SC WORKS | BRINGING EMPLOYERS
AND JOB SEEKERS TOGETHER
WORKLINK
ANDERSON·OCONEE·PICKENS

WORKFORCE DEVELOPMENT BOARD
OneStop Operations Committee
January 23, 2019 at 3:00pm
SC Works Clemson Comprehensive Center, Large Conference Room

AGENDA

I.   **Call to Order/Introductions**   Ed Parris, Chair

II. **Approval of Minutes (8/22/18)***   Ed Parris

III. **PY18 Reports**
     a. Business/Employer Services Reports   Meredith Durham, Staff
     b. SC Works System   Eckerd Staff
     c. WIOA Adult/DW Program
     d. Financial

IV. **New Business**
     a. Mod 2 - Adult/DW Program Budget*   Eckerd Staff
     b. WIOA Q1 Performance Reports   Windy Graham, Staff
     c. ETPL Applications*
     d. 5th Industry Cluster   Jennifer Kelly, Staff
     e. MOU/Cost Allocation Plan
     f. PY18 Monitoring - EWDS

V.   **Old Business**
     a. PY18 Request for Proposals*   Jennifer Kelly
         i.   Adult/DW Program Services
         ii. OneStop Operator
     b. Transportation Grant
     c. Technology Grant
     d. Strategic Plan

VI. **Other Business**

VII. **Adjourn**   Ed Parris

| **Next OneStop Operations Committee Meeting** |
| March 20, 2019 at 3pm |
| Clemson SC Works Center |

WORKFORCE DEVELOPMENT BOARD
OneStop Operations Committee Meeting Minutes
August 22, 2018 @ 3:00pm
SC Works Clemson Comprehensive Center, Large Conference Room

Members Present
Ed Parris, Chair   Danny Brothers   David Bowers   Teri Gilstrap (via telephone)

Members Absent:
Brooke Garren   Amanda Blanton

Staff Present:
Jennifer Kelly   Windy Graham   Trent Acker

Guests Present:
Renee Alexander   Karen Hamrick

I.   **Welcome and Introductions**
   Chair Ed Parris officially called the meeting to order at 3:01 pm welcoming everyone in attendance
   and announced the meeting being recorded for processing of minutes. Introductions were made of
   everyone in attendance.

II.   **Approval of 5-23-18 Meeting Minutes**
   The minutes from the 5/23/18 meeting were emailed to committee members and included in the
   meeting packet. Chair Parris called for corrections/amendments to the minutes or a motion to
   approve.

   **ACTION TAKEN: Danny Brothers made a motion to approve the minutes, seconded by David
   Bowers. The motion carried unanimously.**

III. **PY'17 Reports & New PY18 Reports**
   a. Business Services Reports
      Mr. Acker referred to page 5, which shows final expenditures of $210,605.86 for the second round
      of IWT funding in PY'16 (16IWT01-02). The PY'16 and PY'17 Rapid Response IWT grants were also
      listed on page 5. Page 6 shows the PY'17 IWT grant with a balance of $141,133.90.

      The On-the-Job Training summary was listed on page 7. There are currently 5 contracts with
      Advanced Machining (1), J. Davis Construction (1), and Michelin (3). Meredith Durham continues
      to reach out to employers for the potential of OJT contracts.

b. SC Works System

Ms. Karen Hamrick referred to page 8 to highlight year-to-date activities in the SC Works Centers. As of June 2018, 19,524 individuals have visited an SC Works Center, there have been 849 workshops, and 594 referrals to partners. Ms. Hamrick reported that page 9 shows there have been 263 hiring events and 2,124 jobseekers in attendance at those events. Rapid Response Activities are also shown, with Alice Manufacturing being the most recent event. Page 10 shows a snapshot of demographics of WIOA participants.

Ms. Hamrick referred to page 13, which shows that 2,455 individuals have visted an SC Works Center in July 2018. There have been 43 workshops with 118 in attendance during the month of July. Page 14 shows that there were 21 hiring events with 106 jobseekers in attendance during July 2018.

i. WIOA Success Story Awards

Mr. Trent Acker stated that Anderson County will be holding an event in December that will recognize workforce success stories. A Youth and Adult/DW participant will be awarded. Candidates will be identified and their stories will be shared with the OneStop Operations Committee to vote on, in order to choose a winner.

ii. Technology Grant

Mr. Acker stated that the State Workforce Board approved a Technology Grant in the amount of $1,500,000 for technology upgrades in the SC Works centers. WorkLink will submit their proposal to DEW on September 7, 2018.

iii. Janitorial Services RFQ

Mr. Acker noted that the current janitorial contract will end soon. An RFQ will be released in the next few weeks.

iv. Active Shooter Staff Training Day

Ms. Hamrick has set up an Active Shooter Staff Training with Pickens County Sherriff Department on September 7, 2018. All WorkLink SC Works centers will be closing early on the 7th. A notification of closing has been posted in all centers and online.

c. WIOA Adult/DW Program

Ms. Renee Alexander reported on specifics of WIOA participants. Ms. Alexander referred to page 10, which shows a snapshot of participant demographics. There have been 234 WIOA enrollments through June 2018. Page 12 shows program outcomes and follow up services: 146 individuals gained employment, 74 gained a credential, and 114 achieved a measurable skills gain. The biggest training provider is Tri County Technical College with 30 participants. $148,685 of Tri County Technical College's funds has been utilized. Ms. Alexander referred to pages 15-17 for participant demographics and WIOA Career, Training, and Follow-Up Services reports for July 2018.

d. Financial

Ms. Renee Alexander summarized the June 2018 expenditures.

- Regular Adult Training Budget is expended at 97.9%
- Dislocated Worker Training budget is expended at 83%
- Operator Adult budget is expended at 93.1%
- Operator Dislocated Worker budget is expended at 98.3%

Ms. Jennifer Kelly pointed to pages 22-41, which shows a letter of intent and anticipated budgets for the PY '18 WIOA Operator and Adult/DW Program Services. The full amount from DEW will not be available until October 1st, 2018. The budgets listed in the packet are what Eckerd Connects will follow until the final award is given. Eckerd is anticipating a total budget amount of $740,000 for the Adult/DW Program and $85,000 for Operator in PY '18.

Ms. Renee Alexander summarized the July 2018 expenditures.

- Regular Adult Training Budget is expended at 8.6%
- Dislocated Worker Training budget is expended at 5.7%
- Operator Adult budget is expended at 7.5%
- Operator Dislocated Worker budget is expended at 7.5%

IV. New Business

a. WIOA Q3 Performance Reports

Ms. Windy Graham referred to pages 42-43 to highlight the PY'17 WIOA 3rd Quarter Performance Reports. Ms. Graham stated that WorkLink is meeting or exceeding each performance measure listed in the reports. The WIOA Performance Goals for PY '18 and '19 were listed on page 44. Ms. Graham also reported the 4th Quarter Performance Reports to the committee members.

b. Self Sufficiency Wage

Ms. Graham stated that previously the One Stop Operations Committee decided that the self sufficiency wage rate was $12.47. Mr. Acker and Ms. Graham stated that the committee has the option to lower the self sufficiency wage rate from $12.47 to $12.32. Wages will be negotiated with the Department of Employment and Workforce. The current self sufficiency wage rate was established from a United Way wage study. The One Stop Operations Committee agreed to keep the self sufficiency wage rate at $12.47 per hour.

c. ETPL Policy

Ms. Graham referred to pages 46-52 and stated that there are currently two policies for the ETPL: the Eligible Training Provider Policy and the policy on the appeals process. Ms. Graham recommended merging the two policies into one, as well as adding information about apprenticeships into the policy. The purpose of merging the two policies is to make information more clear to applicants applying to the ETPL.

ACTION TAKEN: Danny Brothers made a motion to combine the two existing ETPL policies into one comprehensive policy, seconded by David Bowers. The motion carried unanimously.

d. ETPL Applications
    Ms. Windy Graham reported that three training providers have applied for the Eligible Training Provider List, listed on page 45.

    SC Vocational Rehabilitation—Ms. Windy Graham stated that SC Vocational Rehabilitation applied for Heavy Equipment Operator Training. Clients who enroll in this training must be eligible for SC Vocational Rehabilitation's services and would automatically be co-enrolled with a WIOA Career Coach.

ACTION TAKEN: Danny Brothers made a motion to approve SC Vocational Rehabilitation as an eligible training provider, seconded by David Bowers. The motion carried unanimously.

   N.A.B.S. Inc.—Ms. Windy Graham stated that N.A.B.S. Inc. applied for a training to teach customers how to weave hair. N.A.B.S. Inc. was sent a denial letter based on the moratorium in place on Barbering and Cosmetology. N.A.B.S. Inc. is in the process of appealing the denial.

   Strategic Management Solutions—Ms. Windy Graham stated that Strategic Management Solutions applied for Lean Six Sigma Green Belt with Minitab training. Ms. Shaniqua Green with Strategic Management Solutions stated that she is not a training provider, but is considered a consultant. Strategic Management Solutions trains where space is available on college campuses in the Charleston area.

ACTION TAKEN: Teri Gilstrap made a motion to approve Strategic Management Solutions as an eligible training provider, seconded by Danny Brothers. The motion carried unanimously.

e. PY18 Request for Proposals
    David Bowers made a motion to go into Executive Session, second by Danny Brothers.

IV. Old Business

a. Strategic Plan
    Ms. Jennifer Kelly referred to page 54-60 for the Strategic Plan Updated Report.

    - The Business Services Integration Team and Partners will be meeting August 24, 2018.
    - WIOA Success Story posters have been printed and placed in the WorkLink SC Works Centers and will be posted at job fairs.
    - The Clemson SC Works Center has been certified as of 2017 and the certification is hanging in the lobby of the center. The Satellite Centers have not been certified, but a state workgroup has been formed in order to formalize Satellite Center standards.

b. Transporation Grant

Mr. Acker referred to page 53 for the summary of ridership and expenditures for the Transportation Grant. The total ridership total is at 43%, with a goal of 60%. The chart on page 53 shows the reason for individual ridership broken down by Training Access, Employment Access, and Maintained or Completed Training. Electric City Transit has spent 58% of the Transportation Grant funds as of August 2018.

V.   **Other Business**

Mr. Trent Acker stated that WIN is in the process of consolidating a Validation Report. Mr. Acker referred to page 61, which shows the WIN Testing in the SC Works Centers Policy. The Clemson SC Works Center will offer WIN Testing twice per month.

ACTION TAKEN: Teri Gilstrap made a motion to suspend strategies and/or goals associated with WorkKeys and WIN until further information is given, seconded by Danny Brothers. The motion carried unanimously.

VI.   **Adjourn**

With no further business, the meeting was adjourned by Chair Parris at 4:03 p.m.

Respectfully submitted by: Meredith Durham

17IWT01

Grant #	Company	Requested	Awarded	Modification	New Amount	Spent	Balance
17IWT01-01	Allegro Industries	$ 2,591.10	$ 2,591.10	$394.20	$2,985.30	$ 2,985.30	$ -
17IWT01-02	Nutra	$ 19,180.00	$ 19,180.00			$ 12,550.00	$ 6,630.00
17IWT01-03	Proper Polymers	$ 42,400.00	$ 42,400.00			$ 41,626.46	$ 773.54
17IWT01-04	Mergon	$ 93,475.00	$ 85,828.90	($394.20)	$85,434.70	$ 44,132.00	$ 41,302.70
			$ 150,000.00			$ 101,293.76	$ 48,706.24

Status
FINAL
FINAL
FINAL
FINAL

Rapid Response IWT Grants					
Grant #	Company	Awarded	Spent	Balance	Status
17RRIWT04	Siemag	$ 40,540.00	$ 39,687.00	$ 853.00	FINAL
17RRIWT10	Ideal Steel	$ 64,240.00	$ 64,240.00	$ -	FINAL
17RRIWT14	Patriot Automation	$ 53,840.00	$ 28,499.00	$25,341.00	ONGOING

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PY18 - July 1, 2018 to June 30, 2019

Jobseekers Services	Q1 2018 Jul-18	Q1 2018 Aug-18	Q1 2018 Sep-18	Q2 2018 Oct-18	Q2 2018 Nov-18	Q2 2018 Dec-18	Q3 2018 Jan-19	Q3 2018 Feb-19	Q3 2018 Mar-19	Q4 2018 Apr-19	Q4 2018 May-19	Q4 2018 Jun-19	Total
SYSTEM WIDE SERVICES													
Unduplicated Customer Count	**3204**	**2853**	**2377**	**2629**	**2204**	**2385**							**3204**
Individuals that Registered	**406**	**354**	**305**	**342**	**276**	**263**							**1946**
Anderson	216	181	137	191	151	113							989
Clemson	46	44	56	38	26	31							241
Easley	82	55	56	54	47	57							351
Seneca	62	74	56	59	52	62							365
Job Search Services	**79120**	**73265**	**53227**	**55118**	**56359**	**54856**							**371945**
Anderson	38436	39550	28958	29681	30509	26809							193943
Clemson	15276	11592	9116	9942	9141	9480							64547
Easley	12405	11237	7622	7675	8146	8440							55525
Inactive Honea Path	0	0	0	0	0	0							0
Inactive Liberty Center	14	21	16	11	0	0							62
Seneca	12991	10865	7515	7809	8563	10127							57870
CENTER-WIDE SERVICES													
Center Traffic (Total Customer Count):	**2455**	**1742**	**1352**	**1607**	**1253**	**1308**							**9717**
Anderson	1151	693	537	620	489	545							4035
Clemson	712	632	431	549	459	507							3290
Easley	161	83	81	104	44	46							519
Seneca	431	334	303	334	261	210							1873
Orientation Attendance	**33**	**80**	**70**	**47**	**83**	**30**							**343**
Workshops Offered	**43**	**44**	**37**	**42**	**40**	**30**							**236**
# Attended Employability	118	39	67	60	46	59							389
# Attended Financial Literacy	0	1	0	0	0	3							4
# Attended Computer Skills	6	10	11	3	3	6							39
Referrals to Partners:	**127**	**78**	**141**	**113**	**64**	**60**							**583**
# of Individuals Received Referral	104	73	112	103	58	54							504

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PY18 - July 1, 2018 to June 30, 2019

Employer Services	Q1 2018 Jul-18	Q1 2018 Aug-18	Q1 2018 Sep-18	Q2 2018 Oct-18	Q2 2018 Nov-18	Q2 2018 Dec-18	Q3 2018 Jan-19	Q3 2018 Feb-19	Q3 2018 Mar-19	Q4 2018 Apr-19	Q4 2018 May-19	Q4 2018 Jun-19	Total
Internal Job Orders Created	**152**	**345**	**233**	**255**	**253**	**178**							**1416**
Anderson	75	98	83	102	79	74							511
Clemson	11	70	86	93	57	44							361
Easley	28	114	25	18	70	19							274
Inactive Honea Path	1	0	0	0	0	0							1
Inactive Liberty Center	5	0	0	0	0	0							5
Seneca	32	63	39	42	47	41							264
Services Provided Employers	**1240**	**1130**	**1148**	**1303**	**927**	**864**							**6612**
Anderson	183	154	139	149	98	134							857
Clemson	954	849	870	1049	797	692							5211
Easley	20	18	6	13	8	20							85
Seneca	83	109	133	92	24	18							459
Hiring Events	**21**	**21**	**18**	**155**	**2**	**0**							**217**
Total Job Seekers	*106*	*92*	*96*	*155*	*7*	*0*							*456*
Anderson	5	1	12	0	1	0							19
Oconee	26	63	78	5	0	0							172
Pickens	75	28	6	6	1	0							116
Regional	0	0	0	1	0	0							1
Entered Employments	**98**	**80**	**106**	**94**	**79**	**93**							**550**
Anderson	8	2	7	3	5	0							25
Clemson	74	78	38	64	66	92							412
Easley	0	0	1	0	0	1							2
Seneca	16	0	60	27	8	0							111
Rapid Response Events	**0**	**2**	**0**	**0**	**0**	**0**							**2**
Total Affected	*0*	*48*	*0*	*0*	*0*	*0*							*48*
Culp Velvet Wovens	0	41	0	0	0	0							41
Sears	0	7	0	0	0	0							7

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WIOA Individualized Career Services = July 1, 2018 - June 30, 2019

Job Seeker at WIOA Enrollment

		A	O	P	Other	Total
Veterans						
	CO	8	0	3	0	11
	New	2	1	0	0	3
Offenders						
	CO	38	21	8	2	69
	New	5	1	0	1	7
TAA Co-enrolled						
	CO	0	0	1	0	1
	New	0	0	0	0	0
Adult/DW Low Income						
	CO	70	24	14	2	110
	New	7	2	0	0	9
SNAP Recipient						
	CO	32	7	8	1	48
	New	3	2	0	0	5
Basic Skills Deficient						
	CO	56	20	10	1	87
	New	4	0	2	1	7

Caseload Breakdown

	Active	Follow-up	Total
Geer	8	0	8
Hunter	61	56	117
Mason	66	63	129
Parnell	56	61	117
Snider	54	56	110
Total	**245**	**236**	**481**

Active Enrollment

	CO	December	Total
Geer	3	5	8
Hunter	55	6	61
Mason	60	6	66
Parnell	55	1	56
Simmons	49	5	54
Total	**222**	**23**	**245**

Applications

	December	YTD Total
YTD Total Determinations	29	122

Enrollment

	December	TD Planned	(+/-)
New MTD Enrolled	23	20	3
New YTD Enrolled	91	104	-13
Total YTD Participants	245		
Total YTD Exiters	52		

Priorities*	YTD Enrolled	%	Goal
1. Veterans - PAR, LI, or BSD**	2	2%	70% or More
2. PAR, LI, or BSD	65	65%	
3. Veteran	5	5%	30% or Less
4. Non-Veterans	28	28%	
Sum	100	100%	

*Applies to Adult Population Only
**PAR = Public Assistance Recipients, LI = Low Income, BSD = Basic Skills Deficient

Career Interest

In-Demand Career Cluster	December	YTD
Admin, Support, Waste Mgmt., Remediation Svcs..	1	6
Health Care and Social Assistance	8	39
Manufacturing	6	21
Professional Scientific Technical Services	1	4
Other	11	55

One-on-One Services

Activity	December	YTD
106 - Provided Internet Job Search Support/	2	10
115 - Resume Preparation Assistance	4	13
123 - Job Development Contacts	0	0

WorkKeys or WIN

	CO	New YTD	Total
Platinum	11	2	13
Gold	20	3	23
Silver	69	22	91
Bronze	21	1	22
Total	121	28	149

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BRINGING EMPLOYERS
AND JOB SEEKERS TOGETHER

PY18 - July 1, 2018 to June 30, 2019

WIOA Training and Follow-Up Services = July 1, 2018 - June 30, 2019

Recommended for Training Services

	December	YTD Total
GED	5	30
Occupational	14	74
On-the-Job Training	0	5

OJT Training Synopsis

Company Name	Location of Company	Successful	Unsuccessful	In-Progress
Advanced Machine and Fabrication	Anderson		1	
J Davis Construction	Oconee		1	
Michelin North America, Inc.	Anderson	3		
	Total Current Contracts	3	2	0
	Total Carryover	0	0	0
	Total All OJT Contracts	**5**		

Carryover equals those contracts started in PY 17 but finished in PY18

Funding Source

	October	YTD Total
Adult	0	5
Dislocated Workers	0	5

Program Outcomes and Follow-Up Services

	MTD Total	YTD Total
Entered Employment	15	76
Credential Attained (current year)	4	31
Measurable Skills Gained	19	71
Follow-Up Services Provided	85	472
Follow-Up Services Individuals	83	278

This number is hand counted from SCWOS based on follow-up summaries of each career coach.

Occupational Training by Provider

Name	Currently In Training	PY' 18 Rec'd Training
Arc Labs	0	2
Carolina Computer Training	0	2
Forrest College	1	1
Greenville Technical College	2	5
NDE	1	1
Norris Mechanical LLC	9	18
Palmetto School of Career Development	0	6
Tri-County Technical College	29	60
York Technical College	1	1
Total	**43**	**96**

Total Occupational Training by Cluster

Occupation	Total Training	PY'18 Rec'd Credential
GED/Occupational Training (324)	7	7
Admin, Support, Waste Mgmt., Remediation Svcs.	6	2
Manufacturing	9	2
Professional, Scientific, Technical Services	0	0
Health Care and Social Assistance	51	30
CDL	7	0
Heavy Equipment Operator	2	0

Funding Source PY'18 Rec'd (occupational and GED training)

WIOA Funding	YTD Total	Partner Funding	Amt Leverage YTD
Adult	218	TCTC Scholarships	$ 60,664
Dislocated Workers	27	GTC Scholarships	$ 4,485
NEG	0	Abney Foundation	$ 1,268
Trade (co-enrolled)	1	AARP	$ 483
		Other	$ -
Total	**246**		$ 66,900

Note: Some participants have rec'd more than one training or more than one funding source.

ECKERD YOUTH ALTERNATIVES, INC.

