shall use the allotment for Elder Abuse to carry out programs to educate the public for the prevention, detection, assessment, treatment of, intervention in, investigation of, and response to elder abuse, neglect, and exploitation, including financial exploitation.
4. health insurance counseling and Senior Medicare Patrol; (ACL)
- South Carolina's State Health Insurance Assistance Program (SHIP) is a statewide health insurance information, counseling, and assistance program administered by the Department on Aging with funding through the Administration for Community Living (ACL). The SHIP mission is to empower, educate, and assist Medicare-eligible individuals, their families, and caregivers through objective outreach, counseling, and training, to make informed health insurance decisions that optimize access to care and benefits.
5. congregate nutrition services; (Title III-C-1)
 - a. The primary purpose of operating a group dining center is to provide a nutritious meal and education in proper nutrition, health, and wellness and to promote socialization. The group dining site shall provide opportunities for socialization to prevent social isolation in accordance with the OAA.
6. home-delivered nutrition services; (Title III-C-2)
 - a. The nutrition program services program is considered a part of the healthcare continuum to maintain and/or improve the nutritional, health status, and quality of life of older adults. One meal is delivered per day to a client's home.
7. nutrition services incentive program (ACL);
 - a. The purpose of NSIP is to provide incentives to encourage and reward effective performance by States and tribal organizations in the efficient delivery of nutritious meals to older individuals (OAA 311(a)). The AAA must ensure that funds awarded through the NSIP are applied to the purchase of domestically produced foods used in the meals served in the nutrition program (OAA 311(d)(4)).
8. disease prevention and health promotion services; (Title III-D)
 - a. Title III-D of the Older Americans Act (OAA) provides grants to states and territories based on the share of the population aged 60 years and over for education and implementation activities that support healthy lifestyles and promote healthy behaviors.
9. family caregiver support services; (Title III-E); and
 - a. Respite is a service that provides a temporary break to an unpaid caregiver caring for an older adult, an adult with a disability, or a caregiver age 55+ caring for a minor child (not their own). Respite care has been shown to help sustain family caregiver health and well-being. The primary caregiver is a person who is responsible for an individual's daily care, provision of food, shelter, clothing, health care, education, nurturing, and supervision on an uncompensated basis.

The South Carolina Department on Aging’s leadership team has been working to make SCSEP more visible to the Area Agencies on Aging (AAA) since this is one of the two programs not currently administered by the AAA. The AAAs come into contact with lots of older adults who would benefit from SCSEP. We are working to make this program more visible to the AAAs. The South Carolina Department on Aging holds monthly training for the AAAs and SCSEP is now included in this training. The training focuses on resources for older adults that are beneficial to the SCSEP Case Managers.

C. PLANNED ACTIONS TO COORDINATE SCSEP WITH OTHER PRIVATE AND PUBLIC ENTITIES AND PROGRAMS THAT PROVIDE SERVICES TO OLDER AMERICANS, SUCH AS COMMUNITY AND FAITH- BASED ORGANIZATIONS, TRANSPORTATION PROGRAMS, AND PROGRAMS FOR THOSE WITH SPECIAL NEEDS OR DISABILITIES. (20 CFR 641.302(I))

The state SCSEP program is currently working with many organizations that provide services to serve older adults. The list below is not comprehensive but gives an idea of the variety of organizations that will work with the South Carolina Department on Aging and SCSEP to provide services to participants. We will continue to identify programs and services to benefit our participants. We will continue to contact service providers to update materials so resources are readily available to assist participants as needed.

Name of Partner Entity	Type of Partner Entity	Description of Partnership
Appalachian Area Agency on Aging	Local Government	Contracted Services
Upper Savannah Area Agency on Aging	Local Government	Contracted Services
Catawba Area Agency on Aging	Non-Governmental Organization	Contracted Services
Central Midlands Area Agency on Aging	Local Government	Contracted Services
Lower Savannah Area Agency on Aging	Local Government	Contracted Services
Santee-Lynches Area Agency on Aging	Local Government	Contracted Services
Vantage Point-Care South Area Agency on Aging (Pee Dee)	Private Business Organization	Contracted Services
Waccamaw Area Agency on Aging	Local Government	Contracted Services
Trident Area Agency on Aging	Non-Governmental Organization	Contracted Services
Lowcountry Area Agency on Aging	Local Government	Contracted Services
Regional contracted service providers	Non-Governmental Organization	Delivers aging services as procured by AAAs

Name of Partner Entity	Type of Partner Entity	Description of Partnership
AARP SC	Non-Governmental Organization	Aging Partner
Alzheimer's Association - SC Chapter	Non-Governmental Organization	Aging Partner and provides funding
SC Institute of Medicine and Public Health	Non-Governmental Organization	Aging Partner
USC Arnold School of Public Health /Office for the Study on Aging	Higher Education Institute	Aging Partner
Clemson University	Higher Education Institute	Aging Partner
Medical University of South Carolina	Higher Education Institute	Aging Partner
University of South Carolina School of Social Work	Higher Education Institute	Aging Partner
University of South Carolina	Higher Education Institute	Aging Partner
SC Legal Services	Private Business Organization	Contracted Services
SC Department of Social Services / Adult Protective Services	State Government	Aging Partner
SC Advisory Council on Aging	State Government	Aging Partner
SC Fire Marshall (Fire Safe SC)	State Government	Aging Partner
Silver Haired Legislature	State Government	Aging Partner
Legislative Committee to Study Services, Programs and Facilities for Aging (Joint Legislative Committee on Aging)	State Government	Aging Partner
Harvest Hope Food Bank	Non-Governmental Organization	Aging Partner
SC Association of Council on Aging Directors (SCACAD)	Professional Association	Aging Partner
National Association of States United for Aging and Disabilities (NASUAD)	Professional Association	Aging Partner
SC Association of Area Agencies on Aging (SC4A)	Professional Association	Aging Partner
Southeast Association of Area Agencies on Aging (SE4A)	Professional Association	Aging Partner
US Aging	Professional Association	Aging Partner
SC Emergency Management Division	State Government	Aging Partner

Name of Partner Entity	Type of Partner Entity	Description of Partnership
Walgreens Corporation	Private Business Organization	Aging Partner
SC Blue Cross Blue Shield	Private Business Organization	Aging Partner
American Red Cross	Professional Association	Aging Partner
SC Department of Employment and Workforce	State Government	Aging Partner
SC Department of Transportation	State Government	Aging Partner
Salvation Army	Professional Association	Aging Partner
SC Respite Coalition	Professional Association	Aging Partner
Family Connection of SC	Non-Governmental Organization	Aging Partner
AIRS (Alliance of Information and Referral Specialists)	Non-Governmental Organization	Aging Partner
SC Department of Insurance	State Government	Aging Partner
Social Security Administration	Federal Government	Aging Partner
CMS (Center for Medicare and Medicaid Services)	Federal Government	Aging Partner
Consumer Voice	Non-Governmental Organization	Aging Partner
SC Protection and Advocacy	State Government	Aging Partner

D. PLANNED ACTIONS TO COORDINATE SCSEP WITH OTHER LABOR MARKET AND JOB TRAINING INITIATIVES. (20 CFR 641.302(J))

The South Carolina Department of Employment and Workforce (DEW) keeps the SCSEP community informed of the market trends and job training initiatives. We rely heavily on DEW to obtain this information due to their knowledge, skills, and ability to present and understand labor market information. Each year SC DEW issues a formal report during the annual board meeting which is shared with the South Carolina Department on Aging and the other SCSEP providers in South Carolina. The SCSEP community will continue to be proactive in acquiring data on labor market trends by obtaining current information from market trend resources such as the SC Department of Commerce and the Local Workforce Development Areas (LWDA). The SCSEP community will work with local employees, technical institutions, and the Department of Employment and Workforce to provide current job training initiatives.