100 N. Starcrest Drive, Clearwater, FL 33765

INVOICE

Worklink Investment Board	Contract Number:	18A295H4	Adult Program	
1376 Tiger Blvd.	Invoice Number:	1055-06		
Clemson, SC 29631	Invoice Month:	12/31/2018		
Attn: Jennifer Kelly	Period Covered:	July 1, 2018 - June 30, 2019		
email: jkelly@worklinkweb.com	Total Amount Due:	$ 30,308		

Eckerd Goal:			DECEMBER 50.0%			100.0%
Line Item		**Budget Mod 1**	**1055-6**	**Cumulative Cost YTD**	**Remaining Balance**	**Percent Spent YTD**
Staff Salary Total		$ 219,693	17,886.96	104,079.32	$ 115,614.03	47.4%
Fringe Benefit Total	51xx	$ 61,269	5,055.79	28,414.46	$ 32,854.18	46.4%
TOTAL STAFF COSTS		$ 280,962	22,942.75	132,493.78	$ 148,468.21	47.2%
Operating Costs:						
1.1 Facility, Utilities	6185	$ -		-	$ -	0.0%
1.2 Staff Expendable Supplies & Materials	6000	$ 3,600	152.09	969.81	$ 2,630.19	26.9%
1.3 Program Outreach Expenses (Brochures	6735	$ 480	-	-	$ 480.00	0.0%
1.4 Copy & Print Expenses	6730	$ 2,700	-	912.54	$ 1,787.46	33.8%
1.5 Communications (Phone, Fax, Internet,	6270	$ 6,900	569.98	2,796.26	$ 4,103.74	40.5%
1.6 Staff Travel	61xx	$ 7,640	469.74	1,617.78	$ 6,022.22	21.2%
1.7 Staff Training/Technical Services Costs	5105	$ 5,200	259.33	1,258.71	$ 3,941.29	24.2%
1.8 Non-Expendable Equipment Purchases	6095	$ 1,650	-	1,410.00	$ 240.00	85.5%
1.9 Postage (Stamps, FedEx, etc)	6005	$ 750	22.88	214.64	$ 535.36	28.6%
TOTAL OPERATING COSTS		$ 28,920	1,474.02	9,179.74	$ 19,740.26	31.7%
Training Costs:						
2.3 WI Customer Credential Exam Fees (CA	6525	$ 10,700	517.85	1,484.61	$ 9,215.39	13.9%
2.6 Individual Training Account/Voucher Cos	6530	$ 414,542	1,711.56	144,221.10	$ 270,320.90	34.8%
TOTAL TRAINING COSTS		$ 425,242	2,229.41	145,705.71	$ 279,536.29	34.3%
Supportive Services Costs :						
3.11 WI Customer Transportation Costs	6485	$ 5,000	360.00	2,036.00	$ 2,964.00	40.7%
3.12 WI Customer Childcare Costs	6660	$ 900	-	-	$ 900.00	0.0%
3.14 Training Support Materials	6545/6516	$ 4,992	-	2,256.14	$ 2,735.86	45.2%
3.13 WI Customer Emergency Assistance	6596	$ 1,000	-	-	$ 1,000.00	0.0%
TOTAL SUPPORTIVE SERVICES COSTS		$ 11,892	360.00	4,292.14	$ 7,599.86	36.1%
Training/Professional Fees/Profit:						
4.2 General Liability Insurance	6305	$ 4,752	332.00	2,026.69	$ 2,725.31	42.6%
TOTAL FEES / PROFIT COSTS		$ 4,752	332.00	2,026.69	$ 2,725.31	42.6%
4.1 INDIRECT COST:	0.12	$ 40,232	2,969.85	17,514.76	$ 22,717.25	43.5%
CONTRACT TOTAL :		$ 792,000	30,308.03	311,212.82	480,787.18	39.3%

ECKERD YOUTH ALTERNATIVES, INC.

100 N. Starcrest Drive, Clearwater, FL 33765

INVOICE

Eckerd CONNECTS

Worklink Investment Board
1376 Tiger Blvd.
Clemson, SC 29631
Attn: Jennifer Kelly
email: jkelly@worklinkweb.com

Contract Number:	18D295H4
Invoice Number:	1056-06
Invoice Month:	12/31/2018
Period Covered:	July 1, 2018 - June 30, 2019
Total Amount Due:	$ (1,143)

DW Program

Eckerd Goal:			DECEMBER 50.0%			100.0%
Line Item		**Budget Mod 1**	**1056-6**	**Cumulative Cost YTD**	**Remaining Balance**	**Percent Spent YTD**
Staff Salary Total		$ 12,155	(496.36)	11,209.31	$ 945.87	92.2%
Fringe Benefit Total	51xx	$ 3,065	(496.99)	2,712.25	$ 352.35	88.5%
TOTAL STAFF COSTS		$ 15,220	(993.35)	13,921.56	$ 1,298.22	91.5%
Operating Costs:						
1.1 Facility, Utilities	6185	$ -		-	$ -	0.0%
1.2 Staff Expendable Supplies & Materials	6000	$ 600	39.99	132.39	$ 467.61	22.1%
1.3 Program Outreach Expenses (Brochures	6735	$ 180	-	-	$ 180.00	0.0%
1.4 Copy & Print Expenses	6730	$ 350	-	124.43	$ 225.57	35.6%
1.5 Communications (Phone, Fax, Internet, e	6270	$ 840	79.57	392.53	$ 447.47	46.7%
1.6 Staff Travel	61xx	$ 860	64.08	229.20	$ 630.80	26.7%
1.7 Staff Training/Technical Services Costs	5105	$ 600	16.11	144.14	$ 455.86	24.0%
1.8 Non-Expendable Equipment Purchases	6095	$ 550	-	190.00	$ 360.00	34.5%
1.9 Postage (Stamps, FedEx, etc)	6005	$ 180	3.12	29.30	$ 150.70	16.3%
TOTAL OPERATING COSTS		$ 4,160	202.87	1,241.99	$ 2,918.01	29.9%
Training Costs:						
2.3 WI Customer Credential Exam Fees (CAI	6525	$ 500	-	-	$ 500.00	0.0%
2.6 Individual Training Account/Voucher Cos	6530	$ 26,213	(262.00)	13,805.83	$ 12,407.17	52.7%
TOTAL TRAINING COSTS		$ 26,713	(262.00)	13,805.83	$ 12,907.17	51.7%
Supportive Services Costs :						
3.11 WI Customer Transportation Costs	6485	$ 538	-	-	$ 538.00	0.0%
3.12 WI Customer Childcare Costs	6660	$ -	-	-	$ -	0.0%
3.14 Training Support Materials	6545/6516	$ 167	(15.00)	187.68	$ (20.68)	112.4%
3.13 WI Customer Emergency Assistance	6596	$ -	-	-	$ -	0.0%
TOTAL SUPPORTIVE SERVICES COSTS		$ 705	(15.00)	187.68	$ 517.32	26.6%
Training/Professional Fees/Profit:						
4.2 General Liability Insurance	6305	$ 864	18.84	297.30	$ 566.70	34.4%
TOTAL FEES / PROFIT COSTS		$ 864	18.84	297.30	$ 566.70	34.4%
4.1 INDIRECT COST:	0.12	$ 2,339	(94.40)	1,877.82	$ 461.39	80.3%
Contract Total		$ 50,000	(1,143.04)	31,332.18	$ 18,668.81	62.7%

ECKERD YOUTH ALTERNATIVES, INC.

100 N. Starcrest Drive, Clearwater, FL 33765

INVOICE

			Adult Operator	
Worklink Investment Board	Contract Number:	18A995H4		
1376 Tiger Blvd.	Invoice Number:	1092-06		
Clemson, SC 29631	Invoice Month:	12/31/2018		
Attn: Jennifer Kelly	Period Covered:	July 1, 2018 - June 30, 2019		
email: jkelly@worklinkweb.com	Total Amount Due:	**$ 6,172**		

Eckerd Goal:			DECEMBER 50.0%			100.0%
Line Item		**Budget Mod 1**	**1092-6**	**Cumulative Cost YTD**	**Remaining Balance**	**Percent Spent YTD**
Staff Salary Total		$ 50,342	4,161.17	22,720.52	$ 27,621.05	45.1%
Fringe Benefit Total	51xx	$ 12,500	1,016.27	5,812.01	$ 6,687.49	46.5%
TOTAL STAFF COSTS		$ 62,841	5,177.44	28,532.53	$ 34,308.54	45.4%
Operating Costs:						
1.1 Facility, Utilities	6185			-	$ -	0.0%
1.2 Staff Expendable Supplies & Materials	6000	$ 2,000	5.60	143.19	$ 1,856.81	7.2%
1.3 Program Outreach Expenses (Brochures,	6735	$ -	-	-	$ -	0.0%
1.4 Copy & Print Expenses	6730	$ 1,500	-	485.06	$ 1,014.94	32.3%
1.5 Communications (Phone, Fax, Internet, et	6270	$ 840	80.51	348.85	$ 491.15	41.5%
1.6 Staff Travel	61xx	$ 2,258	56.63	436.82	$ 1,821.18	19.3%
1.7 Staff Training/Technical Services Costs	5105	$ 700	158.11	187.81	$ 512.19	26.8%
1.8 Non-Expendable Equipment Purchases	6095	$ -	-	-	$ -	0.0%
1.9 Postage (Stamps, FedEx, etc)	6005	$ 16	-	-	$ 15.84	0.0%
TOTAL OPERATING COSTS		$ 7,314	300.85	1,601.73	$ 5,712.11	21.9%
Training Costs:						
2.3 WI Customer Credential Exam Fees (CAN	6525	$ -	-	-	$ -	0.0%
2.6 Individual Training Account/Voucher Cost	6530	$ -	-	-	$ -	0.0%
TOTAL TRAINING COSTS		$ -	-	-	$ -	0.0%
Supportive Services Costs :						
3.11 WI Customer Transportation Costs	6485	$ -	-	-	$ -	0.0%
3.12 WI Customer Childcare Costs	6660	$ -	-	-	$ -	0.0%
3.13 WI Customer Emergency Assistance	6596	$ -	-	-	$ -	0.0%
3.14 Training Support Materials	6545	$ -	-	-	$ -	0.0%
TOTAL SUPPORTIVE SERVICES COSTS		$ -	-	-	$ -	0.0%
Training/Professional Fees/Profit:						
4.2 General Liability Insurance	6305	$ 475	**32.65**	198.12	$ 277.08	41.7%
TOTAL FEES / PROFIT COSTS		$ 475	32.65	198.12	$ 277.08	41.7%
4.1 INDIRECT COST:	0.12	$ 8,486	661.31	3,639.89	$ 4,845.80	42.9%
Contract Total		$ 79,116	6,172.25	33,972.27	$ 45,143.53	42.9%

ECKERD YOUTH ALTERNATIVES, INC.

100 N. Starcrest Drive, Clearwater, FL 33765

INVOICE

Worklink Investment Board	Contract Number:	18D995H4	DW Operator		
1376 Tiger Blvd.	Invoice Number:	1223-06			
Clemson, SC 29631	Invoice Month:	12/31/2018			
Attn: Jennifer Kelly	Period Covered:	July 1, 2018 - June 30, 2019			
email: jkelly@worklinkweb.com	Total Amount Due:	$ 907			

Eckerd Goal:			DECEMBER 50.0%			100.0%
Line Item		**Budget Mod 1**	**1223-06**	**Cumulative Cost YTD**	**Remaining Balance**	**Percent Spent YTD**
Staff Salary Total		$ 6,664	623.46	3,164.92	$ 3,499.17	47.5%
Fringe Benefit Total	51xx	$ 1,666	146.94	809.47	$ 856.41	48.6%
TOTAL STAFF COSTS		$ 8,330	770.40	3,974.39	$ 4,355.58	47.7%
Operating Costs:						
1.1 Facility, Utilities	6185			-	$ -	0.0%
1.2 Staff Expendable Supplies & Materials	6000	$ 647	0.76	19.53	$ 627.47	3.0%
1.3 Program Outreach Expenses (Brochures,	6735	$ -	-	-	$ -	0.0%
1.4 Copy & Print Expenses	6730	$ 200	-	66.14	$ 133.86	33.1%
1.5 Communications (Phone, Fax, Internet, et	6270	$ 101	4.91	39.71	$ 61.29	39.3%
1.6 Staff Travel	61xx	$ 282	7.73	59.59	$ 222.41	21.1%
1.7 Staff Training/Technical Services Costs	5105	$ 100	21.56	25.61	$ 74.39	25.6%
1.8 Non-Expendable Equipment Purchases	6095	$ -	-	-	$ -	0.0%
1.9 Postage (Stamps, FedEx, etc)	6005	$ 2	-	-	$ 2.00	0.0%
TOTAL OPERATING COSTS		$ 1,332	34.96	210.58	$ 1,121.42	15.8%
Training Costs:						
2.3 WI Customer Credential Exam Fees (CAN	6525	$ -	-	-	$ -	0.0%
2.6 Individual Training Account/Voucher Cost	6530	$ -	-	-	$ -	0.0%
TOTAL TRAINING COSTS		$ -	-	-	$ -	0.0%
Supportive Services Costs :						
3.11 WI Customer Transportation Costs	6485	$ -	-	-	$ -	0.0%
3.12 WI Customer Childcare Costs	6660	$ -	-	-	$ -	0.0%
3.13 WI Customer Emergency Assistance	6596	$ -	-	-	$ -	0.0%
3.14 Training Support Materials	6545	$ -	-	-	$ -	0.0%
TOTAL SUPPORTIVE SERVICES COSTS		$ -	-	-	$ -	0.0%
Training/Professional Fees/Profit:						
4.2 General Liability Insurance	6305	$ 65	4.39	30.74	$ 34.26	47.3%
TOTAL FEES / PROFIT COSTS		$ 65	4.39	30.74	$ 34.26	47.3%
4.1 INDIRECT COST:	0.12	$ 1,157	97.17	505.89	$ 651.15	43.7%
CONTRACT TOTAL:		$ 10,884	906.92	4,721.60	$ 6,162.41	43.4%

ECKERD YOUTH ALTERNATIVES, INC.

100 N. Starcrest Drive, Clearwater, FL 33765

INVOICE

Worklink Investment Board
1376 Tiger Blvd.
Clemson, SC 29631
Attn: Jennifer Kelly
email: jkelly@worklinkweb.com

Contract Number:	17R295E1
Invoice Number:	1230-06
Invoice Month:	12/31/2018
Period Covered:	May 4, 2018 - July 4, 2019
Total Amount Due:	$ 4,718

PY17 Rapid Response

Eckerd Goal:

DECEMBER 50.0%

100.0%

Line Item		Budget	1230-6	Cumulative Cost YTD	Remaining Balance	Percent Spent YTD
Staff Salary Total	5000	$ 43,776	3,024.00	13,644.00	$ 30,132.00	31.2%
Fringe Benefit Total	51xx	$ 12,725	922.31	3,786.12	$ 8,938.69	29.8%
TOTAL STAFF COSTS		**$ 56,501**	**3,946.31**	**17,430.12**	**$ 39,070.69**	**30.8%**
Operating Costs:						
1.1 Facility, Utilities	6185	$ -		-	$ -	0.0%
1.2 Staff Expendable Supplies & Materials	6000	$ 2,000	-	195.49	$ 1,804.51	9.8%
1.3 Program Outreach Expenses (Brochures	6735	$ -	-	-	$ -	0.0%
1.4 Copy & Print Expenses	6730	$ 2,000	-	-	$ 2,000.00	0.0%
1.5 Communications (Phone, Fax, Internet, e	6270	$ 980	56.31	252.57	$ 727.43	25.8%
1.6 Staff Travel	61xx	$ 6,270	-	42.41	$ 6,227.59	0.7%
1.7 Staff Training/Technical Services Costs	5105	$ 1,300	179.67	437.42	$ 862.58	33.6%
1.8 Non-Expendable Equipment Purchases	6095	$ 1,925	-	275.00	$ 1,650.00	14.3%
1.9 Postage (Stamps, FedEx, etc)	6005	$ 140	-	-	$ 140.00	0.0%
TOTAL OPERATING COSTS		**$ 14,615**	**235.98**	**1,202.89**	**$ 13,412.11**	**8.2%**
Training Costs:						
2.3 WI Customer Credential Exam Fees (CA	6525	$ -	-	-	$ -	0.0%
2.6 Individual Training Account/Voucher Cos	6530	$ -	-	-	$ -	0.0%
TOTAL TRAINING COSTS		**$ -**	**-**	**-**	**$ -**	**#DIV/0!**
Supportive Services Costs :						
3.11 WI Customer Transportation Costs	6485	$ -	-	-	$ -	0.0%
3.12 WI Customer Childcare Costs	6660	$ -	-	-	$ -	0.0%
3.14 Training Support Materials	6545	$ -	-	-	$ -	0.0%
3.13 WI Customer Emergency Assistance	6596	$ -	-	-	$ -	0.0%
TOTAL SUPPORTIVE SERVICES COSTS		**$ -**	**-**	**-**	**$ -**	**0.0%**
Training/Professional Fees/Profit:						
4.2 General Liability Insurance	6305	$ 480	**30.56**	97.54	$ 382.46	20.3%
TOTAL FEES / PROFIT COSTS		**$ 480**	**30.56**	**97.54**	**$ 382.46**	**20.3%**
4.1 INDIRECT COST:	0.12	**$ 8,591**	505.54	2,247.67	$ 6,343.83	26.2%
Contract Total		**$ 80,187**	**4,718.39**	**20,978.22**	**$ 59,209.09**	**26.2%**

ECKERD YOUTH ALTERNATIVES, INC.

100 N. Starcrest Drive, Clearwater, FL 33765

INVOICE

Worklink Investment Board
1376 Tiger Blvd.
Clemson, SC 29631
Attn: Jennifer Kelly
email: jkelly@worklinkweb.com

Contract Number:	**18RR295E2**
Invoice Number:	**1240-01**
Invoice Month:	**12/31/2018**
Period Covered:	**November 1, 2018 - June 30, 2019**
Total Amount Due:	**$ 5,254**

PY18 Rapid Response

Eckerd Goal:			DECEMBER 0.14%			100.0%
Line Item		Budget	1240-1	Cumulative Cost YTD	Remaining Balance	Percent Spent YTD
Staff Salary Total		$ 13,922	2,947.96	2,947.96	$ 10,974.10	21.2%
Fringe Benefit Total	51xx	$ 5,314	1,198.98	1,198.98	$ 4,114.92	22.6%
TOTAL STAFF COSTS		$ 19,236	4,146.94	4,146.94	$ 15,089.02	21.6%
Training Costs:						
2.3 WI Customer Credential Exam Fees (CAN,	6525	$ 2,785	-	-	$ 2,785.00	0.0%
2.6 Individual Training Account/Voucher Cost	6530	$ 68,276	609.00	609.00	$ 67,667.00	0.9%
TOTAL TRAINING COSTS		$ 71,061	609.00	609.00	$ 70,452.00	0.9%
Supportive Services Costs :						
3.11 WI Customer Transportation Costs	6485	$ 1,125	-	-	$ 1,125.00	0.0%
3.12 WI Customer Childcare Costs	6660	$ 270	-	-	$ 270.00	0.0%
				-	$ -	0.0%
TOTAL SUPPORTIVE SERVICES COSTS		$ 1,395	-	-	$ 1,395.00	0.0%
Training/Professional Fees/Profit:						
4.2 General Liability Insurance	6305	$ -	-	-	$ -	0.0%
TOTAL FEES / PROFIT COSTS		$ -	-	-	$ -	$ -
4.1 INDIRECT COST:	0.12	$ 2,308	497.63	497.63	$ 1,810.37	21.6%
CONTRACT TOTAL :		$ 94,000	$ 5,254	$ 5,254	$ 88,746	5.6%

The first name in second chances.^{SM} Eckerd | **Workforce Development**

PY18–WorkLink (Adult-1055 / DW-1056 Services)
Contract Budget Modification #2

Contractor: **Eckerd Youth Alternative, Inc.**

Contract #'s: **18A295H4 & 18D295H4**

Program: **SC Works Case Management Services**

Submission Date: 1/16/2019

VP of Operations: Kal Kunkel

Program Manager (s): Renee Alexander & Steve Riddle

Budget Modification Summary & Narrative

Budget Summary
Eckerd Youth Alternative, Inc. (Contractor) is requesting a budget modification to move funds from Adult back to Dislocated Worker because of changes received from SC DEW on the Rapid Response Grant. Most of the changes are to move staff salaries and fringe benefits that SC DEW would not allow in the Rapid Response Grant Budget back where they were on Formula Dislocated Worker Budget. There is no overall change to the total contract budget approved in Modification #1 of $842,00.

Staff Costs Narrative

Increase Staff Salaries and Fringe overall by $16,441.80. The increase amount was for salaries and fringe that were previously transferred to the Rapid Response Grant request. SC DEW would not pay for any management staff salaries or fringe in the Rapid Response Grant requested resulting in this change.

WorkLink SC Works
PY18 Budget Draft
Adult-DW

Staff Postions		PY18 Budget Mod #1		PY 18 Mod #2	Amt of Increase or Decrease
Sub-Total of Staff Costs		$ 231,847.65		$ 244,898.48	$ 13,050.83
Fringe Benefits	**Rate**				
FICA	7.65%	$ 17,736.34	7.65%	$ 18,734.73	$ 998.39
Unemployment	0.63%	$ 1,456.00	0.63%	$ 1,537.96	$ 81.96
Workers Compensation	1.00%	$ 1,159.24	0.50%	$ 1,224.49	$ 65.25
Pension	3.00%	$ 6,955.43	3.00%	$ 7,346.95	$ 391.52
Health/month/FTE	17.91%	$ 37,026.23	15.88%	$ 38,880.06	$ 1,853.83
Sub-Total Fringe:	30.19%	$ 64,333.24	27.65%	$ 67,724.21	$ 3,390.97
TOTAL		$ 296,180.89		$ 312,622.69	$ 16,441.80

Operating Costs Narrative

No change to Operating Costs is requested.

Operating Costs						
1.1 Facility, Utilities, Maintennace	$	-	$	-	$	-
1.2 Staff Consummable Supplies	$	4,200	$	4,200	$	-
1.3 Advertising, Outreach	$	660	$	660	$	-
1.4 Copy, Print	$	3,050	$	3,050	$	-
1.5 Communications	$	7,740	$	7,740	$	-
1.6 Staff Travel	$	8,500	$	8,500	$	(0)
1.7 Staff Conferences, Training, Staff Background	$	5,800	$	5,800	$	0
1.8 Staff Equipment / Computer Leases / Software	$	2,200	$	2,200	$	-
1.9 Postage	$	930	$	930	$	-
Sub-Total Operating	**$**	**33,080**	**$**	**33,080**	**$**	**(0)**

Training Costs Narrative

Decrease Adult Training Costs by $17,000.00 to move back to Dislocated Worker to support the shift in Staff Salaries and Fringes and a slight increase in Training Support Materials.

Training						
2.3 Credential Exams & Assessments	$	11,200	$	11,200	$	(0)
2.5 Tuition (Adult Education)	$	-	$	-	$	-
2.6 Tuition (College or Vocational)	$	440,755	$	423,755	$	(17,000)
2.8 On-the-Job Training	$	-	$	-	$	-
Sub-Total Training	**$**	**451,955**	**$**	**434,955**	**$**	**(17,000)**

Supportive Services Narrative

Increase Supportive Services by $558.00 to support current participant training needs based on current budget expenditures YTD.

Supportive Services						
3.11 Transportation	$	5,538	$	5,538	$	-
3.12 Childcare	$	900	$	900	$	-
3.13 Emergency Assistance	$	1,000	$	1,000	$	-
3.14 Training Support Materials	$	5,159	$	5,717	$	558
Sub-Total of Supportive Services	**$**	**12,597**	**$**	**13,154**	**$**	**558**

Indirect & General Liability Insurance

No change to Indirect Costs & General Liability Insurance is requested.

Indirect Cost & Fees							
Indirect Cost	12.00%	$	42,572	12.00%	$	42,572	$	(0)
General Liability Ins.	0.60%	$	5,616	0.60%	$	5,616	$	-
Sub-Total of Indirect & Fees		**$**	**48,188**		**$**	**48,188**	**$**	**(0)**

APPROVAL(S)

Prepared By _____
Kalen J. Kunkel, One-Stop Operations Director

BUDGET FORMS

The contract budget forms will be provided with the approved modification documents for signature.

WORKFORCE INVESTMENT BOARD
WorkLink Workforce Investment Area
GRANT BUDGET SUMMARY

Service Provider Eckerd Workforce Development   Contract # 18A295H4 & 18D295H4

Project/Activity SC Works Adult-DW Services   Funding Source WIOA Adult & DLW Formula Funds   Modification # 2

CATEGORIES	ADULT	DLW	Administration	Non-Administration	Total Budget Amount
STAFF COSTS (Salaries & Fringe Benefits)	$ 280,961	$ 31,662		$ 312,623	$ 312,623
OPERATING COSTS	$ 28,920	$ 4,160		$ 33,080	$ 33,080
TRAINING COSTS	$ 408,742	$ 26,213		$ 434,955	$ 434,955
SUPPORTIVE SERVICE COSTS	$ 11,892	$ 1,262		$ 13,154	$ 13,154
Training Fees/Professional Fees/ Profit	$ 4,752	$ 864		$ 5,616	$ 5,616
Indirect Costs	$ 40,233	$ 2,339		$ 42,572	$ 42,572
Total Budget Costs	**$ 775,500**	**$ 66,500**	**$ -**	**$ 842,000**	**$ 842,000**
Percentage of Budget	**92%**	**8%**		**100%**	
Cost Limitations			2% Maximum	At least 98%	**100%**

WORKFORCE INVESTMENT BOARD
WorkLink Workforce Investment Area
COST AND PRICE ANALYSIS WORKSHEET

Service Provider __Eckerd Workforce Development__   Contract # ___18A295H4 & 18D295H4___

Project/ Activity __SC Works Adult-DW Services__   Funding Source __WIOA Adult & DLW Formula Funds__   Mod # ___2___

STAFF & INDIRECT COST - BUDGET SUMMARY

SALARIES, FRINGE BENEFITS, & INDIRECT COST					ADULT		DLW		ADMINISTRATION		NON-ADMINISTRATION	
Staff Salaries: Position Title	Salary Per Month	No. of Months	% of Time	TOTAL AMOUNT	%	Amount	%	Amount	%	Amount	%	Amount
TOTAL SALARIES				$ 244,898.48		$ 219,692.36		$ 25,206.12				$ 244,898.48
FRINGE BENEFITS:												
FICA		X	7.65%	$ 18,734.73	89.71%	$ 16,806.47	10.29%	$ 1,928.27			100%	$ 18,734.73
Unemployment		X	0.63%	$ 1,537.96	89.71%	$ 1,379.67	10.29%	$ 158.29			100%	$ 1,537.96
Workers Compensation		X	0.50%	$ 1,224.49	89.71%	$ 1,098.46	10.29%	$ 126.03			100%	$ 1,224.49
Pension		X	3.00%	$ 7,346.95	89.71%	$ 6,590.77	10.29%	$ 756.18			100%	$ 7,346.95
Health/month/FTE		X	15.88%	$ 38,880.06	91.03%	$ 35,393.27	8.97%	$ 3,486.79			100%	$ 38,880.06
		X	0.00%									
TOTAL FRINGE BENEFITS				$ 67,724.21		$ 61,268.64		$ 6,455.57				$ 67,724.21
INDIRECT COST: RATE $ 354,766.29		X	12.00%	$ 42,571.95	94.51%	$ 40,232.74	5.49%	$ 2,339.21			100%	$ 42,571.95
TOTAL COST				$ 355,194.64	90.43%	$ 321,193.74	9.57%	$ 34,000.90			100%	$ 355,194.64

Each position must be supported by a job description.
A complete "Per Person" cost analysis must be completed and attached as an Exhibit.
A current copy of your "Indirect Cost Rate" as approved by your Cognizant Agency and description of the costs covered must be attached to the budget as an Exhibit

WORKFORCE INVESTMENT BOARD
WorkLink Workforce Investment Area
COST AND PRICE ANALYSIS WORKSHEET

Service Provider ____Eckerd Workforce Development____   Contract # ____18A295H4 & 18D295H4____   Mod:__2__

Project/Activity ____SC Works Adult-DW Services____   Fund Source ____WIOA Adult & DLW Formula Funds____

Categories & Line Items	Total Cost	ADULT	DLW	Non-Administration
OPERATING COSTS				
1.1 Facility Rent, Utilities, Maintenance, etc.	$ -	$ -	$ -	$ -
1.2 Staff Expendable Supplies & Materials	$ 4,200	$ 3,600	$ 600	$ 4,200
1.3 Program Outreach Expenses (Brochures, Flyers, etc.)	$ 660	$ 480	$ 180	$ 660
1.4 Copy & Print Expenses	$ 3,050	$ 2,700	$ 350	$ 3,050
1.5 Communications (Phone, Fax, Internet, etc.)	$ 7,740	$ 6,900	$ 840	$ 7,740
1.6 Staff Travel				
Local Mileage cost	$ 5,500	$ 5,000	$ 500	$ 5,500
Non-Local Mileage cost	$ -	$ -	$ -	$ -
Non-Local Per Diem/Lodging Cost	$ 3,000	$ 2,640	$ 360	$ 3,000
1.7 Staff Taining / Technical Services Costs (Conf, Training, Back Ground Chk etc.)	$ 4,800	$ 4,300	$ 500	$ 4,800
Staff Background Checks	$ 1,000	$ 900	$ 100	$ 1,000
1.8 Non-Expendable Equipment Purchases (Computers, software, etc.)				
Non-Expendable Equipment Purchases (**Computer Leases**)	$ -	$ -	$ -	$ -
Wide Area Network (WAN) Equipment and **Computer Software**	$ 2,200	$ 1,650	$ 550	$ 2,200
1.9 Postage (Stamps, FedEx, etc.)	$ 930	$ 750	$ 180	$ 930
TOTAL OPERATING COSTS	**$ 33,080**	**$ 28,920**	**$ 4,160**	**$ 33,080**
TRAINING COSTS				
2.1 WI Customer Supplies & Materials Costs	$ -	$ -	$ -	$ -
2.2 WI Customer Book Costs	$ -	$ -	$ -	$ -
2.3 WI Customer Credential Exam Fees (C.N.A., GED, TABE, WorkKeys, etc.)	$ 11,200	$ 10,700	$ 500	$ 11,200
WI Customer Individualized Training Costs				
2.5 Tuition Cost (Adult Education Skill Upgrade & GED)	$ -	$ -	$ -	$ -
2.6 Other Individualized Training Cost (TCTC Pre-Employment Workshop	$ -	$ -	$ -	$ -
2.6 Individual Training Account/Voucher Cost	$ 423,755	$ 398,042	$ 25,713	$ 423,755
2.8 WI Customer On-the-Job Training Costs				
Reimbursable Wages	$ -	$ -	$ -	$ -
Reimbursable Fringe Benefits				
2.9 WI Customer Work Experience Costs				
Reimbursable Wages				
Reimbursable Fringe Benefits				
TOTAL TRAINING COSTS	**$ 434,955**	**$ 408,742**	**$ 26,213**	**$ 434,955**
SUPPORTIVE SERVICES COSTS				
3.10 WI Customer Incentives (Youth Only)	$ -	$ -	$ -	$ -
3.11 WI Customer Transportation Costs	$ 5,538	$ 5,000	$ 538	$ 5,538
3.12 WI Customer Childcare Costs	$ 900	$ 900	$ -	$ 900
3.14 Training Support Materials (Uniforms, Drug Screens, Background Checks, etc.)	$ 5,717	$ 4,992	$ 725	$ 5,717
3.13 WI Customer Emergency Assistance (Rent, Car Repair, etc.)	$ 1,000	$ 1,000		$ 1,000
3.6 Laptop Incentive (Youth Only)	$ -			$ -
TOTAL SUPPORTIVE SERVICES COSTS	**$ 13,154**	**$ 11,892**	**$ 1,262**	**$ 13,154**
TRAINING/PROFESSIONAL FEES/PROFIT				
4.1 Profit (Professional Fee - 5%) Can be tied to Performance	$ -	$ -	$ -	$ -
4.2 General Liability Insurance	$ 5,616	$ 4,752	$ 864	$ 5,616
TOTAL FEES / PROFIT COSTS	**$ 5,616**	**$ 4,752**	**$ 864**	**$ 5,616**

* A Complete cost and price analysis of Actual/Projected cost must be attached to the budget as an Exhibit

WORKFORCE INVESTMENT BOARD
WorkLink Workforce Investment Area
PARTICIPANT FLOW BASIS & PROJECTIONS

Service Provider	Eckerd Workforce Development	Contract #	18A295H4 & 18D295H4
Project Activity	SC Works Adult-DW Services	Fund Source	WIOA Adult & DLW Formula Funds
Mod#	2		

PY17 Actuals Basis

	Adult	Dislocated Worker	Total
PY17 Actual Budget Expenditure	$744,539.30	$111,119.63	$ 855,658.93
PY17 Non-WIOA Training Funds	$145,082.70	$ 16,120.30	$ 161,203.00
PY17 Total Program Expenditure	**$ 889,622.00**	**$ 127,239.93**	**$ 1,016,861.93**
PY17 New Enrollments	212	22	234
PY16 Carryovers to PY17	177	20	197
PY17 Active Follow-up	152	17	169
PY17 Total Served	541	59	600
PY17 Cost per Participant	**$ 1,644.40**	**$ 2,156.61**	
PY18 Contract Totals (90% of Contract)	$712,800.00	$129,600.00	$ 842,400.00
PY18 Non-WIOA Training Funds	$112,524.00	$ 15,344.00	$ 127,868.00
PY18 Planned Program Expenditure	$825,324.00	$144,944.00	$ 970,268.00
PY18 Contract Totals divided by PY17 Cost Per Participant equals PY18 Service Levels	502	67	569
	Clients Served		

Period	Adult	DW	Total
PY18 Active Follow-up as of 7/1/2018	170	18	**188**
PY18 Carryovers from PY17 as of 7/1/2018	138	15	**153**
PY18 New Enrollment Plan by Month	206	34	**240**
July-18	9	2	
August-18	14	3	
September-18	18	3	
October-18	14	3	
November-18	20	3	
December-18	18	3	
January-19	20	3	
February-19	20	3	
March-19	20	3	
April-19	18	3	
May-19	18	3	
June-19	17	2	
PY18 Total Served	**514**	**67**	**581**
		# of CC's	4
		Average 125 per CC	145.25

CONTRACT BUDGET MODIFICATION

WORKFORCE INVESTMENT BOARD
WorkLink Workforce Investment Board
BUDGET FLOW PROJECTIONS

Service Provider   Eckerd Workforce Development   Contract #   18A295H4 & 18D295H4

Project/Activity   SC Works Adult-DW Services   Fund Source   WIOA Adult & DLW Formula Funds

Mod#   2

| Period | Cumulative Expenditures | | | | | |
	Administration	%	Non-Administration	%	Totals	%
July-18	$0.00	0%	$70,166.67	100%	$70,166.67	100%
August-18	$0.00	0%	$70,166.67	100%	$70,166.67	100%
September-18	$0.00	0%	$70,166.67	100%	$70,166.67	100%
October-18	$0.00	0%	$70,166.67	100%	$70,166.67	100%
November-18	$0.00	0%	$70,166.67	100%	$70,166.67	100%
December-18	$0.00	0%	$70,166.67	100%	$70,166.67	100%
January-19	$0.00	0%	$70,166.67	100%	$70,166.67	100%
February-19	$0.00	0%	$70,166.67	100%	$70,166.67	100%
March-19	$0.00	0%	$70,166.67	100%	$70,166.67	100%
April-19	$0.00	0%	$70,166.67	100%	$70,166.67	100%
May-19	$0.00	0%	$70,166.67	100%	$70,166.67	100%
June-19	$0.00	0%	$70,166.67	100%	$70,166.67	100%

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PY 2018 WIOA Quarterly Report Summary - 1st Quarter (Rolling-Four)

Performance Measure	Group	State Goal	State % of Goal	State Actual	Worklink Goal	Worklink % of Goal	Worklink Actual	Upper Savannah Goal	Upper Savannah % of Goal	Upper Savannah Actual	Upstate Goal	Upstate % of Goal	Upstate Actual	Greenville Goal	Greenville % of Goal	Greenville Actual	Midlands Goal	Midlands % of Goal	Midlands Actual	Trident Goal	Trident % of Goal	Trident Actual
Employment Rate Q2	Adults	76.8	102.2%	78.5	76.8	107.6%	82.6	76.8	106.9%	82.1	76.8	100.9%	77.5	76.8	102.1%	78.4	76.8	97.8%	75.1	76.8	98.0%	75.3
Employment Rate Q4*	Adults	73.0	108.6%	79.3	73.0	116.6%	85.1	73.0	112.3%	82.0	73.0	114.1%	83.3	73.0	114.9%	83.9	73.0	105.6%	77.1	73.0	96.4%	70.4
Median Earnings	Adults	4,908	95.7%	4,695	5,301	105.3%	5,584	4,663	84.8%	3,955	5,644	80.2%	4,528	5,400	78.5%	4,240	5,285	75.5%	3,990	5,865	88.0%	5,159
Credential Rate*	Adults	51.9	132.8%	68.9	51.9	113.7%	59.0	51.9	148.6%	77.1	51.9	155.1%	80.5	51.9	124.7%	64.7	51.9	113.7%	59.0	51.9	145.1%	75.3
	Adults	N/A	N/A	45.6	N/A	N/A	52.0	N/A	N/A	44.0	N/A	N/A	43.8	N/A	N/A	42.4	N/A	N/A	17.6	N/A	N/A	47.4
Employment Rate Q2	DW	80.1	105.0%	84.1	80.1	108.7%	87.1	80.1	109.6%	87.8	80.1	109.2%	87.5	80.1	101.2%	81.1	80.1	101.1%	81.0	80.1	106.0%	84.9
Employment Rate Q4*	DW	76.0	110.1%	83.7	76.0	103.4%	78.6	76.0	108.8%	82.7	76.0	126.1%	95.8	76.0	110.7%	84.1	76.0	107.9%	82.0	76.0	111.7%	84.9
Median Earnings	DW	6,405	98.3%	6,298	6,500	96.3%	6,259	6,200	96.4%	5,975	7,100	91.2%	6,475	6,405	89.2%	5,715	7,082	79.5%	5,633	7,700	87.7%	6,755
Credential Rate*	DW	48.6	143.0%	69.5	48.6	160.1%	77.8	48.6	141.6%	68.8	48.6	88.3%	42.9	48.6	149.6%	72.7	48.6	130.5%	63.4	48.6	153.1%	74.4
Measurable Skill Gains	DW	N/A	N/A	33.2	N/A	N/A	41.7	N/A	N/A	31.4	N/A	N/A	28.6	N/A	N/A	45.8	N/A	N/A	21.7	N/A	N/A	41.7
Employment, Education or Training Placement Rate Q2	Youth	76.6	103.4%	79.2	76.6	96.5%	73.9	76.6	106.8%	81.8	76.6	117.1%	89.7	76.6	90.3%	69.2	76.6	102.7%	78.7	76.6	110.7%	84.8
Employment, Education or Training Placement Rate Q4*	Youth	69.0	113.8%	78.5	69.0	122.9%	84.8	69.0	111.2%	76.7	69.0	115.9%	80.0	69.0	103.0%	71.1	69.0	113.3%	78.2	69.0	119.6%	82.5
Median Earnings	Youth	N/A	N/A	2,513	N/A	N/A	2,061	N/A	N/A	3,535	N/A	N/A	1,300	N/A	N/A	1,885	N/A	N/A	3,900	N/A	N/A	2,885
Credential Rate*	Youth	68.1	104.0%	70.8	68.1	116.3%	79.2	68.1	115.4%	78.6	68.1	90.7%	61.8	68.1	90.5%	61.6	68.1	77.7%	52.9	68.1	97.9%	66.7
Measurable Skill Gains	Youth	N/A	N/A	48.5	N/A	N/A	58.3	N/A	N/A	29.8	N/A	N/A	64.2	N/A	N/A	57.0	N/A	N/A	30.4	N/A	N/A	44.2

Performance Measure	Group	Pee Dee Goal	Pee Dee % of Goal	Pee Dee Actual	Lower Savannah Goal	Lower Savannah % of Goal	Lower Savannah Actual	Catawba Goal	Catawba % of Goal	Catawba Actual	Santee-Lynches Goal	Santee-Lynches % of Goal	Santee-Lynches Actual	Waccamaw Goal	Waccamaw % of Goal	Waccamaw Actual	Lowcountry Goal	Lowcountry % of Goal	Lowcountry Actual
Employment Rate Q2	Adults	76.8	107.0%	82.2	76.8	108.9%	83.6	76.8	104.9%	80.6	76.8	108.1%	83.0	76.8	117.2%	90.0	76.8	98.3%	75.5
Employment Rate Q4*	Adults	73.0	116.8%	85.3	73.0	112.7%	82.3	73.0	111.8%	81.6	73.0	113.7%	83.0	73.0	117.8%	86.0	73.0	104.7%	76.4
Median Earnings	Adults	4,601	93.7%	4,312	4,908	96.5%	4,734	4,523	100.3%	4,535	4,908	79.5%	3,900	4,621	103.3%	4,772	4,908	82.5%	4,050
Credential Rate*	Adults	51.9	114.5%	59.4	51.9	137.6%	71.4	51.9	135.1%	70.1	51.9	112.3%	58.3	51.9	142.0%	73.7	51.9	159.5%	82.8
Measurable Skill Gains	Adults	N/A	N/A	43.4	N/A	N/A	45.8	N/A	N/A	45.1	N/A	N/A	52.0	N/A	N/A	55.8	N/A	N/A	52.6
Employment Rate Q2	DW	80.1	104.6%	83.8	80.1	107.6%	86.2	80.1	112.9%	90.4	80.1	107.6%	86.2	80.1	98.9%	79.2	80.1	93.0%	74.5
Employment Rate Q4*	DW	76.0	110.1%	83.7	76.0	107.0%	81.3	76.0	125.7%	95.5	76.0	110.4%	83.9	76.0	111.6%	84.8	76.0	95.4%	72.5
Median Earnings	DW	6,405	105.6%	6,766	6,097	104.6%	6,379	6,715	92.9%	6,240	6,800	94.1%	6,401	6,410	83.2%	5,332	6,200	94.2%	5,842
Credential Rate*	DW	48.6	129.8%	63.1	48.6	124.9%	60.7	48.6	146.9%	71.4	48.6	158.2%	76.9	48.6	176.3%	85.7	48.6	167.3%	81.3
Measurable Skill Gains	DW	N/A	N/A	25.0	N/A	N/A	22.4	N/A	N/A	28.4	N/A	N/A	50.0	N/A	N/A	47.2	N/A	N/A	41.2
Employment, Education or Training Placement Rate Q2	Youth	76.6	99.1%	75.9	76.6	114.9%	88.0	76.6	111.5%	85.4	76.6	81.5%	62.4	76.6	108.1%	82.8	76.6	97.9%	75.0
Employment, Education or Training Placement Rate Q4*	Youth	69.0	107.2%	74.0	69.0	117.2%	80.9	69.0	119.4%	82.4	69.0	104.3%	72.0	69.0	115.4%	79.6	69.0	102.6%	70.8
Median Earnings	Youth	N/A	N/A	1,777	N/A	N/A	2,435	N/A	N/A	2,066	N/A	N/A	2,469	N/A	N/A	2,227	N/A	N/A	3,177
Credential Rate*	Youth	68.1	122.3%	83.3	68.1	95.7%	65.2	68.1	83.4%	56.8	68.1	118.9%	81.0	68.1	120.1%	81.8	68.1	80.0%	54.5
Measurable Skill Gains	Youth	N/A	N/A	54.7	N/A	N/A	55.5	N/A	N/A	31.5	N/A	N/A	42.2	N/A	N/A	60.2	N/A	N/A	43.1

Color Coding

Exceeds Goal Actual Performance is greater than 100.0% of the goal

Meets Goal Actual Performance is between 90.0% and 100.0% of the goal

Did Not Meet Goal Actual Performance is under 90.0% of the goal

Baseline Indicator is in Baseline status until PY'20

Within 1% of exceeding goal.

* - These indicators will not have 4 full quarters of data reported until the period ending 12/31/2018

Anderson, Oconee, and Pickens Counties, SC."

WIB Mission

Our mission is a brief description of the organization's fundamental purpose (what we do)/reason for existence, articulated for those inside and outside of the organization.

"We develop the link between employers and the workforce in
Anderson, Oconee, and Pickens Counties, SC."

Strategic Goals

Our goals grew out of an analysis of the region's focus group and survey results, recent and potential changes within the community and the workforce development industry, our identification of the characteristics of successful/winning workforce systems, and the SWOT analysis. The following goals are establish to address the most immediate challenges:

1) Increasing system-wide coordination and interaction between workforce development partners, business partners and the education system.
2) Improving coordination between partners and reduce fragmentation of services within the workforce development delivery system.
3) Increasing the number of residents who obtain a marketable and industry-recognized credential or degree.

The goals were developed to address the immediate challenges identified and present objectives to strive for through continuing initiatives and strategies.

The WIB's Four Goals

- Improve the skill level of the workforce to meet the demands of business and industry.
- Increase employer engagement in WIB and WIB Activities.
- Build upon existing partnerships and collaborations between workforce system service providers to better integrate the workforce development system.
- Increase and improve outreach to inform and promote the SC Works Centers services and activities pertaining to workforce development.

The objectives for each goal are the measurable statements towards which our efforts are directed. Each objective contains three elements: a specific statement of what is to be accomplished, a standard by which we can measure the accomplishment, and a timeframe and deadline within which to accomplish the objective. Finally, Strategies are the specific steps which need to happen to bring completion to the objective, and eventually, the goal.

Goals, Strategies, and Action Strategies Narrative

Goal I.   **Improve the skill level of the workforce to meet the demands of business and industry.**

The One Stop and Youth Committees will oversee the attainment of this goal and will be responsible to complete the objectives and strategies to facilitate its successful attainment.

Key Objective:

A. Monitor WorkKeys Data on an ongoing basis to report the trends in certification of workers**.**

Key Action Strategies:

1. Establish baseline via Work Ready Communities Initiative
    a. Review Work Ready data via ACT database at each Committee meeting
    b. Report to WorkLink Workforce Development Board at each Board meeting
2. Monitor the Work Ready Initiative for the WorkLink region
    a. Executive Director of WorkLink will monitor the State initiative and report to the Committee and Board on an ongoing basis

Key Objective

B. Continue to build a better understanding of the employee skill level needs in the area through better coordination with workforce development partners

Key Action Strategies:

1. Assign staff to participate in Community, Partner and Employer groups
2. Convene business representatives on a monthly basis and SC Works Center partners on a quarterly basis
    a. Coordinate services and share information on behalf of the WorkLink Workforce Development Area and the SC Works System
    b. Meet with employers and economic development agencies on an "as needed" basis to determine workforce needs and solutions that can be coordinated through the WorkLink office and SC Works Centers

Key Objective

C. Increase the number of individuals who successfully complete GED or high school diploma through the workforce system.

Key Action Strategies:

1. Coordinate with the school districts to identify new dropouts
    a. Work with Youth Committee to strengthen collaboration and partnerships
    b. Establish a referral process between the schools and the SC Works Centers for those seeking employment
2. Make SC Works Center customers aware of GED and High School Diploma changes
    a. Communicate information about how to obtain a GED or High School Diploma

Key Objective

D. Increase the number of workshop attendees and thereby increase the number of basic work skills certificates provided by the One-Stop Centers.