The national grantee and the one sub-recipient are all part of the Goodwill Industries network whose mission as a non-profit is to offer career services, job training, certifications and programs that help South Carolinians become independent through employment.

E. ACTIONS TO ENSURE THAT SCSEP IS AN ACTIVE PARTNER IN THE ONE-STOP DELIVERY SYSTEM AND THE STEPS THE STATE WILL TAKE TO ENCOURAGE AND IMPROVE COORDINATION WITH THE ONE-STOP DELIVERY SYSTEM. (20 CFR 641.335)

The State and National SCSEP grantees will continue to work closely with DEW to monitor job market trends and opportunities. SCSEP participants will continue to be assigned a DEW location to facilitate a cross-flow of information and to receive appropriate services. SCSEP will continue to utilize the South Carolina Works Online Services (SCWOS) when training decisions are being made for participants. The SCSEP community will continue to consult with the SC Works centers as participants transition into unsubsidized employment.

The South Carolina Department on Aging, the sub-grantees, and representatives from the SC Works centers will meet each year to discuss the pros and cons of the past year as it relates to the collaborative effort of SCSEP and the SC Works centers. An action plan detailing corrective action steps will be outlined to address problem areas. Best practices will be shared and grantees will be encouraged to replicate best practices in their respective areas.

Before enrollment in the SCSEP, all participants register with their local SC Works center. This helps to ensure the applicant is seeking employment, which is a requirement for enrollment. Once enrolled, participants attend job fairs and hiring events listed and/or hosted by their local SC Works center. Listings of these and other events sponsored by the SC Works centers are distributed to all participants at the monthly Job Club meeting hosted by Goodwill. In addition, participants are assigned to train at their SC Works center, which strengthens our relationship and provides continual opportunities for participants to obtain more information on employment opportunities.

F. EFFORTS TO WORK WITH LOCAL ECONOMIC DEVELOPMENT OFFICES IN RURAL LOCATIONS.

There are several economic development entities in South Carolina, including, but not limited to the SC Department of Commerce, readySC™, and county and regional economic alliances.

Workforce development programs and activities are well coordinated with economic development entities across the State.

SCSEP participates regularly in the WIOA Partners meetings. These meetings assist the SCSEP Program to be more visible. They also help to create partnerships with the economic development offices.

2. THE STATE'S LONG-TERM STRATEGY FOR ENGAGING EMPLOYERS TO DEVELOP AND PROMOTE OPPORTUNITIES FOR THE PLACEMENT OF SCSEP PARTICIPANTS IN UNSUBSIDIZED EMPLOYMENT. (20 CFR 641.302(E)) (MAY ALTERNATIVELY BE DISCUSSED IN THE STATE STRATEGIES SECTION OF STRATEGIC PLAN.)

The SCSEP community (national, state, sub-grantees) will work as a team to continue to support the purpose of SCSEP participants gaining unsubsidized employment. The SCSEP community will invite stakeholders to the local annual planning meeting. The SCSEP community will continue to develop relationships with local businesses, organizations, and agencies to educate

them on how SCSEP can assist them with their employment needs. The SCSEP community will work closely with the South Carolina Department of Employment and Workforce, the Department of Commerce, the Governor's Office, and others in promoting older workers initiatives when a new industry is located in the state.

As stated in our executive summary, the South Carolina Department on Aging has new ideas for the SCSEP Program. We are working to make the program more visible and modernize the program to meet the needs of the baby boomers who are now eligible for SCSEP with new ideas. This will be an ongoing strategy for SCSEP over the next four years.

3. THE STATE'S LONG-TERM STRATEGY FOR SERVING MINORITY OLDER INDIVIDUALS UNDER SCSEP. (20 CFR 641.302 (C))

The SCSEP community will continue working with the local SC Works centers to identify minorities who are eligible for the SCSEP program as well as with our AAAs. We will develop a media outreach campaign in other languages to adequately reflect the older workers and their respective languages. Brochures will be developed in Spanish to assist in the recruitment of those who are Spanish speakers.

We will work to narrow the gap to advance the quality of life to include diversity, equity, and inclusion in our SCSEP community. Racial, ethnic, and gender disparities continue across various aspects of life, such as income, education, healthcare, food security, and home ownership. These disparities significantly affect life expectancy, safety, and overall well-being for older adults in South Carolina.

4. A LIST OF COMMUNITY SERVICES THAT ARE NEEDED AND THE PLACES WHERE THESE SERVICES ARE MOST NEEDED. SPECIFICALLY, THE PLAN MUST ADDRESS THE NEEDS AND LOCATION OF THOSE INDIVIDUALS MOST IN NEED OF COMMUNITY SERVICES AND THE GROUPS WORKING TO MEET THEIR NEEDS. (20 CFR 641.330)

Most-in-Need is a SCSEP performance measure. Most-in-Need looks at eight different areas that affect older adults 55+ in obtaining employment; veterans or qualified spouse of a veteran, homeless or at risk of homelessness, reside in a rural area, limited English proficiency, low literacy skills, low prospect of employment, failed to find services under WIOA, and/or has a disability.

Homeless or at risk of homelessness

According to "Addressing Homelessness Among Older Adults Final Report", people aged 50 and older are the fastest-growing age group of those experiencing homelessness, and their numbers are estimated to triple by 2030 (Culhane et al., 2019). According to the U.S. Department of Housing and Urban Development (HUD), in 2021, people aged 55 and older composed 19.8 percent of the sheltered homeless population (HUD, 2023), an increase from 17.9 percent in 2020. This rate is even higher when we focus on adult-only households experiencing homelessness: 28.7 percent in 2021 (HUD, 2023). Among sheltered homeless adults with chronic patterns of homeless, those aged 55-64 made up the largest share of people experiencing chronic homelessness (27.0 percent), and a total of 35.7 percent were aged 55 and older in 2021 (HUD, 2023).

In SFY 2022-2023, 145 participants or 77.54% of those who received services were categorized as homeless or at risk for homelessness. There are many reasons why an older adult in South Carolina may be a risk for homelessness or homeless. “The consumer price index report from July 2023 showed that prices on the “all items index” have increased 3.2% in the past 12 months.” South Carolina does not have a cap on how much the cost of rent can increase from one lease time to another lease time. The average cost of rent increased by 30% since 2020 in South Carolina.

In program year 2022-2023, the South Carolina Department on Aging as the state grantee served 145 or 77.54% of participants who were homeless or at risk for homelessness.

Resides in a rural area

In South Carolina thirty-five of the forty-six counties are consider rural or partially rural as define by the Administration for Community Living and the Older Americans Act definition of rural.

In program year 2022-2023, the the South Carolina Department on Aging as the state grantee served 22 or 11.76% participants who resided in a rural area.