May 11, 2015

Key Action Strategies:

1. Gather information from partners and community as to the types of workshops that should be offered.
    a. Ensure workshop topics and/or curriculum is applicable to skills needed from industry input
    b. Plan workshops early and market workshops through multiple venues: websites, social media, print, news outlets, partner's organizations, etc.
    c. Plan workshops to be interactive and engaging
2. Coordinate a minimum of 8 workshops per month
3. Coordinate with partners to host workshops
    a. Ask partners to require attendance to workshops
4. Monitor workshop content, presentation and feedback
5. Annually evaluate what workshops are best suited for participants in the workforce system

Goal II.   Increase employer engagement in WIB and WIB Activities.

The One Stop, Youth, and Disabilities Committees will be responsible for the attainment of this goal and will be responsible to complete the objectives and strategies to facilitate its successful attainment.

Key Objective:

A. Increase WorkKeys Profiles by X% per year throughout the workforce region through increased awareness.

Key Action Strategies:

1. Investigate WorkKeys profiler resources and establish referral processes
2. Develop a plan to share WorkKeys profiling process with local area SHRM either though staff or partner presentations
3. Identify potential sources of funding opportunities
    a. Secure additional funding through partnerships and grants to increase WorkKeys profiles

Key Objective:

B. Continue to build a better understanding of the employee skill level needs in the area through better coordination with work force development partners.

Key Action Strategies:

1. Determine in-demand jobs in the market area, and skills required to fill those jobs
2. Review the current skill level of our participants. Determine gaps.
3. Develop outreach materials specific to career paths (include educational resources) that need to be pursued in order to be employed in those jobs
4. Review career pathways options (developed on current in-demand occupations), including job opportunities, educational resources, and expected wages, with job seekers and customers

Key Objective

C. Work with businesses and employers to develop a better understanding of WorkKeys profiles needed by industry sector.

Key Action Strategies:

1. Discuss with Economic Development offices and partners in workforce training to determine utilization rate of WorkKeys
2. Survey local SHRM organization members on WorkKeys utilizations, profile descriptions by company, and categorize by industry

Key Objective

D. Increase the number of employers using the Work Force Development system and services by ==5% per== year.

Key Action Strategies:

1. Establish baseline from PY14 employer services data
2. Improve the quality of services offered through SC Works Online Services by assisting job seekers with better information in the SCWOS system (i.e. resumes, job expectations, etc.)
   a. Promote job matching and job listing abilities to the businesses in the community
   b. Host informational sessions through the local SHRM groups on how to set up free SCWOS accounts and use job matching services
   c. Send mailers to local industry HR department describing the system and services available
   d. Make presentations to all SHRM groups over the next 6 months
   e. Develop a database of business services and partner services and share with local DEW representatives

Key Objective

E. Increase opportunities for existing and displaced workers, veterans, persons with disabilities, and youth through promoting On the Job Training, apprenticeship, and other "work-based learning" programs with businesses in the region.

Key Action Strategies:

1. Target business service outreach materials to promote work-based learning opportunities
2. Strengthen partnerships with businesses, other business service representatives
   a. Communicate the need for work based learning (OJT specifically) at SHRM, Plant manager meetings, and ED offices
   b. Investigate Apprenticeships through DOL and the State
   c. Support Apprenticeship Carolina in outreach efforts
   d. Collaborate with Apprenticeship Carolina in appropriate work-based learning endeavors
   e. Investigate grant opportunities that include work based learning opportunities
   f. Train Business Service team members on work based learning opportunities in the community, and promote appropriate opportunities to employers as needs arise
   g. Facilitate appropriate partner connections with the businesses

Goal III.   Build upon existing partnerships and collaborations between workforce system service providers to better integrate the workforce development system.

The Executive Committee will oversee the attainment of this goal and will be responsible to complete the objectives and strategies to facilitate its successful attainment.

Key Objective:

A. Map out existing agency partnerships and collaborations to identify gaps in services and opportunities for additional partnerships and collaboration.

   Key Action Strategies:

   1. Identify services relevant to customers served by the SC Works Centers
   2. Research and formalize referral processes to share among staff
   3. Develop map of services with input of operator
   4. Share map to post in SC Works Centers, Adult Education Centers, and other training facilities
   5. Assign the "gap in services" results to appropriate committee for plan development

Key Objective:

B. Increase partnerships and collaboration between workforce service providers to better integrate services.

   Key Action Strategies:

   1. Identify community groups to be involved in
      a. Assign appropriate staff to attend.
      b. Present SC Works services to partners as needed and requested
   2. Identify employment, training, and other community services relevant to customers served by the SC Works Centers
      a. Contact partners and set-up meetings to learn about services
      b. Invite partner staff to provide training to staff on referral processes
   3. Identify grant opportunities with which to collaborate with partners
      a. Research common types of grant opportunities
      b. Develop a list of partner contacts for common partnership opportunities

Key Objective

C. Build upon existing partnerships and collaborations to improve communication between the workforce system service providers, trainers/educators, and employers.

   Key Action Strategies:

   1. Establish partner meetings that discuss collaboration opportunities
      a. Meet quarterly and record minutes
      c. Report out to the Board any new partnerships and collaborations
      b. Update referral processes on a quarterly basis as part of the partner meetings
   2. Identify other partner/community meetings being held in the community
      a. Contact leadership regarding appropriate level of involvement
      b. Attend meetings

Key Objective

D. Maintain and support the One Stop Operator that is responsible for convening service providers and partner agencies.

   Key Action Strategies:

   1. Leverage existing relationships to grow meaningful partnerships with private/public partners

2. Develop information resources (flyers, graphics, etc.) to facilitate better understanding of partner resources and interactions

Key Objective

E. Maintain and support the One-Stop Operator's efforts to collect data and regularly report to the WIB as part of their efforts to certify/re-certify the One Stop Centers.

Key Action Strategies:

1. Utilize surveys to help collect data that is not readily available via traditional sources
2. Research and stay abreast of any updates regarding new One-stop certification standards as issued by the State.
3. Evaluate new information from the state and provide relevant informaition to the board regarding any required changes to achieve/maintain certification

Goal IV.   Increase and improve outreach to inform and promote the SC Works Centers services and activities pertaining to workforce development.

The One Stop and Youth Committees will oversee the attainment of this goal and will be responsible to complete the objectives and strategies to facilitate its successful attainment.

Key Objective:

A. Create a strategic marketing and communication plan to raise awareness of SC Works Centers' services and activities**.**

Key Action Strategies (Ad/DW):

1. Meet with Outreach ad hoc committee to develop a plan
2. Present plan and status of plan to the Operations Committee on an ongoing basis

Key Objective

B. Engage employers, educators, and community organizations in an outreach campaign to improve awareness of SC Works Centers' services and activities.

Key Action Strategies:

1. Ensure all partners have SC Works Center information available and know what services the Centers offer
   a. Develop a variety of outreach tools (PowerPoints, brochures, flyers, post cards, etc.) for employers, partner and organizations
   b. Review and develop outreach brochures for employers and jobseekers that address specific needs and how the SC Works Center can assist in meeting needs
   c. Conduct outreach and presentations to service agencies, partners, and SHRMS regarding services offered by the Centers
   d. Investigate costs of mainstream media methods such as internet pop-ups and TV ads
2. Increase outreach initiatives to smaller outlying towns
3. Attend and be involved in community events that reach employers, educators, and community organizations

Key Objective

C. Increase opportunities for educators (i.e. teachers, principals, guidance counselors, superintendents) to know and experience the employment opportunities and employers workforce needs/skill requirements.

Key Action Strategies:

1. Engage education partners in partner events with the SC Works Centers
2. Promote center services to parents of students and graduating seniors. Provide flyers and information for guidance counselors
3. Present soft skills as requested to high school students and parent groups

Key Objective

D. Look for opportunities for employers and educators to form better connections to insure that education and training programs are developing systems to create a skilled workforce to meet current.

Key Action Strategies:

1. Encourage involvement of these parties to ensure employers get information on trainings offered
2. Work with training providers to ensure they offer programs that employers are seeking

Provider name:	Provider website:	Primary phone:	Signature authority:	Physical address:	Program name:	Program description:	Class format:	Total Cost:	In demand	In WorkLink Cluster
Clemson University: Center for Corporate Learning	http://www.thinkclemson.com/	864.656.3984	Elizabeth Johnston, Director	One North Main, Greenville, SC	Clinical Medical Assistant Certificate Program with Clinical Externship	The Clinical Medical Assisting program is designed to prepare students to function as professionals in multiple healthcare settings. Medical assistants with a clinical background perform various clinical tasks including assisting with the administration of medications and with minor procedures, performing an EKG electrocardiogram, obtaining laboratory specimens for testing, educating patients, and other related tasks. Job opportunities are prevalent with physician's offices, clinics, chiropractor's offices, hospitals and outpatient facilities.	Instructor Taught and Online	########	Yes	Yes
Fred's Appliance Academy	https://academy.fredsappliance.com/	8007811814	Adam Butcher	1949 Hubbard Rd, Madison, OH	Basic Appliance Repair	A program that prepares individuals to apply technical knowledge and skills to repair and service major gas, electric, and microwave consumer appliances such as stoves, refrigerators, dryers, water heaters, washers, and dishwashers.	Instructor Taught and Lab-based	########	No	No

Eligible Training Provider List

Current Reasons for Denial:

1. Our local area is prioritizing classroom based training for the WorkLink area.

2. Training is not within the four in-demand career clusters for the WorkLink area:
   a. Administrative and Support and Waste Management and Remediation Services;
   b. Health Care and Social Assistance;
   c. Manufacturing;
   d. Professional, Scientific, and Technical Services;
   Nor is one of the two career exceptions: CDL training and Heavy Equipment Operator training.

3. WorkLink Workforce Development Board currently has a moratorium on barbering, cosmetology, nail technician, horseshoeing, and solar panel installation for the WorkLink area.

4. Training programs do not lead to a recognized post-secondary occupational credential.

5. Training costs exceed the maximum amount for the WorkLink area.
   (Currently, set at $5,000 per program year and $10,000 in a lifetime by the WorkLink Board; $14,000 in a lifetime by the State.)

6. Training provider does not offer programs of study within 150 miles of Clemson, SC.

Transportation Grant Summary   ELECTRIC CITY TRANSIT   Services began 9/18/17, Grant Ends 12/31/18
PY17

# of Individuals:	September	October	November	December	January	February	March	April	May	June	TOTALS
Training Access		18	11	13	11	13	11	12	10	18	117
Employment Access		62	51	42	29	28	22	15	11	12	272
Maintained or Completed Training		44	38	34	41	43	47	55	57	56	415
Total Employment and Training Riders		*124*	*100*	*89*	*81*	*84*	*80*	*82*	*78*	*86*	*804*
TOTAL RIDERSHIP		271	227	229	165	184	192	193	190	211	1862
Goal Percentage 60%		*46%*	*44%*	*39%*	*49%*	*46%*	*42%*	*42%*	*41%*	*41%*	*43%*
Grant Award											100,000.00
Total All Invoices Rec'd	3,937	7,308	5,954	8,954	9,222	6,472	9,643	6,228	5,637	8,846	72,201.00
Remaining Balance											27,799.00
										Spent	72%
								Grant to Date - Goal to spend			82%

Report as of 10.29.18

WorkLink Workforce Development Board

CONNECTING COMPANIES AND EMPLOYEES

COMPREHENSIVE STRATEGIC PLAN

2015 – 2020

Produced May 2015

Approved By WorkLink WDB June 2015

Table of Contents

Executive Summary

Past and Potential Future Accomplishments

Members identified accomplishments for which they were most proud and those activities they want to accomplish in the coming planning cycle.

Most Proud Accomplishment (What We Did)	Most Important to Complete (What we will do)
- The WIB improved at providing direction - Cooperation - Collaboration - Strategic Planning - The WIB is doing it to maximize the organizational output - The WIB is restarting it - The whole strategic planning initiative - Involving all stakeholders in the process - Staffing - Added staff to address roles of the organization - Assembled/Hired good staff - Hired a good executive director - Commitment to the change/Willingness to improve - Board 101 Training - Increased Board member interest/attendance - Aware of/concerned with present economy and how it impacts our communities - Marketing/Branding process - Website - The brand is known in the community - Programmatic items - Distributing Tech Ed where it is needed most - Provide services to those in need - One Stop On-the-Go reaching more job seekers	- Marketing/Communication - Get WorkLink known - Market the One Stops - Create an "elevator" pitch for when people ask "What does WorkLink do?" - Inform the public of WorkLink Mission - Develop a clear message about - Who we are - What we do - How can we help you - Increase awareness in 3 counties - WIB understands it role - Board 101 Training - Strategic Plan - Comprehensive analysis of workforce and the areas needing attention - Implement the strategic plan - Utilize funds to alleviate long-range goals - Have regular updates on the progress of reaching the plan - Be "tougher" on meeting goals - Know what the goals are - Get the consortium "up and running" effectively and provide oversight - Know the Board versus the consortium roles - Get Industry Involved - Enable a great apprenticeship program - Structural changes took a long time but enabled us to move forward consistently – keep it going - Remove barriers to services that the WIB has created locally (2 year time limit on training)

Workforce Investment Board Values

WIB Values Identified by members:

- Service to the community
- Commitment to the plan
- Knowledgeable/trained Board members
- Responsiveness
- Excellence
- Supreme Customer Service
- Desire for Excellence
- Good Stewardship
- Foster/Enhance existing relationships

Community Trends Assessment

In order to develop strategic initiatives it is important to gather information from community leaders about current workforce development issues, assess changes in the region and the workforce development system business environment, as well as identify potential future trends that will impact the WIB's direction.

Focus Group and Survey Results Key Information

Results of the focus groups and surveys that were conducted with businesses, economic development agencies, education, youth and adult/dislocated worker service providers helped to identify the following issues for consideration when developing the WIB's strategic initiatives. A full summary of the focus group responses is available in the index of the document.

Business Providers

- More education skills - both young and old, new technology and traditional mechanical knowledge.
- Increase number of work ready workers - HS Diploma, GED, WorkKeys, etc.
- Improved coordination with training programs at schools.
- Soft Skills are a key issue for everyone.
- WorkKeys not universally used by businesses.
- Need for improved image of manufacturing careers and better integration with school programs (job shadowing, internships, tours, curriculum).

Economic Developers Focus Group

- Lack of Soft Skills is an issue for all employers.
- Need to ensure training/education programs continue to increase the regional workforce to attract larger employers.
- Education/Training programs need to have regular assessments to ensure they meet employer expectations.
- WorkKeys is an asset but needs improvement in marketing and spreading use by employers.
- Transportation is a barrier to employment/training for employees without own transportation.

Service Providers

- Transportation is a major issue for clients seeking training/employment.
- Life Skills deficiencies could be helped by "Life Coach" programs.
- GED qualification difficulty will affect time frame for improving worker qualifications.
- How do we market services available in modern information society? Best current mode is word of mouth.
- Ensure information available about opportunities for disabled.

Youth Council

- Soft Skills/Life Skills are consistent issue with young job seekers.
- Life Coach/Mentoring Programs would be helpful with youth.
- Improved coordination between workforce, employers and schools needed to improve youth's knowledge of opportunity.
- Better promotion of services/opportunities needed for youth specifically.
- Transportation is a needed service for many youths

Education Providers

- Developing programs that give students/teachers/parents exposure to career opportunities and work environment through tours/apprenticeships/presentations.
- Soft Skills/Life Skills training needed.
- Transportation barrier to youth employment.
- Improved partnerships between schools and business.
- WorkKeys has presence but limited understanding of benefits from many teachers/staff.

Overarching Themes of Focus Groups

- Improved coordination between businesses and schools (tech, grade)
  - Noted by businesses, youth council, and educators.
- Promoting modern career opportunities needs to reach larger groups and increase exposure to businesses for students prior to entering workforce.
  - Opportunities to educate students, parents, and teachers on career tracks in modern manufacturing
  - Provide programs for work place tours, apprenticeships, presentations to schools.
  - Issue was noted by businesses, youth council, and educators.
- Training programs need to continue to increase coordination efforts with high schools and tech schools to expand workforce.
  - Ensure that needed skill sets are focus of program.
  - Ensure employer expectations are understood and met when creating the curriculum.
- Marketing of workforce services from various agencies needs improved coordination.
  - How do we reach more people in information age?
  - Better understanding of services available from various agencies to enhance service coordination.
  - Central portal to help people navigate services available.
- WorkKeys is a valuable tool but has some issues with lack of knowledge of program or understanding of how it helps across businesses and educators.
- The need for Soft Skills improvements were an issue brought up by each focus group. Developing Life Skills were included in the discussions with Service Providers, Youth Council, and Education Providers as an issue.
- Life Coach programs was suggested by service providers, educators, and youth program providers as way to improve soft skills
- Transportation barriers were identified as issue in each group except the business group.

Local Area Trends

Members identified the following changes to the local community since the last strategic plan and anticipated changes in the coming planning cycle.

- Health care issues
- Job growth
- Growth in Hispanic Population
- Growth in modern manufacturing jobs
- Higher skills required for new jobs
- Growth in service industry
- EEDA – career clusters
- Regional education centers
- Continued state budget constraints
- Regulation challenges
- Increase in minimum wage
- Retirement plans shrinking or going away
- Issues for veterans returning from active duty needing jobs
- Extended UI benefits
- Change in WIB membership
- Major changes in WorkLink staff
- Increase in 2-year technical school enrollment
- Increase in WIA enrollments
- Increased WIA funding

May 11, 2015

- Decrease in education and other agency funding
- Increase in regionalism
- Attitude regarding spending has changed
- Continue to maximize use of resources
- GED requirements increasing
- New leaders on many levels
- Increased demand for health care services
- Demographic shifts
- Industrial skill sets changing require more education

- Lack of affordable housing
- TAA reauthorization
- Major change in dynamics of Board
  - More involvement
  - Better understanding of their roles
- Increase in number of individuals entering the skilled workforce
- Increase in poverty level
- Larger skill gap
- Income disparity increasing
- Technical base occupations
- Strong case management needed

Workforce Development Business Environment Changes

The following chart indentifies recent and anticipated changes to the business environment of the workforce development industry within 6 categories: technology, suppliers, economy, government regulations, and customer's needs and preferences.

Workforce Development Business Environment	
Category	**Future Changes**
Technology	Increased utilization of technology Increase of online meetings via webinars, video conferencing, etc. Increased use of Social Media (blogs, Facebook, twitter) for communication Increase in computer skill requirements for jobs Increase use of email/texting in job communications Accessibility Privacy Concerns
Suppliers	Increased offering of new/expanded products from suppliers • Mental Health counseling • Workforce readiness (education agencies) • On-the-go services to employers • Soft skills • Reports to the community (report cards) on how the system is working
Economy	Accountability Potential for growth in funding
Government Regulations	Growing/changing regulations a constant, Increased layering More clients with static staffing Increased responsibilities for current staff Short time frame to implement program changes Little feedback from agencies that WIA reports to Increased accountability with unrealistic expectations Providing customized services that meet generic regulations that don't account for differences in application (SC is different from NY) Conflicts in goals of programs

Workforce Development Business Environment	
Category	Future Changes
Customer Needs/Preferences	Employers • Rebounding from economic downturn but cautious increases • Selective hiring • Increase in technology • Decrease in training funds • Increased need for healthcare but less to fund it with Employees/Job Seekers • Increase skill sets • Increase in training in technology and automation • Decrease in the number of jobs • Diverse population • Stress due to public information/media • Re-education • Aging of the workforce Partners • Increase in demand • Diversity • Increased accountability • Change in Expectation • Monitoring

Economic and Workforce Analysis

WorkLink has worked to develop a strategy grounded in local and regional demographic and economic data. We looked to a variety of sources to identify county and regional issues for both economic and workforce development. Through an ongoing analysis of economic and industry trends as well as program performance and outcomes, we will ensure that our strategies, sectors and occupations are the most appropriate for the populations and industries we serve.

Upstate Economy Overview

Over the last two decades, the Upstate Region has recognized that focusing on *clusters* from its existing industrial base and identifying *target industries* to further enhance those clusters is a strategic approach that yields strong results.

Manufacturing has provided the foundation of economic growth in the region for the past 25 years. Employing approximately a fifth of the region's workforce, manufacturers employ approximately 175,000 workers who live in the region and 125,000 others who work in the region but live elsewhere. A strong and diverse manufacturing foundation is seen by the region's economic developers as essential for weathering up-and-down business cycles and for achieving the new innovations it will take to keep the region vibrant in the 21st century.

In 2009, the Upstate Alliance commissioned a comprehensive "Upstate Target Industry Study" which was conducted by three of the nation's prominent economic development consulting firms. One of the major themes of the study was the idea that regions should perform an honest appraisal of what distinguishes them economically and then strive to build leadership in those specialties. This idea is at the very heart of cluster-based economic development. Chapter 2 states, "Cluster development is attractive because once a cluster begins to establish itself, it tends to be a self-fueling growth engine. Companies within clusters are more profitable and efficient due to their ability to cross-pollinate their organizations with the best talent, proven processes and cutting edge research. This attracts other leading firms, which further attracts the best and brightest."

Using traditional, academic "cluster analysis" and location quotients, the study outlined key businesses in the region and their interrelated competitive advantages. The following passage highlights some key findings from the study (emphasis added):

> "The region has a strong set of complimentary assets including a **traditional base in advanced materials (including a legacy presence in textiles), energy production, advanced manufacturing, precision plastics and chemicals, and automotive.** These core strengths, coupled with aggressive educational institutions committed to embracing the economic development demands of a changing regional environment, are the building blocks that will allow the Upstate to realize economic growth in each target sector."

The Upstate Target Industry Study produced recommendations for the region's economic developers on which industries they could target in order to build upon existing clusters. The four recommended target industries from the study were **Advanced Materials, Automotive, Biosciences**, and **Energy**. Further research and analysis led the Upstate Alliance to add another industry to this list: **Aerospace**. The Study provided an objective, region-wide economic analysis that identifies clusters and that

recommends synergistic target industries. This information is being used to market the region on a global level.

It is important to note that each individual county economic development team does not limit itself to targeting only these industries. Pickens County believes it has unique quality of life advantages for targeting what it calls the "small, privately held company" industry. Anderson County targets *data centers* because of its unique assets, including the major raw water line capacity necessary to attract that industry. Thus while each county pursues the region-wide target industries identified in the afore-mentioned study, they also pursue their own targets based on local synergies.