County	Estimated Total Population	Population 60+	Poverty	Minority	Disability	Rural (ACL)
Abbeville	24,627	7,092	1,144	1,368	1,128	22,287
Aiken	168,301	43,513	3,681	6,168	10,348	0
Allendale	9,024	2,418	290	4,770	863	1,068
Anderson	198,064	47,683	4,678	1,211	13,599	1,068
Bamberg	14,376	4,061	610	1,607	1,091	15,987
Barnwell	21,346	5,250	696	1,448	1,820	16,920
Beaufort	186,095	61,612	2,965	5,900	12,675	71,663
Berkeley	215,044	41,243	3,748	7,895	10,903	0
Calhoun	14,663	4,295	711	1,262	1,272	3,440
Charleston	401,165	88,524	8,641	17,909	19,539	1,738
Cherokee	56,895	12,703	1,512	1,564	3,466	43,940
Chester	32,311	8,339	1,424	1,804	2,401	0
Chesterfield	45,953	10,918	1,472	2,543	3,245	22,687
Clarendon	33,957	10,562	1,545	3,135	3,113	1,150

SC Population (2019 American Community Survey)						
Colleton	37,585	10,311	1,166	2,788	2,233	17,114
Darlington	67,027	17,005	2,527	4,374	4,815	30,455
Dillon	30,689	6,869	1,369	1,910	1,944	32,062
Dorchester	158,299	30,546	2,670	5,142	7,808	7,683
Edgefield	26,927	6,620	657	1,557	1,208	7,439
Fairfield	22,565	7,016	1,020	2,142	1,591	0
Florence	138,475	31,649	4,059	8,097	7,330	15,661
Georgetown	61,952	21,786	2,343	3,635	4,877	34,343
Greenville	507,003	108,614	9,375	13,399	25,685	0
Greenwood	70,411	16,977	2,014	3,038	4,921	69,661
Hampton	19,564	4,719	662	1,676	1,228	2,631
Horry	332,172	103,481	7,892	7,390	24,820	0
Jasper	28,657	7,577	963	1,864	1,697	0
Kershaw	65,112	16,434	2,014	2,855	4,518	7,445
Lancaster	92,308	24,847	2,325	2,814	5,363	53,105
Laurens	66,846	16,500	1,889	2,739	5,100	50,207
Lee	17,365	4,259	815	1,753	1,316	14,456
Lexington	290,278	64,228	5,082	5,180	15,722	0
McCormick	9,531	4,091	356	887	872	8,115
Marion	31,308	8,603	1,526	2,908	2,238	29,041
Marlboro	26,753	6,450	1,526	2,235	2,071	28,933
Newberry	38,194	10,095	1,785	1,758	2,585	28,000
Oconee	77,528	23,448	1,257	1,257	6,829	74,273
Orangeburg	87,687	23,405	4,011	9,016	6,003	72,203
Pickens	124,029	26,747	2,220	1,279	7,603	0
Richland	411,357	73,537	7,912	21,824	18,217	22
Saluda	20,303	5,233	585	925	1,418	15,021

SC Population (2019 American Community Survey)						
Spartanburg	307,617	68,171	6,724	9,089	10,241	0
Sumter	106,757	23,201	2,962	7,929	6,333	0
Union	27,490	7,368	870	1,451	2,230	25,224
Williamsburg	31,324	8,624	2,106	3,758	2,361	31,468
York	265,872	53,687	4,294	6,634	11,385	8,273
State Total	5,020,806	1,190,310	120,863	201,914	298,083	863,733

Has a disability

The South Carolina Department on Aging defines disability as a number of persons age 65 plus who have at least one of six disabilities as defined by the Census Bureau. This factor represents the social need factor of “physical and mental disability” as defined by the Older Americans Act. According to the 2019 American Community Survey 25% of those who are 65 and older meet the definition of having a disability.

SC Population (2019 American Community Survey)						
County	Estimated Total Population	Population 60+	Poverty	Minority	Disability	Rural (ACL)
Abbeville	24,627	7,092	1,144	1,368	1,128	22,287
Aiken	168,301	43,513	3,681	6,168	10,348	0
Allendale	9,024	2,418	290	4,770	863	1,068
Anderson	198,064	47,683	4,678	1,211	13,599	1,068
Bamberg	14,376	4,061	610	1,607	1,091	15,987
Barnwell	21,346	5,250	696	1,448	1,820	16,920
Beaufort	186,095	61,612	2,965	5,900	12,675	71,663
Berkeley	215,044	41,243	3,748	7,895	10,903	0
Calhoun	14,663	4,295	711	1,262	1,272	3,440
Charleston	401,165	88,524	8,641	17,909	19,539	1,738
Cherokee	56,895	12,703	1,512	1,564	3,466	43,940

SC Population (2019 American Community Survey)						
Chester	32,311	8,339	1,424	1,804	2,401	0
Chesterfield	45,953	10,918	1,472	2,543	3,245	22,687
Clarendon	33,957	10,562	1,545	3,135	3,113	1,150
Colleton	37,585	10,311	1,166	2,788	2,233	17,114
Darlington	67,027	17,005	2,527	4,374	4,815	30,455
Dillon	30,689	6,869	1,369	1,910	1,944	32,062
Dorchester	158,299	30,546	2,670	5,142	7,808	7,683
Edgefield	26,927	6,620	657	1,557	1,208	7,439
Fairfield	22,565	7,016	1,020	2,142	1,591	0
Florence	138,475	31,649	4,059	8,097	7,330	15,661
Georgetown	61,952	21,786	2,343	3,635	4,877	34,343
Greenville	507,003	108,614	9,375	13,399	25,685	0
Greenwood	70,411	16,977	2,014	3,038	4,921	69,661
Hampton	19,564	4,719	662	1,676	1,228	2,631
Horry	332,172	103,481	7,892	7,390	24,820	0
Jasper	28,657	7,577	963	1,864	1,697	0
Kershaw	65,112	16,434	2,014	2,855	4,518	7,445
Lancaster	92,308	24,847	2,325	2,814	5,363	53,105
Laurens	66,846	16,500	1,889	2,739	5,100	50,207
Lee	17,365	4,259	815	1,753	1,316	14,456
Lexington	290,278	64,228	5,082	5,180	15,722	0
McCormick	9,531	4,091	356	887	872	8,115
Marion	31,308	8,603	1,526	2,908	2,238	29,041
Marlboro	26,753	6,450	1,526	2,235	2,071	28,933
Newberry	38,194	10,095	1,785	1,758	2,585	28,000
Oconee	77,528	23,448	1,257	1,257	6,829	74,273
Orangeburg	87,687	23,405	4,011	9,016	6,003	72,203

SC Population (2019 American Community Survey)						
Pickens	124,029	26,747	2,220	1,279	7,603	0
Richland	411,357	73,537	7,912	21,824	18,217	22
Saluda	20,303	5,233	585	925	1,418	15,021
Spartanburg	307,617	68,171	6,724	9,089	10,241	0
Sumter	106,757	23,201	2,962	7,929	6,333	0
Union	27,490	7,368	870	1,451	2,230	25,224
Williamsburg	31,324	8,624	2,106	3,758	2,361	31,468
York	265,872	53,687	4,294	6,634	11,385	8,273
State Total	5,020,806	1,190,310	120,863	201,914	298,083	863,733

The South Carolina Department on Aging SCSEP program needs to increase outreach to meet some of the most-in-need categories areas which appear to be underserved. The areas below will be addressed over this four year plan. We will work to ensure the data is property entered into GPMS which is SCSEP Federal data system. We will work to ensure we are reaching out to those who might qualify under a most-in-need category. Those areas are:

Most-In-Need Category	Participants Served in PY 22-23	Percent Served
Veterans or qualified spouse of veterans	21	11%
Has a limited English proficiency (LEP)	135	72.19%
Has low literacy skills	129	68.98%
Has low employment prospects	162	53%
Has failed to find employment after using WIOA Title 1 services	1	.53%

5. THE STATE'S LONG-TERM STRATEGY TO IMPROVE SCSEP SERVICES, INCLUDING PLANNED LONG-TERM CHANGES TO THE DESIGN OF THE PROGRAM WITHIN THE STATE, AND PLANNED CHANGES IN THE USE OF SCSEP GRANTEES AND PROGRAM OPERATORS TO BETTER ACHIEVE THE GOALS OF THE PROGRAM. THIS MAY INCLUDE RECOMMENDATIONS TO THE DEPARTMENT AS APPROPRIATE. (20 CFR 641.302(K))

The South Carolina Department on Aging will emphasize the importance of supportive services to sub-grantees and participants. We will work with our sub-grantee to develop a workshop on the role of supportive services and their role to the successful SCSEP participant. We will continue to work with host agencies to make them more accountable for the training they provide. We will continue to offer training to the sub-recipients case managers to help them become more informed on available resources.