Economic Data

Annual Unemployment Rates

Unemployment throughout the WorkLink region has followed state and national trends for the last 10 years. The state and region's overall unemployment rate was significantly higher than the national unemployment rate from 2004 through 2011 with the highest rates (13.3%) for the region in 2009 at the peak of the recession. Since 2009 the unemployment rates have dropped across the country. The WorkLink region has seen a decline from 13.3% in 2009 to 6.5% in 2014 which is lower than both the State (6.9%) and National (6.6%) unemployment rates.

**Annual Unemployment Trends
2004 - 2014**
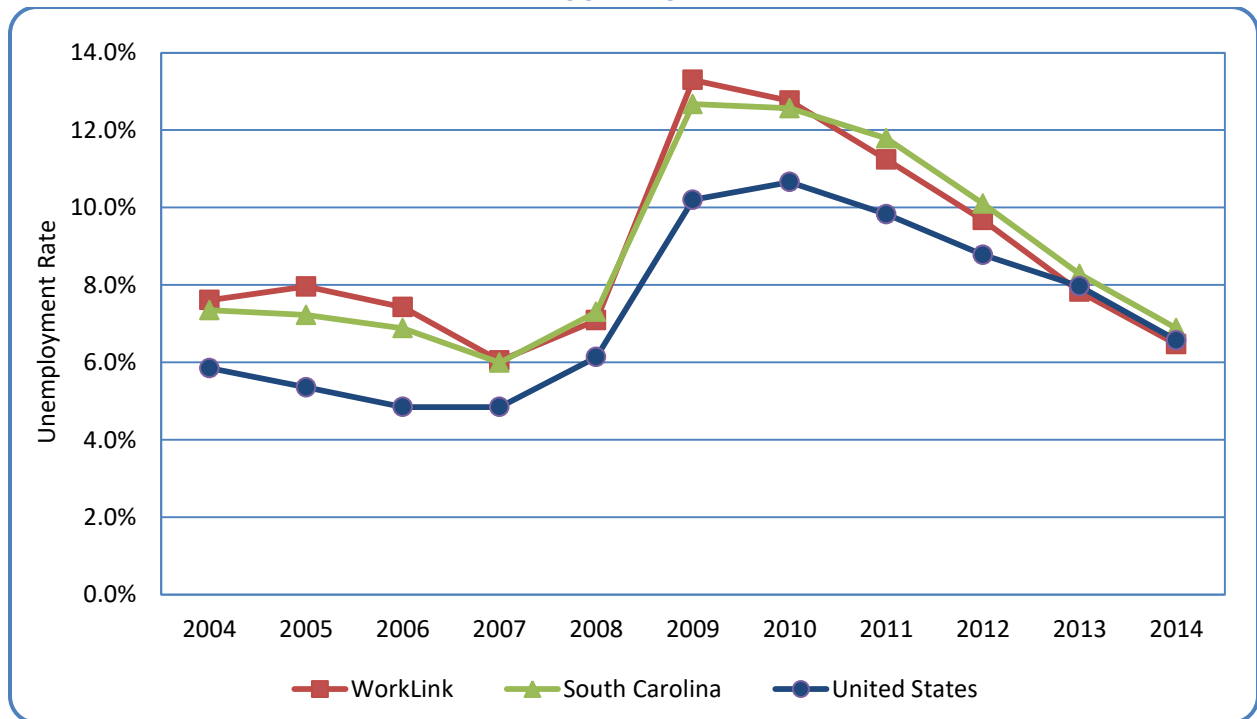
Annual Unemployment Trends
2004 - 2014

Year	WorkLink			South Carolina			United States		
	Employment	Unemp	Rate	Employment	Unemp	Rate	Employment	Unemp	Rate
2014	163,923	10,605	6.5%	2,056,136	141,451	6.9%	146,305,000	9,617,000	6.6%
2013	160,156	12,529	7.8%	2,013,452	166,641	8.3%	143,929,000	11,460,000	8.0%
2012	157,718	15,259	9.7%	1,978,328	199,830	10.1%	142,469,000	12,506,000	8.8%
2011	155,997	17,538	11.2%	1,942,109	228,937	11.8%	139,869,000	13,747,000	9.8%
2010	153,415	19,572	12.8%	1,915,045	240,623	12.6%	139,064,000	14,825,000	10.7%
2009	153,044	20,346	13.3%	1,910,670	242,075	12.7%	139,877,000	14,265,000	10.2%
2008	162,554	11,523	7.1%	1,996,409	145,823	7.3%	145,362,000	8,924,000	6.1%
2007	162,958	9,850	6.0%	2,005,686	120,205	6.0%	146,047,000	7,078,000	4.8%
2006	160,792	11,943	7.4%	1,973,337	135,760	6.9%	144,427,000	7,001,000	4.8%
2005	159,732	12,714	8.0%	1,929,233	139,366	7.2%	141,730,000	7,591,000	5.4%
2004	159,132	12,107	7.6%	1,894,141	139,169	7.3%	139,252,000	8,149,000	5.9%

Monthly Unemployment Rates

Monthly Unemployment Trends
Past 13 Months
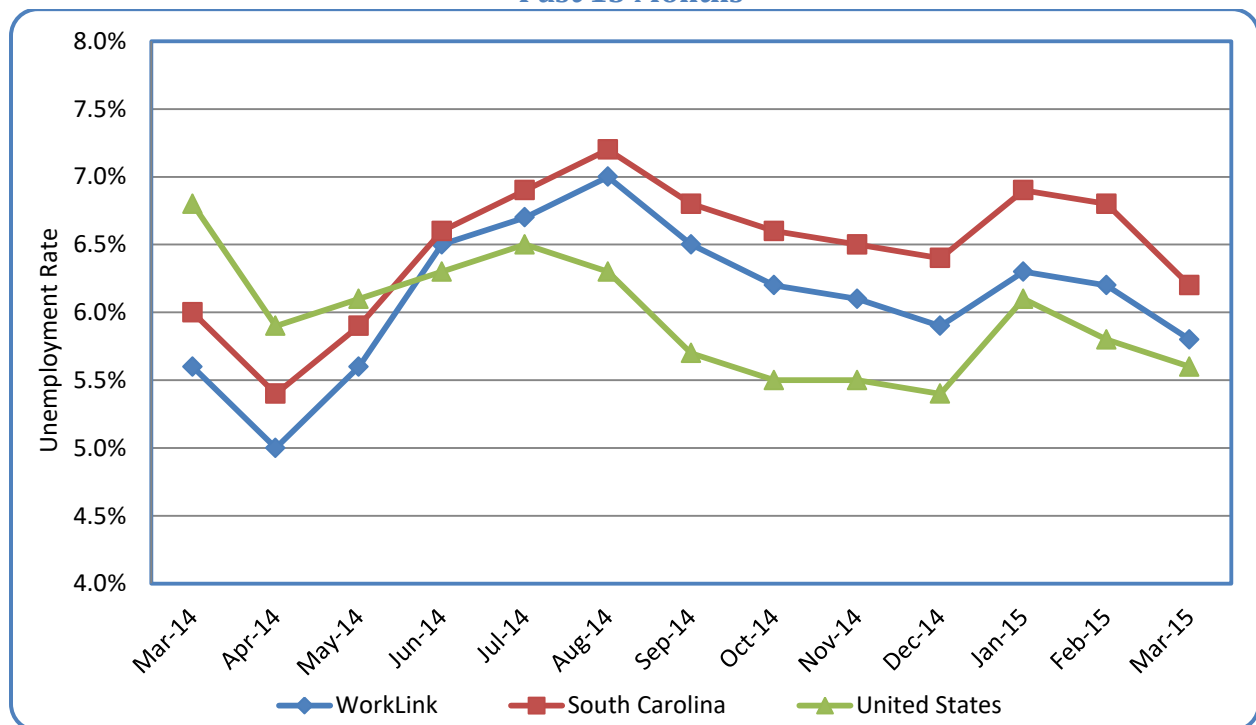
Monthly Unemployment Trends
Past 13 Months

Period	WorkLink	South Carolina	United States
Mar-15	5.8%	6.2%	5.6%
Feb-15	6.2%	6.8%	5.8%
Jan-15	6.3%	6.9%	6.1%
Dec-14	5.9%	6.4%	5.4%
Nov-14	6.1%	6.5%	5.5%
Oct-14	6.2%	6.6%	5.5%
Sep-14	6.5%	6.8%	5.7%
Aug-14	7.0%	7.2%	6.3%
Jul-14	6.7%	6.9%	6.5%
Jun-14	6.5%	6.6%	6.3%
May-14	5.6%	5.9%	6.1%
Apr-14	5.0%	5.4%	5.9%
Mar-14	5.6%	6.0%	6.8%

Area Job Opening Trends
Past 13 Months

Period	WorkLink				South Carolina			
	Employed	Unemp	Unemp Rate	Job Openings	Employed	Unemp	Unemp Rate	Job Openings
Mar-15	167,214	10,242	5.8%	3,114	2,096,110	179,877	6.2%	71,513
Feb-15	166,789	10,908	6.2%	2,867	2,090,272	148,179	6.8%	64,881
Jan-15	164,975	11,122	6.3%	2,811	2,079,800	146,940	6.9%	62,305
Dec-14	164,617	10,278	5.9%	2,490	2,069,190	147,062	6.4%	53,848
Nov-14	165,056	10,630	6.1%	2,619	2,066,291	146,577	6.5%	57,852
Oct-14	165,791	10,933	6.2%	6,473	2,062,762	145,732	6.6%	151,194
Sep-14	163,948	11,340	6.5%	2,971	2,058,778	144,356	6.8%	66,923
Aug-14	163,583	12,332	7.0%	3,035	2,054,756	142,275	7.2%	69,456
Jul-14	164,620	11,878	6.7%	2,873	2,051,047	139,641	6.9%	72,271
Jun-14	165,436	11,572	6.5%	2,732	2,047,765	136,828	6.6%	66,842
May-14	164,824	9,817	5.6%	2,852	2,044,978	134,312	5.9%	65,716
Apr-14	163,944	8,656	5.0%	2,838	2,042,545	132,607	5.4%	65,877
Mar-14	163,200	9,599	5.6%	2,780	2,039,978	132,170	6.0%	65,967

Demographics

Population Change

The population of the WorkLink region grew 45% from 1980 thru 2010. The growth rate ranged from 10% to 15% each decade. The growth rates were slightly behind the Upstate Region and slightly more that the State. Projections for growth from the US Census Bureau show an expected growth rate of 10% per decade through 2030 with a total population for the WorkLink region expected to reach 460,000 by 2030.

Population for WorkLink Region, Upstate, and South Carolina, 1970 – 2030

	WorkLink	Upstate	South Carolina
1970	205,158	656,447	2,590,713
1980	261,138	757,800	3,121,820
1990	296,567	887,993	3,486,310
2000	342,712	1,028,656	4,012,012
2010	379,010	1,171,497	4,549,150
2020	419,950	1,298,040	5,000,400
2030	460,010	1,421,862	5,488,460
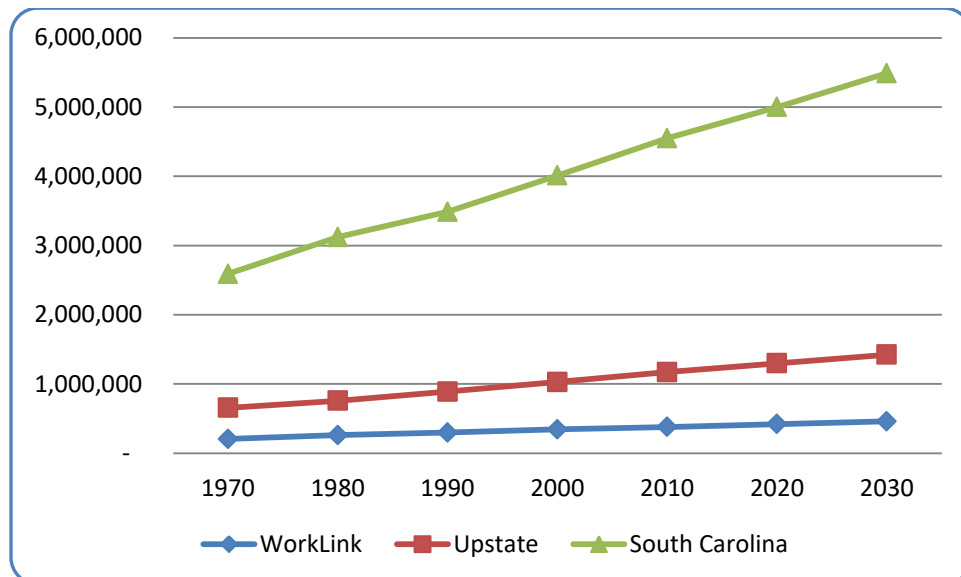
Population by Age

The figure below shows population by age cohort for both the WorkLink region and the state of South Carolina as a whole. The WorkLink region has a higher percentage of both people in the 15-24 age ranges than the state. Some of this is attributable to the concentration of college students with Clemson University and several other smaller universities, colleges, and technical schools. At the same time the area has a higher percentage of people 55 and over. The popularity of the region as a retirement destination certainly contributes to this. The WorkLink area does have a noticeably lower percentage of persons in the 25-39 age cohorts. This could be an indication that many post college age persons are leaving the community following graduation to seek work or a different area to live.

Percentage of Total Population
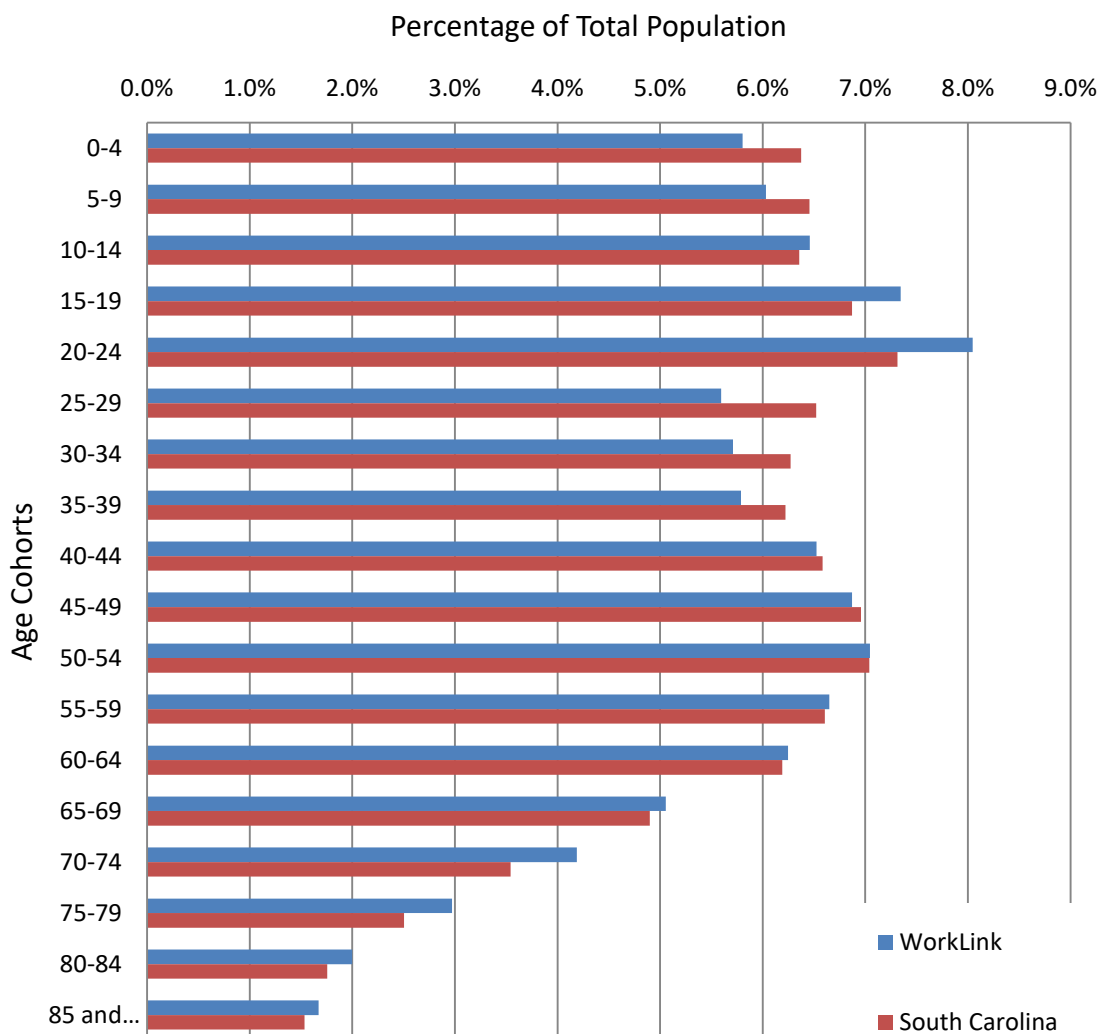
Population by Age Cohorts
WorkLink Service Area, South Carolina, and US – 2014

Age Range	WorkLink		South Carolina		United States	
0-4	22,196	5.8%	298,242	6.4%	20,052,112	6.4%
5-9	23,065	6.0%	302,111	6.5%	20,409,060	6.6%
10-14	24,696	6.5%	297,443	6.4%	20,672,609	6.6%
15-19	28,081	7.3%	321,540	6.9%	21,715,074	7.0%
20-24	30,768	8.0%	342,237	7.3%	22,099,887	7.1%
25-29	21,391	5.6%	305,167	6.5%	21,243,365	6.8%
30-34	21,838	5.7%	293,464	6.3%	20,467,912	6.6%
35-39	22,135	5.8%	291,183	6.2%	19,876,161	6.4%
40-44	24,952	6.5%	308,158	6.6%	20,998,001	6.7%
45-49	26,276	6.9%	325,660	7.0%	22,109,946	7.1%
50-54	26,945	7.0%	329,431	7.0%	22,396,322	7.2%
55-59	25,424	6.6%	309,061	6.6%	20,165,892	6.5%
60-64	23,883	6.2%	289,690	6.2%	17,479,211	5.6%
65-69	19,332	5.1%	229,251	4.9%	13,189,508	4.2%
70-74	16,019	4.2%	165,797	3.5%	9,767,522	3.1%
75-79	11,369	3.0%	117,187	2.5%	7,438,750	2.4%
80-84	7,645	2.0%	82,223	1.8%	5,781,697	1.9%
85 and older	6,397	1.7%	71,757	1.5%	5,673,565	1.8%

Population by Race

Population Distribution by Race, 2010

Race	WorkLink		South Carolina		United States	
White	32,3429	83.2%	3,144,146	66.0%	230,592,579	72.0%
Black	44,151	11.4%	1,298,534	27.3%	39,137,010	12.2%
American Indian/ Alaskan Native	1,028	0.3%	14,732	0.3%	2,540,309	0.8%
Asian	3,725	1.0%	61,097	1.3%	1,5231,962	4.8%
2 or more races	12,272	3.2%	169,670	3.6%	17,484,666	5.5%
Other	3,751	1.0%	74,130	1.6%	14,748,054	4.6%

Educational Attainment

The leading economic development challenge cited by County economic developers is workforce development. Even as the region's population has increased its high school and college graduation rates, and even as the area has become known for having a wealth of engineering talent, there are fundamental workforce development challenges facing the region.

Educational attainment in the WorkLink area is slightly behind the Upstate Region and South Carolina. 21% of WorkLink residents have a Bachelor's degree or higher as compared to 25% for the region and 24% for the state. An additional 29% have some college credits or an Associate's degree in the WorkLink region which is the same as both the Upstate and State. Despite this high concentration of educated residents, a large share of the area's residents – 18% – do not have a high school diploma or its equivalent. This is the same for the Upstate but 3% higher than the State as a whole. While this statistic is not significantly different than the state average, the need for a better educated workforce to support the economy in the region indicates that these individuals will need specialized workforce services to help them be competitive in the labor market.

WorkLink Region Educational Attainment, Age 25+ - 2013

Legend:
- Less than 9th
- 9th to 12th
- HS Grad
- Some college
- Associate's
- Bachelor's
- Grad or Prof

(Pie chart values: 6%, 12%, 32%, 20%, 9%, 13%, 8%)
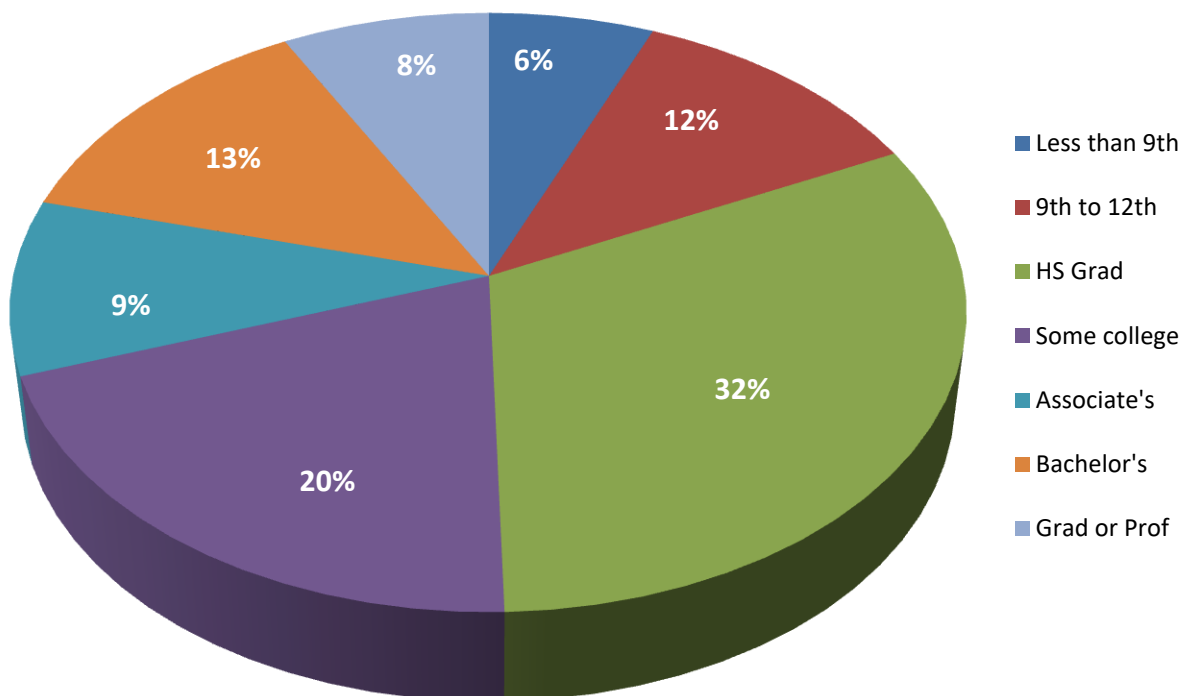
2010 – 2014 Graduation Rates by County
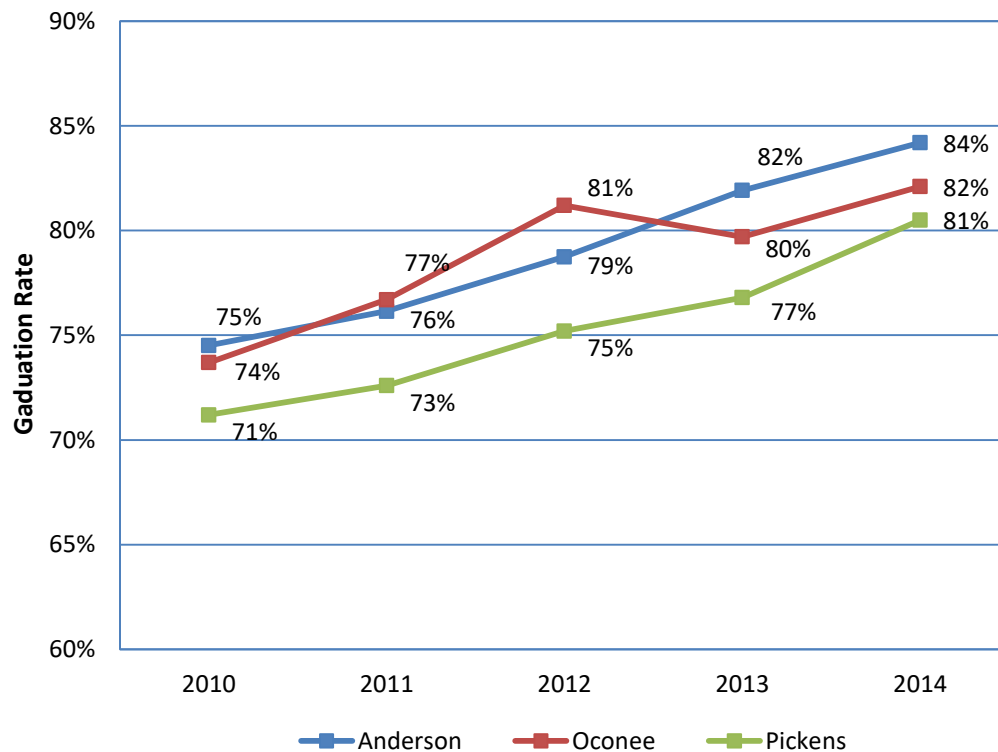
The education attainment levels of residents of the three counties have both positive and negative components. The biggest concern is the 18% of persons that do not have a high school diploma or equivalency. That is related in part to graduation rates for local schools. The table above shoes a positive trend in the last 5 years as each county has improved their graduation rates around 10%. This does not include those who do not graduate but receive a GED or some other equivalency certification. The growth in graduation rates is a positive step to increasing the number of workers that can be competitive in the labor market.

Another positive trend is the general decline in dropout rates in school districts in each county. Oconee and Pickens County both have just one school district. Both have seen modest declines in dropout rates between 2010 and 2014. However, there was a significant increase in both counties' rates in 2014 that masks what had been significant improvement through 2013. Anderson County has 5 school districts and they vary considerably. Districts 1, 3, and 4 have all seen at least 50% declines in dropout rates. District 4 has a 2.7% dropout rate while Districts 1 and 3 are both below 2%. District 2 has seen a slight decline from 3.5% to 3.1% although similar to Oconee and Pickens County their rate was below 3% in 2012 and 2013 before an increase in 2014 negated some of the progress. District 5 sees a similar trend although their 2015 dropout rate is the only one in Anderson to have seen an increase with a rate of 4.3% in 2014. This is the only district in Anderson County above a 4% dropout rate.

Both of these trends are indicators that education policies to increase graduation rates and decrease dropout rates are having a positive effect. These measurements can vary from year to year as seen in the trends for the three counties. However, regular monitoring of long term trends should help provide

an indicator of the progress being made in local schools. As long as that trend continues in a positive direction it will benefit the youth as well as the economic development efforts of the area as it creates more work ready individuals entering the labor force.

2010 – 2014 Dropout Rate by County
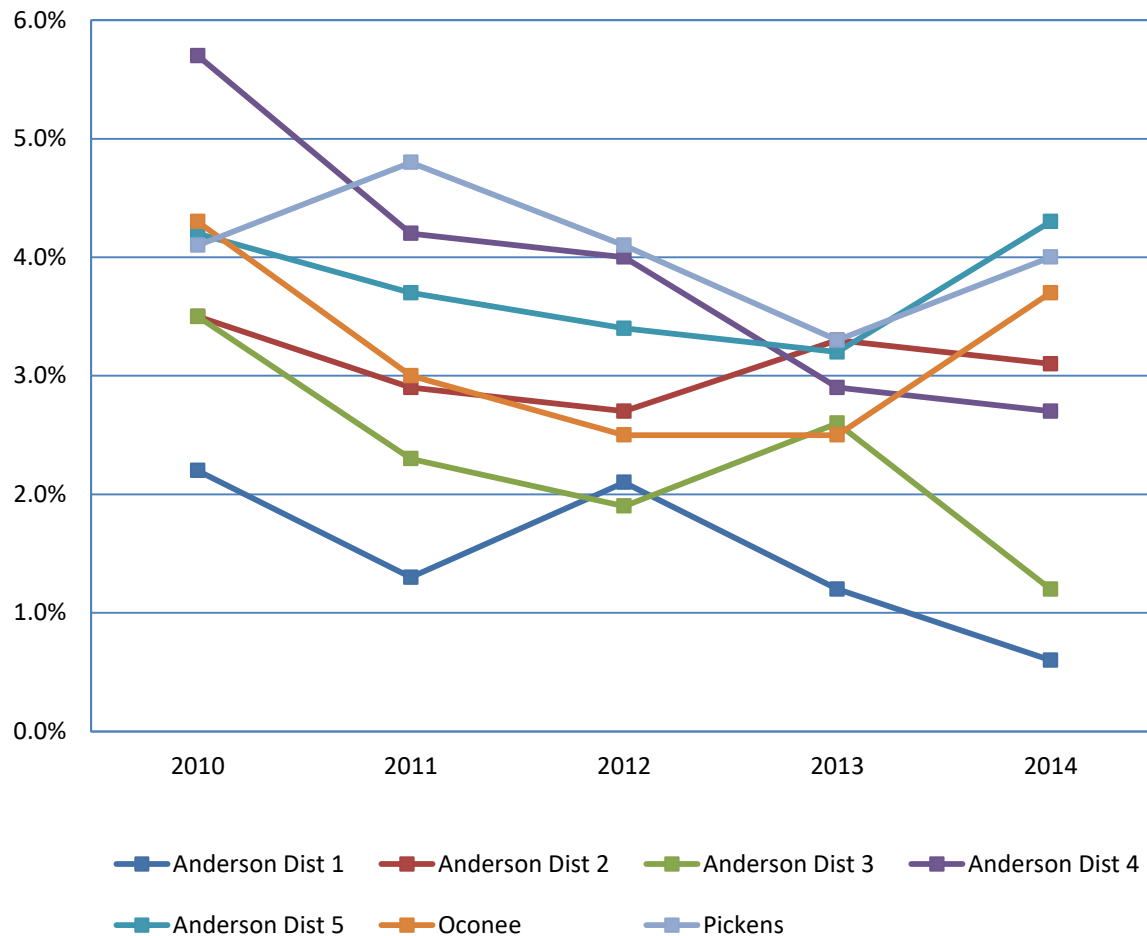
2010 – 2014 Dropout Rate by County

Column1	2010	2011	2012	2013	2014
Anderson Dist 1	2.2%	1.3%	2.1%	1.2%	0.6%
Anderson Dist 2	3.5%	2.9%	2.7%	3.3%	3.1%
Anderson Dist 3	3.5%	2.3%	1.9%	2.6%	1.2%
Anderson Dist 4	5.7%	4.2%	4.0%	2.9%	2.7%
Anderson Dist 5	4.2%	3.7%	3.4%	3.2%	4.3%
Oconee	4.3%	3.0%	2.5%	2.5%	3.7%
Pickens	4.1%	4.8%	4.1%	3.3%	4.0%

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Commuting Patterns

The majority of working residents (55%) within the WorkLink service area are employed within the 3 counties. Another 25% work in neighboring Greenville County. The remaining 20% of residents are spread out among other neighboring counties and other parts of the state.
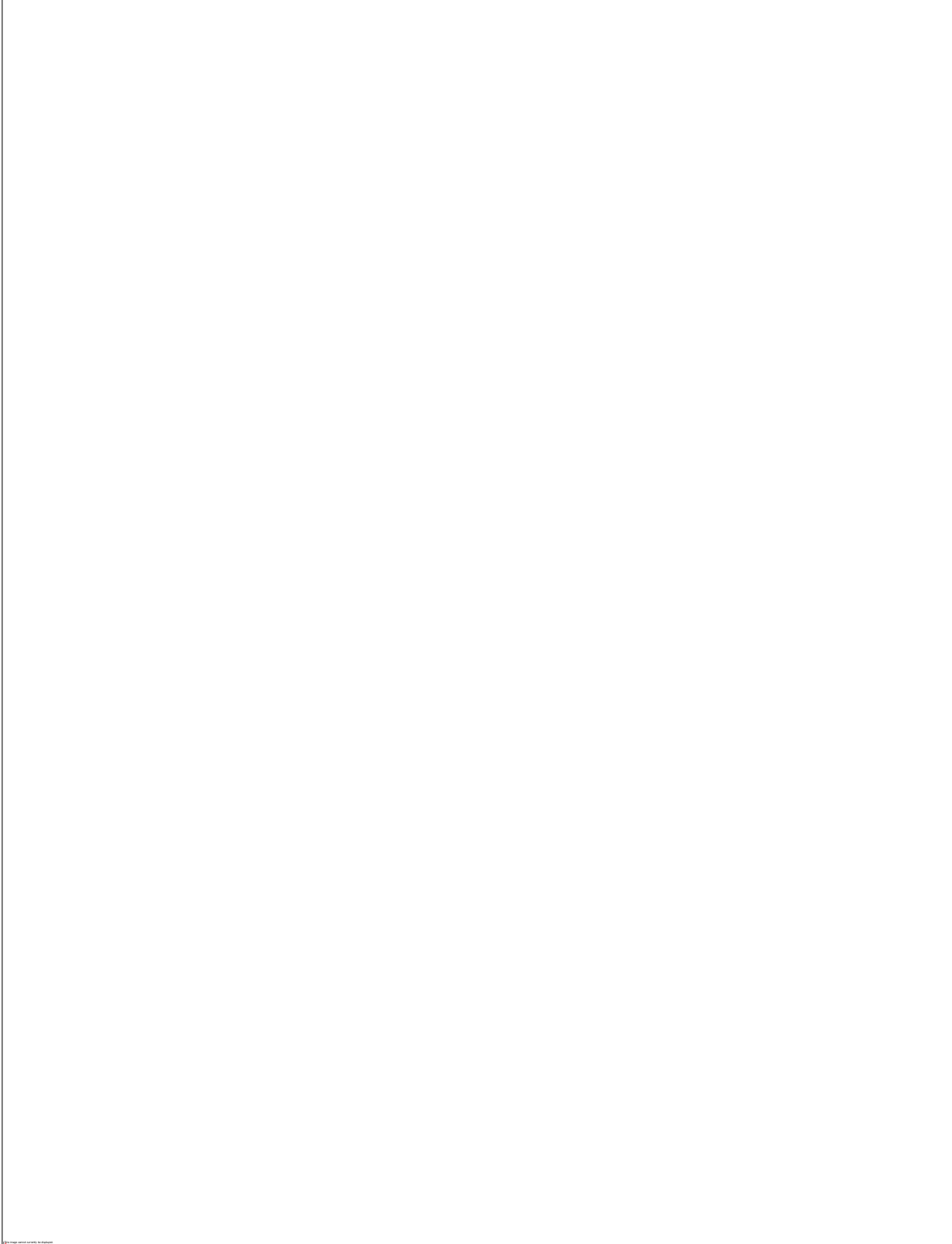
Workers Commuting From Counties

Commuting patterns for those employed in the WorkLink service area show that 71.6% of the workers reside in one of the 3 counties. An additional 10.5% live in Greenville and commute to one of the 3 counties. The remaining 18% commute to the WorkLink area from other neighboring counties and other parts of the state.

Low to Moderate Income Concentrations
WorkLink Service Area – 2010

Industry and Employment

Employers by Size of Establishment
WorkLink Service Area, 2014

Employees	WorkLink	South Carolina
0 to 4	3,890	68,217
5 to 9	1,249	19,792
10 to 19	907	13,822
20 to 49	639	10,493
50 to 99	234	4,070
100 to 249	113	2,576
250 to 499	39	802
500 to 999	16	349
1000 +	7	286

Employment by Size of Establishmentin
WorkLink Service Area, 2014

Employees	WorkLink	South Carolina
0 to 4	6,434	1,057,666
5 to 9	8,242	131,300
10 to 19	12,325	187,989
20 to 49	19,371	322,697
50 to 99	16,205	279,491
100 to 249	16,435	385,935
250 to 499	13,305	276,425
500 to 999	11,311	236,500
1000 +	13,701	702,711

20 Largest Employers in WorkLink Service Area – 2014
(Listed Alphabetically)

Corporation Name
ANDERSON AREA MEDICAL CENTER
ANDERSON COUNTY
ANDERSON COUNTY SCHOOL DISTRICT #5
ANDERSON COUNTY SCHOOL DISTRICT 1
ATLANTIC GROUP INC THE
BAPTIST EASLEY HOSPITAL
BI-LO INC.
CLEMSON UNIVERSITY
DUKE ENERGY CORPORATION
ELECTROLUX HOME PRODUCTS INC
INGLES MARKET INC
JOHNSON CONTROLS BATTERY GROUP INC
MICHELIN NORTH AMERICA INC
OCONEE COUNTY SCHOOL DISTRICT
OCONEE MEDICAL CENTER
ONE WORLD TECHNOLOGIES INC
ROBERT BOSCH CORPORATION
SCHOOL DISTRICT OF PICKENS COUNTY
WAL-MART ASSOCIATES INC
WALGREEN CO

Employment by Industry in WorkLink Service Area - 2014

Industry	Employment
Wholesale Trade	2,790
Utilities	2,180
Transportation and Warehousing	2,116
Retail Trade	16,569
Real Estate and Rental and Leasing	770
Public Administration	4,789
Professional, Scientific, and Technical Services	2,233
Other Services (except Public Administration)	2,889
Mining, Quarrying, and Oil and Gas Exploration	112
Manufacturing	24,396
Management of Companies and Enterprises	322
Information	1,190
Health Care and Social Assistance	16,086
Finance and Insurance	2,183
Educational Services	13,234
Construction	4,509
Arts, Entertainment, and Recreation	1,416
Agriculture, Forestry, Fishing and Hunting	253
Administrative and Support and Waste…	6,123
Accomodations and Food Services	12,939

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Top 20 Occupational Openings
Worklink Service Area – March-2015

Occupation Name (Soccode)	Job Openings
Heavy and Tractor-Trailer Truck Drivers (53-3032)	157
Registered Nurses (29-1141)	137
Occupational Therapists (29-1122)	113
Industrial Engineers (17-2112)	96
Physical Therapists (29-1123)	86
Maintenance and Repair Workers, General (49-9071)	83
First-Line Supervisors of Retail Sales Workers (41-1011)	77
Retail Salespersons (41-2031)	73
Home Health Aides (31-1011)	53
Customer Service Representatives (43-4051)	49
First-Line Supervisors of Production and Operating Workers (51-1011)	49
First-Line Supervisors of Food Preparation and Serving Workers (35-1012)	41
First-Line Supervisors of Office and Administrative Support Workers (43-1011)	40
Combined Food Preparation and Serving Workers, Including Fast Food (35-3021)	37
Nursing Assistants (31-1014)	37
Licensed Practical and Licensed Vocational Nurses (29-2061)	35
Speech-Language Pathologists (29-1127)	33
Computer Occupations, All Other (15-1199)	32
First-Line Supervisors of Mechanics, Installers, and Repairers (49-1011)	30
Janitors and Cleaners, Except Maids and Housekeeping Cleaners (37-2011)	30

Labor Market Projections for WorkLink Service Area
Growing Occupations

Worklink Occupation	2010 Estimated Employment	2020 Projected Employment	Percent Change	Average Salary
Occupational Therapy Assistants	75	120	60	$50,874
Physical Therapist Aides	58	90	55	$21,131
Biomedical Engineers	11	17	55	$80,654
Physical Therapist Assistants	84	124	48	$50,079
Physical Therapists	218	320	47	$76,593
Dental Hygienists	198	283	43	$48,164
Opticians, Dispensing	35	50	43	32,420
Market Research Analysts and Marketing Specialists	45	64	42	$58,254
Heating, Air Conditioning, and Refrigeration Mechanics	463	656	42	$34,559
Veterinary Technologists and Technicians	63	89	41	$25,127
Ambulance Drivers and Attendants	109	153	40	$24,210
Surgical Technologists	25	35	40	$33,722
Athletic Trainers	35	49	40	$37,865
Brickmasons and Blockmasons	105	146	39	$38,154
Speech-Language Pathologists	88	122	39	$61,209
Environmental Engineers	16	22	38	$69,603
Family and General Practitioners	87	119	37	$184,534
Management Analysts	112	153	37	$86,631

Labor Market Projections for WorkLink Service Area
Total Employment Projections

Industry	2010 Estimated Employment	2020 Projected Employment	Change	Percent Change	Annual Percent
Total Employment, All Jobs	99569	113638	14069	14.13	1.33
Health care and social assistance	6846	9440	2594	37.89	3.27
Retail Trade	15093	17020	1927	12.77	1.21
Manufacturing	16545	18326	1784	10.78	1.03
Accommodation and food services	12779	14301	1528	11.96	1.14
Construction	4627	5983	1356	29.31	2.6
Other services (except public administration)	6051	7233	1182	19.53	1.8
Educational services; State, local, and private	7464	8482	1018	13.64	1.29
Administrative and support and waste management and remediation	4610	5593	983	21.32	1.95
Professional, scientific, and technical services	1551	1995	444	28.63	2.55
Arts, entertainment, and recreation	1394	1661	267	19.15	1.77
Wholesale trade	2653	2866	213	8.03	0.78
Transportation and Warehousing	996	1205	209	20.98	1.92
Finance and insurance	2320	2444	124	5.34	0.52
Utilities	763	842	79	10.35	0.99
Information	863	942	79	9.15	0.88
Real estate and rental and leasing	742	799	57	7.68	0.74
Management of companies and enterprises	304	321	17	5.59	0.55
Agriculture, forestry, fishing, and hunting	1036	1040	4	0.39	0.04
Government	5784	5617	-167	-2.89	-0.29

Labor Market Projections for WorkLink Service Area
Total Employment by Occupation

Industry	2010 Estimated Employment	2020 Projected Employment	Annual Openings	Openings (Replace)	Openings (Growth)
Total, All Occupations	99,569	113,638	2,455	1,455	3,910
Management Occupations	5,362	5,695	112	41	153
Business and Financial Operations Occupations	2,021	2,391	42	37	79
Computer and Mathematical Occupations	775	927	16	15	31
Architecture and Engineering Occupations	1,805	2,080	40	28	68
Life, Physical, and Social Science Occupations	534	590	17	6	23
Community and Social Service Occupations	622	664	14	6	20
Legal Occupations	437	494	7	6	13
Education, Training, and Library Occupations	4,373	4,979	93	61	154
Arts, Design, Entertainment, Sports, and Media Occupations	950	1,107	26	18	44
Healthcare Practitioners and Technical Occupations	3,794	5,080	77	129	206
Healthcare Support Occupations	2,102	2,862	31	76	107
Protective Service Occupations	1,490	153	46	5	51
Food Preparation and Serving Related Occupations	12,345	14,028	454	169	623
Building and Grounds Cleaning and Maintenance Occupations	5,011	5,804	89	80	169
Personal Care and Service Occupations	2,528	3,019	61	49	110
Sales and Related Occupations	12,341	13,761	405	142	547
Office and Administrative Support Occupations	14,208	15,639	311	154	465
Farming, Fishing, and Forestry Occupations	705	701	21	-	21
Construction and Extraction Occupations	4,556	5,506	92	95	187
Installation, Maintenance, and Repair Occupations	5,106	6,058	114	95	209
Production Occupations	12,354	13,710	234	156	390
Transportation and Material Moving Occupations	6,150	7,011	155	87	242

Successful Workforce Investment Boards and Development Systems

The following charts identify the characteristics of successful WIBs and workforce development systems in 5-10 years, the importance of each characteristic and, the current performance using the following scales:

Importance
1 = Extremely Critical
2 = Very Critical
3 = Critical
4 = Extremely Important
5 = Very Important
6 = Important
7 = Extremely Beneficial
8 = Very Beneficial
9 = Beneficial

Current Performance
1 = Almost Perfect
2 = Excellent
3 = Good
4 = Some Strength (on the balance)
5 = Neutral
6 = Some Weakness (on the balance)
7 = Poor
8 = Very Poor
9 = Abysmal

Successful *Workforce Investment Board* Characteristics

Characteristic	Future Importance	Current Performance
Actively Engaged/Dedicated	1	3
Diverse	1	6
Visionary	1	6
Clear Direction	1	4
Strong Business Representation	1	4
Mission Driven	1	7
Skilled/Knowledgeable	1	6
Customer Focused	1	3
Innovative/Outside Of The Box	2	7

Successful *Workforce Development System* Characteristics

Characteristic	Future Importance	Current Performance
Accountable	1	4
Proactive – Not Reactive	3	7
Engaged/Involved	1	4
Visionary	1	7
Malleable/Flexible	3	5
Collaborative	2	4
Efficient	1	6
Innovative	3	3
Branded – People Know Who We Are	9	7
Diversified/Represented	2	5
Streamlined	5	7
Research-led/Data Driven	1	9

Characteristics to Address to Become More Successful

The following characteristics have been identified as most in need of attention in order to be more successful:

Group	Characteristic
WIB	- Mission Driven - Visionary - Skilled/Knowledgeable - Diverse
Workforce System	- Visionary - Efficient

SWOT (Strength, Weaknesses, Opportunities, and Threats) Analysis

The SWOT analysis identified the following strengths, weaknesses, opportunities, and threats for the region. Strengths and weaknesses are internal to the organization and system and issues over which the WIB has control. Opportunities and Threats are external to the WIB and therefore are not under control. In order to be considered an opportunity, the WIB must have an internal strength that would allow them to take advantage of it.