Many of the participants believe their training assignment is their employment. It is critical to the program's success for participants to understand unsubsidized employment is the ultimate goal of SCSEP. We believe working with participants in finding more on-the-job training is critical to the continued success of the program and may help meet the immediate needs many employers are facing.

6. THE STATE'S STRATEGY FOR CONTINUOUS IMPROVEMENT IN THE LEVEL OF PERFORMANCE FOR SCSEP PARTICIPANTS' ENTRY INTO UNSUBSIDIZED EMPLOYMENT, AND TO ACHIEVE, AT A MINIMUM, THE LEVELS SPECIFIED IN OAA SECTION 513(A)(2)(E)(II). (20 CFR 641.302(F))

South Carolina's performance levels were above average for the past two program years. Improving these levels is a consistent goal. Participant earnings and entered employment are the categories where the focus will remain. The categories measured are:

1. Entered Employment 107.9%
2. Retention 109.3%,
3. Participant Earnings 94.3%
4. Most-in-Need 98.9%

Developing and maintaining partnerships is critical to the attainment of meeting our goal. We achieve this by:

- Understanding labor market data at the state, regional, and local levels
- Working with the local educational and training programs to provide a pool of older workers to meet the demand
- Developing partnerships with a local employer
- Working with employers who can employ SCSEP Participants who would benefit from On-the-Job training.
- Engaging in activities that promote the SCSEP concept
- Provide a quarterly newsletter that highlights accomplishments
- Participating in outreach
- Providing orientations annually for host agencies
- Working with the Local Workforce Development Areas (LWDA) in establishing new protocols as appropriate
- Provide computer skills training to participants so they can access online tools for employment opportunities and resources
- Provide supportive services to help ensure participants can function optimally during the training session
- Closely monitor the participants' progress and make changes as appropriate

C. LOCATION AND POPULATION SERVED, INCLUDING EQUITABLE DISTRIBUTION

1. A DESCRIPTION OF THE LOCALITIES AND POPULATIONS FOR WHICH PROJECTS OF THE TYPE AUTHORIZED BY TITLE V ARE MOST NEEDED. (20 CFR 641.325 (D))

Ten Poorest Counties in South Carolina

South Carolina has 46 counties. The ten poorest counties in the states are listed below. The South Carolina Department on Aging has 2 of the 10 poorest counties in our service area. The National Contactors provide services to the other 8 counties. Most of the poorest counties are located in South Carolina’s promise zone area and the top 20 poorest areas in the United States access additional grants and funds to help with employment. These counties include Allendale, Bamberg, Barnwell, and Hampton Counties. The remaining counties are located in South Carolina’s “Corridor of Shame”. The Corridor of Shame is a strip of poor, rural areas along Interstate 95. The Corridor of Shame, although unofficially defined, consists of 17 counties with 7 of these counties, Bamberg, Dillon, Hampton, Lee, Marlboro, Orangeburg, and Williamsburg in the top ten poorest counties in South Carolina.

County	Total Population	60+	Poverty	Minority	Median Income
Allendale**	9,024	2,418	3,681	1,211	\$31,262
Marion*	31,308	8,603	1,715	2,908	\$37,534
Orangeburg**	87,687	23,405	4,011	9,016	\$39,832
Dillon*	30,689	6,869	1,369	1,910	\$39,613
Lee**	17,365	4,259	815	1,753	\$39,125
Bamberg**	14,376	4,061	610	1,607	\$37,906
Marlboro**	26,753	6,450	1,526	2,235	\$38,254
Hampton**	19,564	4,719	662	1,676	\$41,281
Barnwell**	21,346	5,250	1,111	1,448	\$42,265
Williamsburg**	31,324	8,624	2,106	3,758	\$40,235

Source: 2019 American Community Survey

*South Carolina Department on Aging County

** State Grantee County

2. LIST THE CITIES AND COUNTIES WHERE THE PROJECT WILL BE CONDUCTED. INCLUDE THE NUMBER OF SCSEP AUTHORIZED POSITIONS AND INDICATE WHERE THE POSITIONS CHANGED FROM THE PRIOR YEAR.

The State of South Carolina was award a total of 433 SCSEP Slots in Program Year 2023-2024. There has not been significant change in the distribution of SCSEP state slots during the last 4 years. The equitable distribution information has not been received for the Program Year 2023-2024 program year.

Region	Counties	Slots
Appalachia	Anderson*,Cherokee*, Greenville*, Spartanburg*, Oconee, and Pickens*	129
Upper Savannah	Abbeville, Edgefield, Greenwood, Laurens, McCormick and Saluda	31
Catawba	Chester, Lancaster, York and Union	38
Central Midlands	Fairfield, Lexington*, Newberry and Richland*	65
Lower Savannah	Aiken, Allendale, Bamberg, Barnwell, Calhoun, and Orangeburg	22
Santee-Lynches	Clarendon, Kershaw*, Lee and Sumter*	12
Pee Dee	Chesterfield*, Darlington*, Dillon*, Florence*, Marion*, and Marlboro	22
Waccamaw	Georgetown*, Horry*, and Williamsburg	20
Trident	Berkeley, Charleston, and Dorchester	67
Lowcountry	Beaufort, Colleton, Hampton and Jasper	27

*South Carolina Department on Aging Counties

3. DESCRIBE CURRENT SLOT IMBALANCES AND PROPOSED STEPS TO CORRECT INEQUITIES TO ACHIEVE EQUITABLE DISTRIBUTION.

There don't appear any slot imbalances in South Carolina state slots. National slot imbalances will be addressed as the state and national grantees meet and review future data.

4. THE STATE'S LONG-TERM STRATEGY FOR ACHIEVING AN EQUITABLE DISTRIBUTION OF SCSEP POSITIONS WITHIN THE STATE THAT:

A. MOVES POSITIONS FROM OVER-SERVED TO UNDERSERVED LOCATIONS WITHIN THE STATE IN COMPLIANCE WITH 20 CFR 641.365.

South Carolina Department on Aging (SCDOA) has had consistency in implementing SCSEP for the past 10 years which has created a sense of stability for both the grantee and the participants. Currently, South Carolina has one sub-grantee, Goodwill Industries of the Upstate/Midlands, SC, Inc. There are two national grantees in the State, Goodwill International and Palmetto Goodwill.

SCDOA will again develop a plan that will address new census data or other reliable data that indicates there has been a shift in the location of eligible populations or when there is over-enrollment for any other reason. The plan will discuss the need for a gradual shift in positions to accomplish equitable distribution. It will include instructions for transferring slots along with specific language that defines the criteria to warrant the transfer. Additionally, the plan will stipulate, that grantees must submit, in writing, any proposed changes in distribution that occur after the submission of the equitable distribution report. The plan will also instruct all grantees to coordinate any proposed changes to the South Carolina Department on Aging for approval.

The request for the Department of Labor’s approval must include the comments of the State SCSEP Director, which the Department of Labor will consider in making the decision. Conversely, before any changes are made the national and state grantees must meet to discuss proposed changes. Additionally, current data will be reviewed to ensure urban and rural areas are being served equitably as well as individuals afforded priority for service under 20 CFR 641.520. SCDOA will develop a calendar to convene SCSEP providers once a quarter. Meeting agendas will be developed by the attendees. Once again, sharing information consistently will be critical to ensuring equitable distribution issues are addressed in a deliberate and timely manner. Equitable distribution strategies should improve with increased emphasis on the SCSEP grantees acting in a more coordinated fashion.