Strengths (What internal strengths bring us a competitive advantage?)	Weaknesses (What internal weaknesses might inhibit our abilities to meet our mission and vision?)
o 1 stops and 1 stop on the go o Strong technical school collaboration o Location (interstate) o Willingness of providers to get job done o Well funded o Well managed funds o Ability to serve large # of people o Always looking to change o Private sector employers o Knowledgeable staff o Strive to continuously improve o More engaged o Recruitment effort to expand members	• Customer/employer perception of OneStop Center • Awareness of WorkLink efforts • Critical evaluation of data to measure progress • Understanding /interpretation of those government regulations • Lack of collaboration between education and business partners • Lack of knowledge about available resources • Dissemination of information in schools/businesses/agencies/community

Opportunities (Of what external opportunities will our strengths allow us to take advantage)	Threats (What external influence might inhibit us in reaching our mission and vision?)
• Excellent community to attract business/people • Develop better regional efforts (I-85) • Outside funding sources • Bring workforce/business partners together to build better partnerships • Partner with United Way/other workforce system partners to improve collaborative efforts • Reach out to health care/school participants • Expand employer allies – health care/universities	• Legislative actions/regulations affecting funding and core activity requirements • Changing demographics of the area • Industry cycle obsolescence • Percentage of young people lacking basic works skills upon entering the workforce •

WIB Vision

Our vision provides a directional statement; a "picture" of a future state of the organization (what we are striving to become); it provides inspiration; it gives us a framework for our area of influence/responsibility.

"To have a fully-employed, skilled workforce in

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Anderson, Oconee, and Pickens Counties, SC."

WIB Mission

Our mission is a brief description of the organization's fundamental purpose (what we do)/reason for existence, articulated for those inside and outside of the organization.

*"We develop the link between employers and the workforce in
Anderson, Oconee, and Pickens Counties, SC."*

Strategic Goals

Our goals grew out of an analysis of the region's focus group and survey results, recent and potential changes within the community and the workforce development industry, our identification of the characteristics of successful/winning workforce systems, and the SWOT analysis. The following goals are establish to address the most immediate challenges:

1) Increasing system-wide coordination and interaction between workforce development partners, business partners and the education system.
2) Improving coordination between partners and reduce fragmentation of services within the workforce development delivery system.
3) Increasing the number of residents who obtain a marketable and industry-recognized credential or degree.

The goals were developed to address the immediate challenges identified and present objectives to strive for through continuing initiatives and strategies.

The WIB's Four Goals

- Improve the skill level of the workforce to meet the demands of business and industry.
- Increase employer engagement in WIB and WIB Activities.
- Build upon existing partnerships and collaborations between workforce system service providers to better integrate the workforce development system.
- Increase and improve outreach to inform and promote the SC Works Centers services and activities pertaining to workforce development.

The objectives for each goal are the measurable statements towards which our efforts are directed. Each objective contains three elements: a specific statement of what is to be accomplished, a standard by which we can measure the accomplishment, and a timeframe and deadline within which to accomplish the objective. Finally, Strategies are the specific steps which need to happen to bring completion to the objective, and eventually, the goal.

Goals, Strategies, and Action Strategies Narrative

Goal I.   **Improve the skill level of the workforce to meet the demands of business and industry.**

The One Stop and Youth Committees will oversee the attainment of this goal and will be responsible to complete the objectives and strategies to facilitate its successful attainment.

Key Objective:

A. Monitor WorkKeys Data on an ongoing basis to report the trends in certification of workers**.**

Key Action Strategies:

1. Establish baseline via Work Ready Communities Initiative
    a. Review Work Ready data via ACT database at each Committee meeting
    b. Report to WorkLink Workforce Development Board at each Board meeting
2. Monitor the Work Ready Initiative for the WorkLink region
    a. Executive Director of WorkLink will monitor the State initiative and report to the Committee and Board on an ongoing basis

Key Objective

B. Continue to build a better understanding of the employee skill level needs in the area through better coordination with workforce development partners

Key Action Strategies:

1. Assign staff to participate in Community, Partner and Employer groups
2. Convene business representatives on a monthly basis and SC Works Center partners on a quarterly basis
    a. Coordinate services and share information on behalf of the WorkLink Workforce Development Area and the SC Works System
    b. Meet with employers and economic development agencies on an "as needed" basis to determine workforce needs and solutions that can be coordinated through the WorkLink office and SC Works Centers

Key Objective

C. Increase the number of individuals who successfully complete GED or high school diploma through the workforce system.

Key Action Strategies:

1. Coordinate with the school districts to identify new dropouts
    a. Work with Youth Committee to strengthen collaboration and partnerships
    b. Establish a referral process between the schools and the SC Works Centers for those seeking employment
2. Make SC Works Center customers aware of GED and High School Diploma changes
    a. Communicate information about how to obtain a GED or High School Diploma

Key Objective

D. Increase the number of workshop attendees and thereby increase the number of basic work skills certificates provided by the One-Stop Centers.

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Key Action Strategies:

1. Gather information from partners and community as to the types of workshops that should be offered.
    a. Ensure workshop topics and/or curriculum is applicable to skills needed from industry input
    b. Plan workshops early and market workshops through multiple venues: websites, social media, print, news outlets, partner's organizations, etc.
    c. Plan workshops to be interactive and engaging
2. Coordinate a minimum of 8 workshops per month
3. Coordinate with partners to host workshops
    a. Ask partners to require attendance to workshops
4. Monitor workshop content, presentation and feedback
5. Annually evaluate what workshops are best suited for participants in the workforce system

Goal II.   Increase employer engagement in WIB and WIB Activities.

The One Stop, Youth, and Disabilities Committees will be responsible for the attainment of this goal and will be responsible to complete the objectives and strategies to facilitate its successful attainment.

Key Objective:

A. Increase WorkKeys Profiles by X% per year throughout the workforce region through increased awareness.

Key Action Strategies:

1. Investigate WorkKeys profiler resources and establish referral processes
2. Develop a plan to share WorkKeys profiling process with local area SHRM either though staff or partner presentations
3. Identify potential sources of funding opportunities
    a. Secure additional funding through partnerships and grants to increase WorkKeys profiles

Key Objective:

B. Continue to build a better understanding of the employee skill level needs in the area through better coordination with work force development partners.

Key Action Strategies:

1. Determine in-demand jobs in the market area, and skills required to fill those jobs
2. Review the current skill level of our participants. Determine gaps.
3. Develop outreach materials specific to career paths (include educational resources) that need to be pursued in order to be employed in those jobs
4. Review career pathways options (developed on current in-demand occupations), including job opportunities, educational resources, and expected wages, with job seekers and customers

Key Objective

C. Work with businesses and employers to develop a better understanding of WorkKeys profiles needed by industry sector.

Key Action Strategies:

1. Discuss with Economic Development offices and partners in workforce training to determine utilization rate of WorkKeys
2. Survey local SHRM organization members on WorkKeys utilizations, profile descriptions by company, and categorize by industry

Key Objective

D. Increase the number of employers using the Work Force Development system and services by <mark>5% per</mark> year.

Key Action Strategies:

1. Establish baseline from PY14 employer services data
2. Improve the quality of services offered through SC Works Online Services by assisting job seekers with better information in the SCWOS system (i.e. resumes, job expectations, etc.)
   a. Promote job matching and job listing abilities to the businesses in the community
   b. Host informational sessions through the local SHRM groups on how to set up free SCWOS accounts and use job matching services
   c. Send mailers to local industry HR department describing the system and services available
   d. Make presentations to all SHRM groups over the next 6 months
   e. Develop a database of business services and partner services and share with local DEW representatives

Key Objective

E. Increase opportunities for existing and displaced workers, veterans, persons with disabilities, and youth through promoting On the Job Training, apprenticeship, and other "work-based learning" programs with businesses in the region.

Key Action Strategies:

1. Target business service outreach materials to promote work-based learning opportunities
2. Strengthen partnerships with businesses, other business service representatives
   a. Communicate the need for work based learning (OJT specifically) at SHRM, Plant manager meetings, and ED offices
   b. Investigate Apprenticeships through DOL and the State
   c. Support Apprenticeship Carolina in outreach efforts
   d. Collaborate with Apprenticeship Carolina in appropriate work-based learning endeavors
   e. Investigate grant opportunities that include work based learning opportunities
   f. Train Business Service team members on work based learning opportunities in the community, and promote appropriate opportunities to employers as needs arise
   g. Facilitate appropriate partner connections with the businesses

Goal III.   **Build upon existing partnerships and collaborations between workforce system service providers to better integrate the workforce development system.**

The Executive Committee will oversee the attainment of this goal and will be responsible to complete the objectives and strategies to facilitate its successful attainment.

Key Objective:

A. Map out existing agency partnerships and collaborations to identify gaps in services and opportunities for additional partnerships and collaboration.

    Key Action Strategies:

1. Identify services relevant to customers served by the SC Works Centers
2. Research and formalize referral processes to share among staff
3. Develop map of services with input of operator
4. Share map to post in SC Works Centers, Adult Education Centers, and other training facilities
5. Assign the "gap in services" results to appropriate committee for plan development

Key Objective:

B. Increase partnerships and collaboration between workforce service providers to better integrate services.

    Key Action Strategies:

1. Identify community groups to be involved in
   a. Assign appropriate staff to attend.
   b. Present SC Works services to partners as needed and requested
2. Identify employment, training, and other community services relevant to customers served by the SC Works Centers
   a. Contact partners and set-up meetings to learn about services
   b. Invite partner staff to provide training to staff on referral processes
3. Identify grant opportunities with which to collaborate with partners
   a. Research common types of grant opportunities
   b. Develop a list of partner contacts for common partnership opportunities

Key Objective

C. Build upon existing partnerships and collaborations to improve communication between the workforce system service providers, trainers/educators, and employers.

    Key Action Strategies:

1. Establish partner meetings that discuss collaboration opportunities
   a. Meet quarterly and record minutes
   c. Report out to the Board any new partnerships and collaborations
   b. Update referral processes on a quarterly basis as part of the partner meetings
2. Identify other partner/community meetings being held in the community
   a. Contact leadership regarding appropriate level of involvement
   b. Attend meetings

Key Objective

D. Maintain and support the One Stop Operator that is responsible for convening service providers and partner agencies.

    Key Action Strategies:

1. Leverage existing relationships to grow meaningful partnerships with private/public partners

2. Develop information resources (flyers, graphics, etc.) to facilitate better understanding of partner resources and interactions

Key Objective

E. Maintain and support the One-Stop Operator's efforts to collect data and regularly report to the WIB as part of their efforts to certify/re-certify the One Stop Centers.

Key Action Strategies:

1. Utilize surveys to help collect data that is not readily available via traditional sources
2. Research and stay abreast of any updates regarding new One-stop certification standards as issued by the State.
3. Evaluate new information from the state and provide relevant informaition to the board regarding any required changes to achieve/maintain certification

Goal IV.   Increase and improve outreach to inform and promote the SC Works Centers services and activities pertaining to workforce development.

The One Stop and Youth Committees will oversee the attainment of this goal and will be responsible to complete the objectives and strategies to facilitate its successful attainment.

Key Objective:

A. Create a strategic marketing and communication plan to raise awareness of SC Works Centers' services and activities**.**

Key Action Strategies (Ad/DW):

1. Meet with Outreach ad hoc committee to develop a plan
2. Present plan and status of plan to the Operations Committee on an ongoing basis

Key Objective

B. Engage employers, educators, and community organizations in an outreach campaign to improve awareness of SC Works Centers' services and activities.

Key Action Strategies:

1. Ensure all partners have SC Works Center information available and know what services the Centers offer
   a. Develop a variety of outreach tools (PowerPoints, brochures, flyers, post cards, etc.) for employers, partner and organizations
   b. Review and develop outreach brochures for employers and jobseekers that address specific needs and how the SC Works Center can assist in meeting needs
   c. Conduct outreach and presentations to service agencies, partners, and SHRMS regarding services offered by the Centers
   d. Investigate costs of mainstream media methods such as internet pop-ups and TV ads
2. Increase outreach initiatives to smaller outlying towns
3. Attend and be involved in community events that reach employers, educators, and community organizations

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Key Objective

C. Increase opportunities for educators (i.e. teachers, principals, guidance counselors, superintendents) to know and experience the employment opportunities and employers workforce needs/skill requirements.

Key Action Strategies:

1. Engage education partners in partner events with the SC Works Centers
2. Promote center services to parents of students and graduating seniors. Provide flyers and information for guidance counselors
3. Present soft skills as requested to high school students and parent groups

Key Objective

D. Look for opportunities for employers and educators to form better connections to insure that education and training programs are developing systems to create a skilled workforce to meet current.

Key Action Strategies:

1. Encourage involvement of these parties to ensure employers get information on trainings offered
2. Work with training providers to ensure they offer programs that employers are seeking

Goals, Objectives, Strategies, and Action Steps Chart

The following tables display the WIB's goals, objectives, and strategies within a chart. The 5th and 6th columns indicate the action steps for each strategy and the committee responsible for overseeing the completion of the goal.

WorkLink Strategic Plan Key Critical Issues, Goals, Objectives, Strategies, and Action Plans

Critical Issue	Goal	Objective	Strategy	Action Plan	Sub Committee
Increase the number of residents with marketable industry-recognized credential or degree.	Improve the skill level of the workforce to meet the demands of business and industry	Monitor WorkKeys Data on an ongoing basis to report the trends in certification of workers.	Establish baseline via WorkReady Communities Initiative	-Review WorkReady data via ACT database at each meeting -Report trends to WorkLink WDB	**One Stop and Youth Committees**
			Monitor the WorkReady Initiative for the WorkLink Region	-WorkLink Executive Director will monitor the State initiative and report to the Committee and the Board on an ongoing basis.	
		Continue to build a better understanding of the employee skill level needs in the area through better coordination with work force development partners	Assign staff to participate in community, partner and employer groups	- Coordinate services and share information on behalf of the WorkLink Workforce Development Area and the SC Works System - Meet with employers and economic development agencies on an "as needed" basis to determine workforce needs and solutions that can be coordinated through	
			Convene business representatives on a monthly basis and SC Works Center		
		Increase the number of individuals who successfully complete GED or high school diploma through the workforce system by X% annually.	Coordinate with the school districts to identify new dropouts	-Work with the Youth Committee to strengthen collaboration and partnerships -Establish a referral process between the schools and the SC Works Centers for those seeking employment	
			Make SC Works Center customers aware of GED and HSD changes	-Communicate information to general public about how to obtain a GED or High School Diploma	
		Increase the % of workshop attendees to increase the number of basic work skills certificates provided by the One-Stop Centers.	Gather information from partners and community as to the types of workshops that should be offered.	-Ensure workshop topics and/or curriculum is applicable to skills needed from industry input -Plan workshops early and market workshops through multiple venues: websites, social media, print, news outlets, partner's organizations, etc. -Plan workshops to be interactive and engaging	
			Coordinate a minimum of 8 workshops per month	-Coordinate with partners to host workshops -Ask partners to require attendance to workshops	
			Monitor workshop content, presentation and feedback	- Annually evaluate what workshops are best suited for participants in the workforce system	

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WorkLink Strategic Plan Key Critical Issues, Goals, Objectives, Strategies, and Action Plans					
Critical Issue	**Goal**	**Objective**	**Strategy**	**Action Plan**	**Sub Committee**
Increasing system-wide coordination and interaction between workforce development partners, business partners and the education system.	Increase employer engagement in WIB and WIB Activities.	Increase WorkKeys profiles by X% per year through increased awareness.	Investigate WorkKeys profiler resources and establish referral processes	Secure additional funding through partnerships and grants to increase WorkKeys profiles	**One Stop, Youth, and Disabilities Committees**
			Develop a plan to share WorkKeys profiling process with local area SHRM either through staff or partner presentations		
			Identify potential sources of funding opportunities		
		Continue to build a better understanding of the employee skill level needs in the area through better coordination with work force development partners.	Determine in-demand jobs in the market area, and skills required to fill those jobs	-Review career pathways options (developed on current in-demand occupations), including job opportunities, educational resources, and expected wages, with job seekers and customers -Develop outreach materials specific to career paths (include educational resources) that need to be pursued in order to be employed in those jobs	
			Review the current skill level of our participants. Determine gaps		
		Work with employers to develop a better understanding of WorkKeys profiles needed by industry sector.	Discuss with Economic Development offices and partners in workforce training to determine utilization rate of WorkKeys		
			Survey local SHRM organization members on WorkKeys utilizations, profile descriptions by company, and categorize by industry		
		Increase the number of employers using the Work Force Development system and services by X% per year.	Establish baseline from PY14 employer services data	-Promote job matching and job listing abilities to the businesses in the community -Host informational sessions through the local SHRM groups on how to set up free SCWOS accounts and use job matching services -Send mailers to local industry HR department describing the system and services available -Make presentations to all SHRM groups over the next 6 months	
			Improve the quality of services offered through SC Works Online Services by assisting job seekers with better information in the SCWOS system (i.e. resumes, job expectations, etc.)		

WorkLink Strategic Plan Key Critical Issues, Goals, Objectives, Strategies, and Action Plans

WorkLink Strategic Sub Committee	Critical Issue	Goal	Objective	Action Plan	Sub Committee
Executive Committee	Increasing system-wide coordination and interaction between workforce development partners, business partners and the education system continued	Increase employer engagement in WIB and WIB Activities continued	Increase businesses that participate in "work-based learning" opportunities in the region.	-Communicate the need for work based learning (OJT specifically) at SHRM, Plant manager meetings, and ED offices -Investigate Apprenticeships through DOL and the State -Support Apprenticeship Carolina in outreach efforts -Collaborate with Apprenticeship Carolina in appropriate work-based learning endeavors -Train Business Service team members on work based learning opportunities in the community, and promote appropriate opportunities to employers as needs arise -Facilitate appropriate partner connections	**One Stop , Youth, and Disabilities Committees**
			Increase opportunities for existing and displaced workers, veterans, persons with disabilities, and youth through promoting OJT, apprenticeship, and other "work-based learning" programs with businesses.	Share map to post in SC Works Centers, Adult Education Centers, and other training facilities Assign the "gap in services" results to appropriate committee for plan development	

WorkLink Strategic

Sub Committee	Critical Issue	Goal	Objective	Strategy	Action Plan
Executive Committee	Improving coordination between partners and reduce fragmentation of services within the workforce development delivery system.	Improve coordination between workforce system service providers to promote awareness of the network of workforce services available to build a skilled workforce	Map out existing partnerships and collaborations to identify gaps in services and opportunities for new partnerships and collaboration.	Identify services relevant to customers served by the SC Works Centers	-Research and formalize referral processes to share among staff -Share map to post in SC Works Centers, Adult Education Centers, and other training facilities
				Develop map of services with input of operator	
				Assign the "gap in services" results to appropriate committee for plan development	
			Increase partnerships and collaboration between workforce service providers to better integrate services.	Identify community groups to be involved in	-Assign appropriate staff to attend. -Present SC Works services to partners as needed and requested -Contact partners and set-up meetings to learn about services
				Identify employment, training, and other community services relevant to customers served by the SC Works Centers	-Invite partner staff to provide training to staff on referral processes -Research common types of grant opportunities
				Identify grant opportunities with which to collaborate with partners	-Develop a list of partner contacts for common partnership opportunities
			Build upon existing partnerships and collaborations to improve communication between the workforce system service providers, trainers/educators, and employers.	Establish partner meetings that discuss collaboration opportunities	-Meet quarterly and record minutes -Report out to the Board any new partnerships and collaborations -Update referral processes on a quarterly basis as part of the partner meetings
				Identify other partner/community meetings being held in the community	-Contact leadership regarding appropriate level of involvement -Attend meetings
			Maintain and support the One Stop Operator that is responsible for convening service providers and partner agencies.	Leverage existing relationships to grow meaningful partnerships with private/public partners	
				Develop information resources (flyers, graphics, etc.) to facilitate better understanding of partner resources and interactions	

WorkLink Strategic Sub Committee	Critical Issue	Goal	Objective	Strategy	Action Plan
One Stop and Youth Committees	Improving coordination between partners and reduce fragmentation of services within the workforce development delivery system. (Continued)	Improve coordination between workforce system service providers to promote awareness of the network of workforce services available to build a skilled workforce	Maintain and support the One-Stop Operator's efforts to collect data and regularly report to the WIB as part of their efforts to certify/re-certify the One Stop Centers	Utilize surveys to help collect data that is not readily available via traditional sources	
				Research and stay abreast of any updates regarding new One-stop certification standards as issued by the State.	
				Evaluate new information from the state and provide relevant information to the board regarding any required changes to achieve/maintain certification	

Critical Issue	Goal	Objective	Strategy	Action Plan
	Increase and improve outreach to inform and promote the SC Works Centers services and activities	Create a strategic marketing and communication plan to raise awareness of SC Works Centers' services and activities	Meet with Outreach ad hoc committee to develop a plan	
			Present plan and status of plan to the Operations Committee on an ongoing basis	
		Engage employers, educators, and community organizations in an outreach campaign to improve awareness of SC Works Centers' services and actitivies	Ensure all partners have SC Works Center information available and know what services the Centers offer	-Develop a variety of outreach tools (PowerPoints, brochures, flyers, post cards, etc.) for employers, partner and organizations -Review and develop outreach brochures for employers and jobseekers that address specific needs and how the SC Works Center
	pertaining to workforce development	Increase opportunities for employers and educators to form better connections to insure that education and training programs are developing systems to create a skilled workforce to meet current needs.	Engage education partners in partner events with the SC Works Centers	-Promote center services to parents of students and graduating seniors. Provide flyers and information for guidance counselors -Present soft skills as requested to high school students and parent groups
		Look for opportunities for employers and educators to form better connections to insure that education and training programs are developing systems to create a skilled workforce	Encourage involvement of these parties to ensure employers get	
			Work with training providers to ensure they offer programs that employers are seeking	

Appendix - Focus Group Summaries

Community leaders were invited to provide input about workforce development issues, emerging trends, and challenges to workforce development system. The following is a summary of the focus group meetings that were conducted with businesses, economic development agencies, education providers, service providers and youth service providers.

Business Providers Focus Groups

What are your current and future skill and education requirements and training/skill upgrading needs?

SKILL TRAINING NEEDS

Key Themes
- Need for advanced skills for facilities with automated and robotic operations.
- Need more employees with knowledge of traditional mechanical skills in older facilities.
- Need for improved, work appropriate computer literacy skills for workers with limited computer access/skills.
- Increased ability to troubleshoot problems and solve problems in the work place.
- Adapting to new communication tools within the work place such as using email and texting for communications between employees and human resources.