B. EQUITABLY SERVES RURAL AND URBAN AREAS.

Distribution of Eligible Rural, Greatest Economic Need, Minorities, Limited English Proficiency and Greatest Social Need

County	Estimated Total Population	Population 60+	Poverty	Minority	Disability	Rural (ACL)
Abbeville	24,627	7,092	1,144	1,368	1,128	22,287
Aiken	168,301	43,513	3,681	6,168	10,348	0
Allendale	9,024	2,418	290	4,770	863	1,068
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Berkeley	215,044	41,243	3,748	7,895	10,903	0

SC Population (2019 American Community Survey)						
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Chester	32,311	8,339	1,424	1,804	2,401	0
Chesterfield	45,953	10,918	1,472	2,543	3,245	22,687
Clarendon	33,957	10,562	1,545	3,135	3,113	1,150
Colleton	37,585	10,311	1,166	2,788	2,233	17,114
Darlington	67,027	17,005	2,527	4,374	4,815	30,455
Dillon	30,689	6,869	1,369	1,910	1,944	32,062
Dorchester	158,299	30,546	2,670	5,142	7,808	7,683
Edgefield	26,927	6,620	657	1,557	1,208	7,439
Fairfield	22,565	7,016	1,020	2,142	1,591	0
Florence	138,475	31,649	4,059	8,097	7,330	15,661
Georgetown	61,952	21,786	2,343	3,635	4,877	34,343
Greenville	507,003	108,614	9,375	13,399	25,685	0
Greenwood	70,411	16,977	2,014	3,038	4,921	69,661
Hampton	19,564	4,719	662	1,676	1,228	2,631
Horry	332,172	103,481	7,892	7,390	24,820	0
Jasper	28,657	7,577	963	1,864	1,697	0
Kershaw	65,112	16,434	2,014	2,855	4,518	7,445
Lancaster	92,308	24,847	2,325	2,814	5,363	53,105
Laurens	66,846	16,500	1,889	2,739	5,100	50,207
Lee	17,365	4,259	815	1,753	1,316	14,456
Lexington	290,278	64,228	5,082	5,180	15,722	0
McCormick	9,531	4,091	356	887	872	8,115
Marion	31,308	8,603	1,526	2,908	2,238	29,041
Marlboro	26,753	6,450	1,526	2,235	2,071	28,933

SC Population (2019 American Community Survey)						
Newberry	38,194	10,095	1,785	1,758	2,585	28,000
Oconee	77,528	23,448	1,257	1,257	6,829	74,273
Orangeburg	87,687	23,405	4,011	9,016	6,003	72,203
Pickens	124,029	26,747	2,220	1,279	7,603	0
Richland	411,357	73,537	7,912	21,824	18,217	22
Saluda	20,303	5,233	585	925	1,418	15,021
Spartanburg	307,617	68,171	6,724	9,089	10,241	0
Sumter	106,757	23,201	2,962	7,929	6,333	0
Union	27,490	7,368	870	1,451	2,230	25,224
Williamsburg	31,324	8,624	2,106	3,758	2,361	31,468
York	265,872	53,687	4,294	6,634	11,385	8,273
State Total	5,020,806	1,190,310	120,863	201,914	298,083	863,733

C. SERVES INDIVIDUALS AFFORDED PRIORITY FOR SERVICE UNDER 20 CFR 641.520. (20 CFR 641.302(A), 641.365, 641.520)

Distribution of Eligible Rural, Greatest Economic Need, Minorities, Limited English Proficiency and Greatest Social Need

SC Population (2019 American Community Survey)						
County	Estimated Total Population	Population 60+	Poverty	Minority	Disability	Rural (ACL)
Abbeville	24,627	7,092	1,144	1,368	1,128	22,287
Aiken	168,301	43,513	3,681	6,168	10,348	0
Allendale	9,024	2,418	290	4,770	863	1,068
Anderson	198,064	47,683	4,678	1,211	13,599	1,068
Bamberg	14,376	4,061	610	1,607	1,091	15,987

SC Population (2019 American Community Survey)						
Barnwell	21,346	5,250	696	1,448	1,820	16,920
Beaufort	186,095	61,612	2,965	5,900	12,675	71,663
Berkeley	215,044	41,243	3,748	7,895	10,903	0
Calhoun	14,663	4,295	711	1,262	1,272	3,440
Charleston	401,165	88,524	8,641	17,909	19,539	1,738
Cherokee	56,895	12,703	1,512	1,564	3,466	43,940
Chester	32,311	8,339	1,424	1,804	2,401	0
Chesterfield	45,953	10,918	1,472	2,543	3,245	22,687
Clarendon	33,957	10,562	1,545	3,135	3,113	1,150
Colleton	37,585	10,311	1,166	2,788	2,233	17,114
Darlington	67,027	17,005	2,527	4,374	4,815	30,455
Dillon	30,689	6,869	1,369	1,910	1,944	32,062
Dorchester	158,299	30,546	2,670	5,142	7,808	7,683
Edgefield	26,927	6,620	657	1,557	1,208	7,439
Fairfield	22,565	7,016	1,020	2,142	1,591	0
Florence	138,475	31,649	4,059	8,097	7,330	15,661
Georgetown	61,952	21,786	2,343	3,635	4,877	34,343
Greenville	507,003	108,614	9,375	13,399	25,685	0
Greenwood	70,411	16,977	2,014	3,038	4,921	69,661
Hampton	19,564	4,719	662	1,676	1,228	2,631
Horry	332,172	103,481	7,892	7,390	24,820	0
Jasper	28,657	7,577	963	1,864	1,697	0
Kershaw	65,112	16,434	2,014	2,855	4,518	7,445
Lancaster	92,308	24,847	2,325	2,814	5,363	53,105
Laurens	66,846	16,500	1,889	2,739	5,100	50,207
Lee	17,365	4,259	815	1,753	1,316	14,456
Lexington	290,278	64,228	5,082	5,180	15,722	0

SC Population (2019 American Community Survey)						
McCormick	9,531	4,091	356	887	872	8,115
Marion	31,308	8,603	1,526	2,908	2,238	29,041
Marlboro	26,753	6,450	1,526	2,235	2,071	28,933
Newberry	38,194	10,095	1,785	1,758	2,585	28,000
Oconee	77,528	23,448	1,257	1,257	6,829	74,273
Orangeburg	87,687	23,405	4,011	9,016	6,003	72,203
Pickens	124,029	26,747	2,220	1,279	7,603	0
Richland	411,357	73,537	7,912	21,824	18,217	22
Saluda	20,303	5,233	585	925	1,418	15,021
Spartanburg	307,617	68,171	6,724	9,089	10,241	0
Sumter	106,757	23,201	2,962	7,929	6,333	0
Union	27,490	7,368	870	1,451	2,230	25,224
Williamsburg	31,324	8,624	2,106	3,758	2,361	31,468
York	265,872	53,687	4,294	6,634	11,385	8,273
State Total	5,020,806	1,190,310	120,863	201,914	298,083	863,733

5. THE RATIO OF ELIGIBLE INDIVIDUALS IN EACH SERVICE AREA TO THE TOTAL ELIGIBLE POPULATION IN THE STATE. (20 CFR 641.325(A))

Ratio of Eligible SCSEP Participants

The percentage of eligible seniors receiving services is .36%.

PSA	Region	Total Pop	60+	60+ Pov	SCSEP Slots
1	Appalachia	1,271,136	287,366	26,414	129
2	Upper Savannah	218,645	56,513	6,645	31
3	Catawba	417,981	94,240	8,913	38
4	Central Midlands	762,394	154,876	15,498	65
5	Lower Savannah	315,397	82,942	9,999	22
6	Santee-Lynches	223,191	54,456	7,570	12
7	Pee Dee	340,205	81,494	12,668	22

PSA	Region	Total Pop	60+	60+ Pov	SCSEP Slots
8	Waccamaw	425,448	133,891	12,341	20
9	Trident	774,508	160,313	15,059	67
10	Lowcountry	271,901	84,219	5,756	27
Total	South Carolina	5,020,806	1,190,310	120,863	433

6. THE RELATIVE DISTRIBUTION OF ELIGIBLE INDIVIDUALS WHO:

A. RESIDE IN URBAN AND RURAL AREAS WITHIN THE STATE

Distribution of Eligible Rural, Greatest Economic Need, Minorities, Limited English Proficiency and Greatest Social Need

County	Estimated Total Population	Population 60+	Poverty	Minority	Disability	Rural (ACL)
Abbeville	24,627	7,092	1,144	1,368	1,128	22,287
Aiken	168,301	43,513	3,681	6,168	10,348	0
Allendale	9,024	2,418	290	4,770	863	1,068
Anderson	198,064	47,683	4,678	1,211	13,599	1,068
Bamberg	14,376	4,061	610	1,607	1,091	15,987
Barnwell	21,346	5,250	696	1,448	1,820	16,920
Beaufort	186,095	61,612	2,965	5,900	12,675	71,663
Berkeley	215,044	41,243	3,748	7,895	10,903	0
Calhoun	14,663	4,295	711	1,262	1,272	3,440
Charleston	401,165	88,524	8,641	17,909	19,539	1,738
Cherokee	56,895	12,703	1,512	1,564	3,466	43,940
Chester	32,311	8,339	1,424	1,804	2,401	0
Chesterfield	45,953	10,918	1,472	2,543	3,245	22,687
Clarendon	33,957	10,562	1,545	3,135	3,113	1,150
Colleton	37,585	10,311	1,166	2,788	2,233	17,114
Darlington	67,027	17,005	2,527	4,374	4,815	30,455
Dillon	30,689	6,869	1,369	1,910	1,944	32,062

SC Population (2019 American Community Survey)						
Dorchester	158,299	30,546	2,670	5,142	7,808	7,683
Edgefield	26,927	6,620	657	1,557	1,208	7,439
Fairfield	22,565	7,016	1,020	2,142	1,591	0
Florence	138,475	31,649	4,059	8,097	7,330	15,661
Georgetown	61,952	21,786	2,343	3,635	4,877	34,343
Greenville	507,003	108,614	9,375	13,399	25,685	0
Greenwood	70,411	16,977	2,014	3,038	4,921	69,661
Hampton	19,564	4,719	662	1,676	1,228	2,631
Horry	332,172	103,481	7,892	7,390	24,820	0
Jasper	28,657	7,577	963	1,864	1,697	0
Kershaw	65,112	16,434	2,014	2,855	4,518	7,445
Lancaster	92,308	24,847	2,325	2,814	5,363	53,105
Laurens	66,846	16,500	1,889	2,739	5,100	50,207
Lee	17,365	4,259	815	1,753	1,316	14,456
Lexington	290,278	64,228	5,082	5,180	15,722	0
McCormick	9,531	4,091	356	887	872	8,115
Marion	31,308	8,603	1,526	2,908	2,238	29,041
Marlboro	26,753	6,450	1,526	2,235	2,071	28,933
Newberry	38,194	10,095	1,785	1,758	2,585	28,000
Oconee	77,528	23,448	1,257	1,257	6,829	74,273
Orangeburg	87,687	23,405	4,011	9,016	6,003	72,203
Pickens	124,029	26,747	2,220	1,279	7,603	0
Richland	411,357	73,537	7,912	21,824	18,217	22
Saluda	20,303	5,233	585	925	1,418	15,021
Spartanburg	307,617	68,171	6,724	9,089	10,241	0
Sumter	106,757	23,201	2,962	7,929	6,333	0
Union	27,490	7,368	870	1,451	2,230	25,224

SC Population (2019 American Community Survey)						
Williamsburg	31,324	8,624	2,106	3,758	2,361	31,468
York	265,872	53,687	4,294	6,634	11,385	8,273
State Total	5,020,806	1,190,310	120,863	201,914	298,083	863,733

B. HAVE THE GREATEST ECONOMIC NEED

Distribution of Eligible Rural, Greatest Economic Need, Minorities, Limited English Proficiency and Greatest Social Need

SC Population (2019 American Community Survey)						
County	Estimated Total Population	Population 60+	Poverty	Minority	Disability	Rural (ACL)
Abbeville	24,627	7,092	1,144	1,368	1,128	22,287
Aiken	168,301	43,513	3,681	6,168	10,348	0
Allendale	9,024	2,418	290	4,770	863	1,068
Anderson	198,064	47,683	4,678	1,211	13,599	1,068
Bamberg	14,376	4,061	610	1,607	1,091	15,987
Barnwell	21,346	5,250	696	1,448	1,820	16,920
Beaufort	186,095	61,612	2,965	5,900	12,675	71,663
Berkeley	215,044	41,243	3,748	7,895	10,903	0
Calhoun	14,663	4,295	711	1,262	1,272	3,440
Charleston	401,165	88,524	8,641	17,909	19,539	1,738
Cherokee	56,895	12,703	1,512	1,564	3,466	43,940
Chester	32,311	8,339	1,424	1,804	2,401	0
Chesterfield	45,953	10,918	1,472	2,543	3,245	22,687
Clarendon	33,957	10,562	1,545	3,135	3,113	1,150
Colleton	37,585	10,311	1,166	2,788	2,233	17,114
Darlington	67,027	17,005	2,527	4,374	4,815	30,455

SC Population (2019 American Community Survey)						
Dillon	30,689	6,869	1,369	1,910	1,944	32,062
Dorchester	158,299	30,546	2,670	5,142	7,808	7,683
Edgefield	26,927	6,620	657	1,557	1,208	7,439
Fairfield	22,565	7,016	1,020	2,142	1,591	0
Florence	138,475	31,649	4,059	8,097	7,330	15,661
Georgetown	61,952	21,786	2,343	3,635	4,877	34,343
Greenville	507,003	108,614	9,375	13,399	25,685	0
Greenwood	70,411	16,977	2,014	3,038	4,921	69,661
Hampton	19,564	4,719	662	1,676	1,228	2,631
Horry	332,172	103,481	7,892	7,390	24,820	0
Jasper	28,657	7,577	963	1,864	1,697	0
Kershaw	65,112	16,434	2,014	2,855	4,518	7,445
Lancaster	92,308	24,847	2,325	2,814	5,363	53,105
Laurens	66,846	16,500	1,889	2,739	5,100	50,207
Lee	17,365	4,259	815	1,753	1,316	14,456
Lexington	290,278	64,228	5,082	5,180	15,722	0
McCormick	9,531	4,091	356	887	872	8,115
Marion	31,308	8,603	1,526	2,908	2,238	29,041
Marlboro	26,753	6,450	1,526	2,235	2,071	28,933
Newberry	38,194	10,095	1,785	1,758	2,585	28,000
Oconee	77,528	23,448	1,257	1,257	6,829	74,273
Orangeburg	87,687	23,405	4,011	9,016	6,003	72,203
Pickens	124,029	26,747	2,220	1,279	7,603	0
Richland	411,357	73,537	7,912	21,824	18,217	22
Saluda	20,303	5,233	585	925	1,418	15,021
Spartanburg	307,617	68,171	6,724	9,089	10,241	0
Sumter	106,757	23,201	2,962	7,929	6,333	0

SC Population (2019 American Community Survey)						
Union	27,490	7,368	870	1,451	2,230	25,224
Williamsburg	31,324	8,624	2,106	3,758	2,361	31,468
York	265,872	53,687	4,294	6,634	11,385	8,273
State Total	5,020,806	1,190,310	120,863	201,914	298,083	863,733

C. ARE MINORITIES

Distribution of Eligible Rural, Greatest Economic Need, Minorities, Limited English Proficiency and Greatest Social Need

SC Population (2019 American Community Survey)						
County	Estimated Total Population	Population 60+	Poverty	Minority	Disability	Rural (ACL)
Abbeville	24,627	7,092	1,144	1,368	1,128	22,287
Aiken	168,301	43,513	3,681	6,168	10,348	0
Allendale	9,024	2,418	290	4,770	863	1,068
Anderson	198,064	47,683	4,678	1,211	13,599	1,068
Bamberg	14,376	4,061	610	1,607	1,091	15,987
Barnwell	21,346	5,250	696	1,448	1,820	16,920
Beaufort	186,095	61,612	2,965	5,900	12,675	71,663
Berkeley	215,044	41,243	3,748	7,895	10,903	0
Calhoun	14,663	4,295	711	1,262	1,272	3,440
Charleston	401,165	88,524	8,641	17,909	19,539	1,738
Cherokee	56,895	12,703	1,512	1,564	3,466	43,940
Chester	32,311	8,339	1,424	1,804	2,401	0
Chesterfield	45,953	10,918	1,472	2,543	3,245	22,687
Clarendon	33,957	10,562	1,545	3,135	3,113	1,150

SC Population (2019 American Community Survey)						
Colleton	37,585	10,311	1,166	2,788	2,233	17,114
Darlington	67,027	17,005	2,527	4,374	4,815	30,455
Dillon	30,689	6,869	1,369	1,910	1,944	32,062
Dorchester	158,299	30,546	2,670	5,142	7,808	7,683
Edgefield	26,927	6,620	657	1,557	1,208	7,439
Fairfield	22,565	7,016	1,020	2,142	1,591	0
Florence	138,475	31,649	4,059	8,097	7,330	15,661
Georgetown	61,952	21,786	2,343	3,635	4,877	34,343
Greenville	507,003	108,614	9,375	13,399	25,685	0
Greenwood	70,411	16,977	2,014	3,038	4,921	69,661
Hampton	19,564	4,719	662	1,676	1,228	2,631
Horry	332,172	103,481	7,892	7,390	24,820	0
Jasper	28,657	7,577	963	1,864	1,697	0
Kershaw	65,112	16,434	2,014	2,855	4,518	7,445
Lancaster	92,308	24,847	2,325	2,814	5,363	53,105
Laurens	66,846	16,500	1,889	2,739	5,100	50,207
Lee	17,365	4,259	815	1,753	1,316	14,456
Lexington	290,278	64,228	5,082	5,180	15,722	0
McCormick	9,531	4,091	356	887	872	8,115
Marion	31,308	8,603	1,526	2,908	2,238	29,041
Marlboro	26,753	6,450	1,526	2,235	2,071	28,933
Newberry	38,194	10,095	1,785	1,758	2,585	28,000
Oconee	77,528	23,448	1,257	1,257	6,829	74,273
Orangeburg	87,687	23,405	4,011	9,016	6,003	72,203
Pickens	124,029	26,747	2,220	1,279	7,603	0
Richland	411,357	73,537	7,912	21,824	18,217	22
Saluda	20,303	5,233	585	925	1,418	15,021

SC Population (2019 American Community Survey)						
Spartanburg	307,617	68,171	6,724	9,089	10,241	0
Sumter	106,757	23,201	2,962	7,929	6,333	0
Union	27,490	7,368	870	1,451	2,230	25,224
Williamsburg	31,324	8,624	2,106	3,758	2,361	31,468
York	265,872	53,687	4,294	6,634	11,385	8,273
State Total	5,020,806	1,190,310	120,863	201,914	298,083	863,733

D. ARE LIMITED ENGLISH PROFICIENT

In South Carolina, there is a very small amount of Limited English Proficiency (LEP) older adults as calculate by census data.

E. HAVE THE GREATEST SOCIAL NEED. (20 CFR 641.325(B))

Distribution of Eligible Rural, Greatest Economic Need, Minorities, Limited English Proficiency and Greatest Social Need

SC Population (2019 American Community Survey)						
County	Estimated Total Population	Population 60+	Poverty	Minority	Disability	Rural (ACL)
Abbeville	24,627	7,092	1,144	1,368	1,128	22,287
Aiken	168,301	43,513	3,681	6,168	10,348	0
Allendale	9,024	2,418	290	4,770	863	1,068
Anderson	198,064	47,683	4,678	1,211	13,599	1,068
Bamberg	14,376	4,061	610	1,607	1,091	15,987
Barnwell	21,346	5,250	696	1,448	1,820	16,920
Beaufort	186,095	61,612	2,965	5,900	12,675	71,663
Berkeley	215,044	41,243	3,748	7,895	10,903	0
Calhoun	14,663	4,295	711	1,262	1,272	3,440
Charleston	401,165	88,524	8,641	17,909	19,539	1,738

SC Population (2019 American Community Survey)						
Cherokee	56,895	12,703	1,512	1,564	3,466	43,940
Chester	32,311	8,339	1,424	1,804	2,401	0
Chesterfield	45,953	10,918	1,472	2,543	3,245	22,687
Clarendon	33,957	10,562	1,545	3,135	3,113	1,150
Colleton	37,585	10,311	1,166	2,788	2,233	17,114
Darlington	67,027	17,005	2,527	4,374	4,815	30,455
Dillon	30,689	6,869	1,369	1,910	1,944	32,062
Dorchester	158,299	30,546	2,670	5,142	7,808	7,683
Edgefield	26,927	6,620	657	1,557	1,208	7,439
Fairfield	22,565	7,016	1,020	2,142	1,591	0
Florence	138,475	31,649	4,059	8,097	7,330	15,661
Georgetown	61,952	21,786	2,343	3,635	4,877	34,343
Greenville	507,003	108,614	9,375	13,399	25,685	0
Greenwood	70,411	16,977	2,014	3,038	4,921	69,661
Hampton	19,564	4,719	662	1,676	1,228	2,631
Horry	332,172	103,481	7,892	7,390	24,820	0
Jasper	28,657	7,577	963	1,864	1,697	0
Kershaw	65,112	16,434	2,014	2,855	4,518	7,445
Lancaster	92,308	24,847	2,325	2,814	5,363	53,105
Laurens	66,846	16,500	1,889	2,739	5,100	50,207
Lee	17,365	4,259	815	1,753	1,316	14,456
Lexington	290,278	64,228	5,082	5,180	15,722	0
McCormick	9,531	4,091	356	887	872	8,115
Marion	31,308	8,603	1,526	2,908	2,238	29,041
Marlboro	26,753	6,450	1,526	2,235	2,071	28,933
Newberry	38,194	10,095	1,785	1,758	2,585	28,000
Oconee	77,528	23,448	1,257	1,257	6,829	74,273

SC Population (2019 American Community Survey)						
Orangeburg	87,687	23,405	4,011	9,016	6,003	72,203
Pickens	124,029	26,747	2,220	1,279	7,603	0
Richland	411,357	73,537	7,912	21,824	18,217	22
Saluda	20,303	5,233	585	925	1,418	15,021
Spartanburg	307,617	68,171	6,724	9,089	10,241	0
Sumter	106,757	23,201	2,962	7,929	6,333	0
Union	27,490	7,368	870	1,451	2,230	25,224
Williamsburg	31,324	8,624	2,106	3,758	2,361	31,468
York	265,872	53,687	4,294	6,634	11,385	8,273
State Total	5,020,806	1,190,310	120,863	201,914	298,083	863,733

F. FORMERLY INCARCERATED INDIVIDUALS, AS DEFINED IN TEGL 17-20

The South Carolina Department on Aging SCSEP State sub-recipient has not currently served any formerly incarcerated individuals based on the data in GPMS. There is a goal to meet with the SC Department of Corrections and the SC Department of Probation, Parole, and Pardons to identify ways we can work together to get referrals for formerly incarcerated individuals.

7. A DESCRIPTION OF THE STEPS TAKEN TO AVOID DISRUPTIONS TO THE GREATEST EXTENT POSSIBLE, WHEN POSITIONS ARE REDISTRIBUTED, AS PROVIDED IN 20 CFR 641.365; WHEN NEW CENSUS OR OTHER RELIABLE DATA BECOME AVAILABLE; OR WHEN THERE IS OVER-ENROLLMENT FOR ANY OTHER REASON. (20 CFR 641.325(I), 641.302(B))

The SCDOA will work with the sub-recipient and other WIOA partners to limit the impact of any disruption related to the redistribution of slots when the new Census is available. In SC, the rural areas continue to lose population and the more urban areas continue to grow. The areas around the coast of SC such as Horry and Beaufort Counties have the highest senior population percentage at 31%.

PERFORMANCE INDICATOR APPENDIX

ALL WIOA CORE PROGRAMS

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES - ADULT PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the

Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	77.9		77.9	
Employment (Fourth Quarter After Exit)	75.7		75.7	
Median Earnings (Second Quarter After Exit)	\$6,525		\$6,525	
Credential Attainment Rate	67.5		67.5	

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Measurable Skill Gains	60.1		60.1	
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES - DISLOCATED PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a

reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	80.9		80.9	
Employment (Fourth Quarter After Exit)	78.3		78.3	
Median Earnings (Second Quarter After Exit)	\$7,935		\$7,935	
Credential Attainment Rate	65.6		65.6	
Measurable Skill Gains	60.9		60.9	
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES - YOUTH PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available

to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	74.2		74.2	
Employment (Fourth Quarter After Exit)	70.4		70.4	
Median Earnings (Second Quarter After Exit)	\$3,622		\$3,622	
Credential Attainment Rate	59.7		59.7	
Measurable Skill Gains	53.9		53.9	
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

WAGNER-PEYSER ACT - WAGNER PEYSER PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment

Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021

will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	63.5		63.5	
Employment (Fourth Quarter After Exit)	62.8		62.8	
Median Earnings (Second Quarter After Exit)	\$5,461		\$5,461	
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM - ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	33.0%		35.0%	
Employment (Fourth Quarter After Exit)	34.0%		36.0%	
Median Earnings (Second Quarter After Exit)	3,300.00		3,350.00	
Credential Attainment Rate	41.0%		42.0%	
Measurable Skill Gains	41.0%		42.0%	

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

VOCATIONAL REHABILITATION PROGRAM (COMBINED OR GENERAL) - VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Each State VR program must submit expected levels of performance in its Unified or Combined State Plan and in the two-year modification of that plan. Expected levels of performance for the first two years of a state plan must be submitted in the initial submission of the Unified or Combined State Plan and in the initial submission of the two-year modification of that Plan, for years three and four, as described in 34 CFR § 361.170(a). Expected levels of performance must be stated to the nearest tenth of a percent (XX.X %) or to the nearest whole dollar for median earnings. State VR programs are reminded that the expected levels of performance must be published for public comment prior to plan submission in accordance with state law, regulation, and policy.

After the Unified or Combined State Plan submission, each State VR program must reach agreement with RSA on the negotiated levels of performance for the indicators for each of the first two years of the Unified or Combined State Plan (or for the third and fourth years of the Unified or Combined State Plan during the required two-year modification process) in accordance with WIOA section 116(b)(3)(A)(iv).

RSA will use its statistical adjustment model to derive pre-program year estimated levels of performance for each indicator. Each State VR program and RSA will consider the negotiation factors outlined in WIOA section 116(b)(3)(A)(v) during the negotiation process. Once negotiated levels of performance are agreed upon, each State VR program must incorporate the negotiated levels of performance into the Unified or Combined State Plan and the two-year modification of that plan prior to the plan's approval (section 116(b)(3)(A)(iv) of WIOA).

Effectiveness in Serving Employers

In the final rule implementing WIOA, the Departments indicated that they would initially implement this indicator in the form of a pilot to test the feasibility and rigor of three proposed approaches. During Program Year (PY) 2022, the Departments initiated the rulemaking process to establish a standard definition of Effectiveness in Serving Employers. States will continue to report two of three proposed approaches until the Departments issue the final rule and implement the indicator.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	65.7%	65.7%	65.8%	65.8%

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Fourth Quarter After Exit)	61.7%	61.7%	61.8%	61.8%
Median Earnings (Second Quarter After Exit)	\$6,112	\$6,112	\$6,234	\$6,234
Credential Attainment Rate	42.7%	42.7%	44.8%	44.8%
Measurable Skill Gains	52.3%	52.3%	54.9%	54.9%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

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The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

VOCATIONAL REHABILITATION PROGRAM (BLIND) - VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Each State VR program must submit expected levels of performance in its Unified or Combined State Plan and in the two-year modification of that plan. Expected levels of performance for the first two years of a state plan must be submitted in the initial submission of the Unified or Combined State Plan and in the initial submission of the two-year modification of that Plan, for years three and four, as described in 34 CFR § 361.170(a). Expected levels of performance must be stated to the nearest tenth of a percent (XX.X %) or to the nearest whole dollar for median earnings. State VR programs are reminded that the expected levels of performance must be published for public comment prior to plan submission in accordance with state law, regulation, and policy.

After the Unified or Combined State Plan submission, each State VR program must reach agreement with RSA on the negotiated levels of performance for the indicators for each of the first two years of the Unified or Combined State Plan (or for the third and fourth years of the Unified or Combined State Plan during the required two-year modification process) in accordance with WIOA section 116(b)(3)(A)(iv).

RSA will use its statistical adjustment model to derive pre-program year estimated levels of performance for each indicator. Each State VR program and RSA will consider the negotiation factors outlined in WIOA section 116(b)(3)(A)(v) during the negotiation process. Once negotiated levels of performance are agreed upon, each State VR program must incorporate the negotiated levels of performance into the Unified or Combined State Plan and the two-year modification of that plan prior to the plan's approval (section 116(b)(3)(A)(iv) of WIOA).

Effectiveness in Serving Employers

In the final rule implementing WIOA, the Departments indicated that they would initially implement this indicator in the form of a pilot to test the feasibility and rigor of three proposed approaches. During Program Year (PY) 2022, the Departments initiated the rulemaking process to establish a standard definition of Effectiveness in Serving Employers. States will continue to report two of three proposed approaches until the Departments issue the final rule and implement the indicator.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	65.7%	65.7%	65.8%	65.8%
Employment (Fourth Quarter After Exit)	61.7%	61.7%	61.8%	61.8%
Median Earnings (Second Quarter After Exit)	\$6,112	\$6,112	\$6,234	\$6,234
Credential Attainment Rate	42.7%	42.7%	44.8%	44.8%
Measurable Skill Gains	52.3%	52.3%	54.9%	54.9%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

ADDITIONAL INDICATORS OF PERFORMANCE

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Additional Indicators of Performance
Not applicable.

OTHER APPENDICES

Not applicable.