Group Responses
- Mechatronics Training
- Electrical/IT Training
- CNC machinists
- Need knowledge of automation/robotics for some
- Mechanical skills for facilities with older equipment, math skills, micrometers
- Skill trades/maintenance experience needed
- Manufacturing experiences different between industries light vs. process
- Example: Tissue/paper manufacturing skills very specific – need more training for employees
- Basic "operators" do not have process knowledge
- Computer literacy is lacking for many (do not understand/no access)
- Problem w/business moving to more online communications
- Generational issue
- Need the older group for legacy knowledge
- Computer skills often not compatible with industrial computers
- Technical skills
- Need improved skill base with employees
- Problem solving
- Technical/mechanical knowledge improvements
- More comfortable with machinery
- Process knowledge

EDUCATION NEEDS

Key Themes

- Need more GED/HS Diploma ready workers.
- Increase/provide trade curriculum/apprenticeship programs for high school students unlikely to seek 4 year degree.
- Integrated curriculum developed to provide training across disciplines (i.e. mechanical, electrical, etc.) at the technical college level.
- Expansion of On-The Job Training programs to include temporary employees in addition to the direct hires.

Group Responses

- Number of people without high school diploma surprising
- Need to get more qualified with GED as basic requirement
- Minimum high school education
- Concerns about actual skill level of folks coming out of Oconee Career Center
- How to focus curriculum tracks for those who only want to go into trades with no interest in 4 year degree - Maximizes their time to focus on trades
- Always some training required for specific jobs
- HS diploma or GED for production operators
- Technical positions Mechatronics, robotics, hydraulics, electrical
- Success with candidates from Tri-County Tech SCMC program (SC Manufacturing Certification)
- Need programs to give better comprehensive training
- Silo programs: mechanical, electrical, etc.
- Need knowledge of all in most manufacturing positions
- Talking to Tri-County about it
- Would like to see Tri-County do more with apprenticeship program
- Pool of people coming out of Tri-County growing
- WorkLink OJT program for temporary employees & not just direct hires

SOFT SKILLS

Key Themes

- Do not understand what it means to be accountable to employer.
- Need more self-discipline and self-motivation to improve and advance in workplace.
- Need better teamwork and conflict resolution skills.
- Need better communication skills from job application and interview to employee interactions.
- Need for improved attitudes towards work and co-workers

Group Responses

- Trouble shooting skills
- Soft skills always a recurring problem
- Being accountable
- Conflict resolution
- Better communication skills

- Employees are increasingly combative/do not solve problems…they escalate
- Need employees to respect safety rules
- Motivation to improve themselves, participate in team building
- Poor resume/application submitted – errors and incorrect information
- Interview skills/presentation skills are lacking

- Need teamwork skills/self discipline
- Often have poor interview skills, no resume, etc., need to address
- Soft skills
- Older candidates have more attitude problems
- Younger are lacking knowledge in soft skills area
- No phones in work place

How familiar are you with Work Keys?

Key Themes
- WorkKeys not widely used by major employers participating.
- Staffing companies do utilize WorkKeys in evaluating clients.
- Not applicable for some companies who use internal profiling system.
- WorkKeys needs to be promoted more with employers who would benefit from program but are unaware of existence.
- Silver level and above preferred by those that do utilize WorkKeys.

Group Responses
- WorkKeys are important for staffing company
- Provides identification of specific skill levels
- Less turnover with employees identified through WorkKeys
- Need more recognition of WorkKeys by employers
- Many do not use it but useful tool for profiling
- Lack of knowledge of program main reason not used
- Using it makes employment process a little longer if they do not already have it

- Need better dissemination of what WorkKeys means to employers
- Some regular program to educate employers
- Not being used systematically
- Some look at it but not part of hiring equation
- Hard to find time to utilize in search
- Most still use internal profiling system
- Prefer silver/above for WorkKeys
- Some use it some do not
- Small number of hires, do not need it
- Some have not investigated

What would cause you NOT TO hire an applicant?

Key Themes
- Job history and experience always key factor in all hiring decisions.
- Periods of unemployment or frequent job changes can be major negative factor in hiring decisions.
- Criminal history and positive drug tests will disqualify for most jobs.
- Soft skills from poor application/interviews to bad hygiene and appearance can be deciding factors in employment.
- Lack of experience always a factor when selecting employees.
- Need for program to improve soft skills in younger employees.

Group Responses
- Criminal Record - Background checks go back 7 years
- Job history – job hoppers, lack of experience
- Soft skills lacking
- Hygiene
- Poor communication skills
- Job hoppers/history
- Lack of references
- Poor spelling on letters/resume
- Appearance of candidate
- Cannot focus, converse, look in eye
- Fail drug screening
- Poor follow up communication
- Indignant about when they will be hired/entitlement (25-35 groups)
- Think they have all skills but really lack soft skills
- Explaining any job hiatus well/why were they unemployed for that time
- Driver's license lacking
- Interview skills
- Experience
- Too many jobs in short period of time
- Background checks/drug screening
- Violence crimes are eliminated early
- Other lesser not so much
- Poor presentation skills will eliminate people/poor exam skills (writing/speaking)
- Written applications done poorly (poor English, neatness, legibility)
- Poor safety attitude
- Falsifying application

What barriers is the business community facing in trying to hire youth?

Key Themes
- Antiquated image of manufacturing environment does not reflect modern manufacturing opportunities and is not attractive to youth.
- School programs to expose students to manufacturing plants have barriers from businesses and schools such as liability issues and concerns about proprietary information that limit opportunities.
- Transportation to and from employment for high school students is a challenge due to lack of access to transportation and the location of jobs.
- Lack of experience and training limits opportunities for youth in the work place.

Group Responses

- They do not relate to requirement of work environment
- How do the candidates "fit" into the culture of organization
- Social media checks
- Location of jobs/industry not attractive
- Workers comp/insurance not a hindrance to hiring youth
- Image of what manufacturing jobs are
- Not old dirty textile plants
- Advanced computer/tech skills required
- Some barriers to exposing kids to plants due to proprietary issues
- In Pickens manufacturing cares for school district
- Rotating shifts are a problem for some employers
- No driver's license/transportation
- Experience always an issue
- Lack of practical hands on training
- Mimic manufacturing process simulation as part of HS
- Would like to see parent dialogue about opportunities in manufacturing
- New face of manufacturing
- Education needs
- Opportunities
- Clean environments
- Skills needed
- Mind set of people towards work

Do you create opportunities for student to shadow your businesses?

Key Themes

- Limited opportunity to shadow businesses.
- Benefits include exposing students and teachers to modern manufacturing environment and dispels image of old industrial jobs.

Group Responses

- Several opportunities for visits/shadowing
- Create better structure/communication w/schools for program
- Some do it Bosch/Michelin
- Teachers/counselors benefit also shows them new manufacturing environment
- Must be 18 years old

Are you aware of Palmetto Youth Connections (PYC)?

Key Themes

- Limited familiarity with the program.
- Businesses were interested in the opportunities available through PYC but unsure of how they would incorporate clients into their operations.

Group Responses

- Oconee Business FG - Not familiar with program
- Pickens Business FG – Not familiar with program
- Anderson Business FG – Not used by manufacturers

Do you hire individuals with disabilities?

Key Themes
- There are programs in each county that promote businesses hiring persons with disabilities and several do employ disabled persons as long as they meet job requirements.
- Opportunities for persons with disabilities exist but are limited and new business partnerships would help expand opportunities for employment.

Group Responses
- There are programs for person with disabilities in some facilities
- Vocational Rehabilitation and Tribble Center are both good sources for prospects
- Some employee disable individuals
- Businesses will make accommodations
- Some push back on making accommodations for employee
- Some programs but not many
- Yes provided they meet essential functions of job

How could the relationship between your business and the workforce system, as well as the education provider be enhanced?

Key Themes
- Current training programs established between specific manufacturers and Tri-County Technical College are effective and good model for future efforts.
- More opportunity for students/teachers/counselors to see career opportunities available today would be a positive step in enhancing relationships.
- SC Manufacturing Certificate is a good start but the application is limited for the more technical positions that employers. Ensuring that the certificate was a building block to next steps would enhance workforce development.
- Existing coordination efforts between WorkLink and businesses is effective and should continue to extend opportunities to additional businesses when possible.
- Marketing resources available for ongoing education, on the job training, and apprenticeship/mentor programs needed to encourage employees to advance skills once employed.

Group Responses
- Not much opportunity for training on job for temp to full time
- Tuition reimbursement for education one option
- Some are promoting going to school to increase skills
- Current relationships & programs in place but will take time to see results
- Some using in house training/mentor/apprentice programs
- Training utilize tech school programs
- Good cooperation with technical schools - Good training
- Career days at school
- Michelin adopts elementary schools for mentoring
- SCMC certificate is good but not always all they need
- Does not actually guarantee experience in manufacturing/mechanical
- Teacher tours plants in middle and high school

- Good coordination between WorkLink and businesses
- Tri-County good at promoting tech jobs/operations/industrial opportunities
- Mechatronics degree track for high school students through Tri-County
- Can make progress to 2 year degree while in high school

- Good impression from employers
- Need better focus on soft skills
- Unreasonable expectations
- Clemson Cooperative program strong - Not much with other colleges
- Would like to see parent dialogue about opportunities in manufacturing

Do the business community and the business alliances provide input to education partners as to their needs?

Key Themes

- Business community and education partners have ongoing dialogue in some instances but there is not a consistent system for input for employers across all school districts.
- Programs between local school districts and Tri-County Technical College serve as effective models for input between business community and education partners.

Group Responses

- Feeder programs for entry level needed from tech/schools into business
- Mechatronics is partnership that already exists with Tri-County
- Apprenticeship programs are good but do not fit all business models
- IET/Mechatronics coming into high school is positive step
- Barriers to success is time for work shift not built into schedule at convenient time
- Better communication on opportunity for training between WIA/Employer
- Opportunity for employers to talk with students about requirements and opportunity in manufacturing

- Limited opportunity for kids to tour facility
- Safety concerns on shop floor
- Proprietary processes
- Have to show counselors/students modern plant jobs available and career opportunities
- Improve pipelines from school to jobs
- It does exist w/some companies but not a lot
- More for bigger locally owned businesses
- With some programs but not all - Anderson District 1 & 2
- Work closely with TCTC on Mechatronics, have apprenticeships

Other Issues

Group Responses

- In developing strategic plan have well defined methodology for how to get it done and establish system
- Transportation needs – extended hours for CAT
- MAU/HTI helpful but have similar issues with temporary workers that you see with employees
- Work/life balance is emerging issue
- Diversity issues - Younger employees are open but older cliques are very judgmental

Economic Developers Focus Group

What are your current and future skill and education requirements and training/skill upgrading needs?

Key Themes

- Need soft skills for is major issue for all employers.
- More education/training in technical skills for manufacturing in general and within specific industries.

Group Responses

- Lack of Soft skills
- Ability to be at work everyday
- Lack of employable skills
- Teamwork
- Understanding of manufacturing process

- Technical level competence
- Industrial specific training/education
- Plastics
- Manufacturing
- Apprenticeship programs (co-ops)

Current and future skill/education requirements and training needs of business prospects that may be considering locating in the area?

Key Themes

- Prospect needs focused on plastics, composites, welding, CNC, and machinery skills.
- Need system to communicate career opportunities to parents/students/teachers to provide better understanding of training requirements.
- Region in a competition to attract/train employees to supply new industrial development.

Group Responses

- Need for plastic, composite, welding, CNC, machinery skills
- Local technical/college for training
- Industry provide specific training programs (co-op)
- Educate teachers /parents on career alternatives/options (identify talented students)

- Incentives K12 marketable skills (badging)
- Insurance difficulties with mid/high school
- Talent (mentorship programs on site)
- Demand vs. supply of workforce
- Competing for supply
- The 4 year degree anomaly

Current and future key industries in Anderson, Pickens and Oconee Counties and their related skill level and training requirements?

Key Themes

- Wide range of high tech manufacturing expected to grow including auto suppliers, plastics, Boeing related suppliers.
- Concern about employer expectation for trained workers and perception by some industries that they are not competent.

- Information technology will see a growing need for employees.

Group Responses

- Some industries feel that trained workers are not fully competent
- Elevated/unrealistic expectations of newly trained workers
- Stackable credentials (maintain momentum)
- Information tech training needs
- Move towards contract labor vs. FTE's to vet future labor & meet seasonal demands

- Key /future industries
- Auto suppliers
- Textiles
- Plastics (non-auto related)
- General manufacturing
- Boeing-related suppliers
- Telecom/medical device electronics
- High tech logistics

Reasons (as they relate to the local workforce) that a company may choose, or not choose, to locate or expand their operation in Anderson, Oconee and Pickens Counties.

Key Themes

- Larger employers value large regional workforce to pull from.
- Smaller employers look to training programs as avenue to build workforce once located in region.
- WorkKeys   program is valued by employers although it needs to be promoted better.

Group Responses

- Labor market analysis typically completed on larger projects
- For smaller projects typically workforce can be trained appropriately
- Large regional workforce to pull from
- Staffing needs-for expansions but lack of ability to invest or compete with larger employers
- WorkKeys

- Schools more open to idea once it was understood
- Some employers prefer WorkKeys vs. GED or High School diploma
- Better communication regarding WorkKeys
- Organized and streamlined process
- Continued funding

How can the relationship between economic development partners and the workforce system be enhanced?

Key Themes

- Positive relationship already with good coordination and communication between clients and prospects.
- Continue to promote incentives for training and education of workers in effort to increase qualified workforce.

Group Responses

- Great local coordination, great labor infrastructure, free/open communications with clients/prospects

- Continue to incentivize training/education

Other Issues

Key Themes

- Transportation is a barrier for younger employees when looking for employment and training opportunities.

Group Responses

- Transportation for entry-level employees for commuting and training

Service Providers Focus Group

What barriers individuals face in reaching self-sufficiency?

Key Themes
- Transportation is limiting factor for many in getting to work, training, and education opportunities.
- Many younger workers have limited understanding of financial matters.
- Criminal backgrounds a regular issue for clients who had issues as juvenile.
- Need for improved, work appropriate computer skills.
- Increased difficulty of GED exam making GED certification a bigger challenge and longer process.
- Young people often lack support system in homes to teach soft skills and other skills to help them integrate into work environment.

Group Responses
- Transportation problems in rural area
- Transportation not available to all areas and at all times of the day
- Financial Wellness
- Cannot set up checking accounts
- Living pay check to paycheck
- Background checks
- Criminal history – cannot or do not have the funds for Expungement
- Informational literacy
- Lack computer skills for all age groups
- Younger age group needs more computer skills besides Facebook
- No ability to identify scams on the computer
- Cannot apply for jobs using the computer
- Ability to access GED
- New version is hard
- Lack of support system in the home
- Need loyal support in and out of the home
- Parents not able to provide skills to children
- Individuals becoming isolated due to lack of support
- Acceptance of government handout
- Don't know the steps or how to achieve self sufficiency
- Gaps in their skills
- Cultural stigma
- Barriers to quality income

What additional needs individuals may have and how do you assess for them?

Key Themes
- Connecting with youth about training/work opportunities is difficult and ineffective. Need to develop new strategies to reach younger generations when marketing services.
- 211 Assistance system is not utilized by younger clients.
- Younger clients have limited vision of path forward and lack motivation for changing circumstances.
- Many services see same clients regularly and have recurring issues dealing with lack of understanding of requirements of jobs and motivation to stick with opportunity.

Group Responses

- Ask for their goal – provide them the information they need
- Clients are usually regulars
- Inability to see beyond days into the future
- Mental health, hygiene issues
- Is 211 Assistance being used?
- Do people know it is there
- Are they comfortable using it
- People will give up if too complicated
- Want one on one time – not automation
- Lack of problem solving skills

- Lack of motivation
- The need for WorkKeys in some areas
- Hard to get their attention
- How to reach the younger generation
- You tube, Twitter, etc.
- In larger jurisdictions clients do Twitter, Instagram, Facebook
- Run out of minutes on prepaid phones
- If only text may have enough minutes
- Information overload, sending information every way you can

What services can help individuals address their barriers and needs?

Key Themes

- Transportation services are needed for many areas to allow workers better access to jobs and education opportunities.
- Providing a "Life Coach" program that helps clients better understand the soft skills, accountability, and motivation they need to be successful.
- Employers need better understanding of opportunities to hire the disabled and their roles/responsibilities in considering hiring the disabled.

Group Responses

- Reach out to employers about transportation issue
- Transit services in rural area
- Transportation for elderly individuals
- Individuals need assistance getting to work or other location
- CAT has limitations, does not cover all areas
- Understanding what your job duties will be
- Only part time work
- Not understanding skills needed to be employable
- Explain what individuals need to clean records
- Not staying at one job long period of time
- Working several jobs in short periods of time in different industries, no consistency

- Arriving late, sick, not showing up, etc.
- Employers need education on hiring disabled
- Telling disabled not to reveal their disability in interviews
- Don't tell your age or say you are "old"
- Individuals need to acquire accountability, different for each person
- Need to gain self-sufficiency, which is different for each individual
- Teach basic needs
- Finances, checkbook, budget
- Instructions on how to dress for students
- Not a sense of need to get tasks done ASAP

Which of these services are needed but not currently provided?

Key Themes

- Many services available but "Life Coach" or mentoring programs are limited yet needed.
- One stop shop for offering access to all service providers available.

Group Responses

- Allow individuals to see many providers at once and receive services
- Help with establishing a "Tool Box" to address the needs each person has
- Mentorship program that is for individuals of all ages
- Career coaches to help as mentors

- Mentoring would help seniors
- Limited access for these types of services
- Provide assistance until certain goals are met or for as long as needed
- Funding issues, staffing issues, mentor issues need to be addresses

What is needed to make service providers more successful in helping individuals address their barriers and need?

Key Themes

- Helping clients get away from social assistance programs should be key goal.
- Better connections to job opportunities needed for successfully assisting clients.

Group Responses

- Drive through at Food Bank
- Ticket to work, assist individuals to get off assistance

- Slowly they become self sufficient
- Job Connections needed

What services do you currently offer for serving those with disabilities?

Key Themes

- Information needed for both disabled and employers about the issues surrounding hiring the disabled.

Group Responses

- Employers need to be educated on hiring disable
- Telling disable not to reveal their disability in interviews
- Don't tell your age or say you are "old"

What is needed to make service providers more successful in helping individuals address their barriers and need?

Key Themes

- More services to assist with getting medical care and addressing long-term health issues.
- Better understanding of challenges facing disabled/elderly needed by elected officials and local governments.

Group Responses

- Hearing issues
- No batteries or battery replacement
- Dental issues for seniors
- Lack of assistance to get nutritional information
- Anderson Free Clinic

- Mental health issues and lack of services
- Qualifying for health care
- Individuals do not know how to apply, select a plan,
- Educate cities, counties and other elected officials of issues

Education Focus Group

How can the workforce system assist educators in their efforts to reach outcomes in working with their students?

Key Themes
- Develop more opportunities for apprenticeships.
- Help educators/students better understand skills needed for employment from resume writing to training needed to be successful in job searches.
- Develop partnerships between service providers and educators to provide information to as many students as possible.

Group Responses
- Youth apprenticeships
- Resume writing services (automated word/skill selections)
- Know education/skills/training required by employers
- Consistent and streamlined GED process
- Understand labor market (existing conditions and trends)
- Use partnership and other collaboratives that can provide information to educators and students

Do students know what qualifications businesses are looking for?

Key Themes
- Many students unsure of qualifications needed and intimidated by process of entering work environment.
- Central information portal would be helpful in communicating opportunities through schools.

Group Responses
- Intimidated by the unknowns
- Apprenticeships to assistance
- Educate parents regarding opportunities
- Industries forward job descriptions to schools
- Schools need to be proactive
- Central clearinghouse
- Understand education and/or certificates required for entry into job market (May not be traditional)
- Students do not understand employer requirements/qualifications

What services can help individuals address their barriers and needs?

Key Themes
- Transportation services are needed for many areas to allow workers better access to jobs and education opportunities.
- Providing a "Life Coach" program that helps clients better understand the soft skills, accountability, and motivation they need to be successful.
- Employers need better understanding of opportunities to hire the disabled and their roles/responsibilities in considering hiring the disabled.

Group Responses
- Reach out to employers about transportation issue
- Transit services in rural area
- Transportation for elderly individuals
- Individuals need assistance getting to work or other location
- CAT has limitations, does not cover enough areas
- Understanding what your job duties will be
- Only part time work
- Not understanding what skills you need to be employable
- Need to explain what individuals need to do to clean their records
- Not staying at one job long period
- Working many different jobs over short periods of time but in different industries, no consistency
- Arriving late, sick, not showing up, etc.
- Employers need to be educated on hiring disable
- Telling disabled not to reveal their disability in interviews
- Don't tell your age or say you are "old"
- Individuals need to acquire accountability, different for each person
- Need to gain self-sufficiency which is different for each individual
- Teach basic needs
- Finances, check book, budget
- Instructions on how to dress for students
- Not a sense of need to get tasks done ASAP

What barriers are students facing in being hired by businesses?

Key Themes
- Lack of soft skills barrier for students entering workforce.
- Transportation for students is barrier to getting to and from work for those without car.
- Many students face challenges in being hired due to juvenile criminal history.
- Balance between school and work schedules difficult for some to balance.

Group Responses

- Soft skills - students could use a life coach/mentor
- Understand how criminal activity may shut doors on future employment opportunities
- Legislation: education as sentence for minor crimes

- Mobility/transportation alternatives
- Childcare
- Current mindsets – try to change at younger age
- Don't understand how to coordinate between school & business

How do the educators assist their students to transition to further education and the workplace, including their connections with business?

Key Themes

- Transition coordinators can help if they start early.
- Career Pathways program provides assistance but has limited funding.
- Teachers need regular updates on information that would help them inform students of skills/training needed.

Group Responses

- Transition coordinators – start early
- Incremental progress "Baby Steps"
- Stackable certificates
- "Career Pathways" – contingent on funding

- Summer internships
- Teachers need more accurate information and time to build better connections

Have you been given the opportunity to shadow businesses?

Key Themes

- Limited opportunities for teacher exposure to work environments that they can use to inform students of opportunities, expectations, and skills needed.

Group Responses

- More exposure to understand the needs of business
- Video an alternative to in-person
- Make it positive experience

How can the workforce system assist in that transition?

Key Themes

- Develop partnerships between schools and business community to provide opportunities for teachers, students, parents to get exposure to opportunities through job shadowing, class presentations, site visits, etc.
- Provide central location to search for job shadowing/internship opportunities.

Group Responses

- Clearinghouse for potential job shadowing
- Hands on educator experience, which will ultimately assist students
- Experience through technology (i.e. video, VR, etc.)

- Business community join collaborative to plan opportunities for educators, students, parents

What are educators' knowledge, understanding, and usage of WorkKeys?

Key Themes

- Is taken by counselors and some educators but widely known outside of counselors.
- Students have some opportunities to take tests for better understanding of their skill sets.

Group Responses

- Taken by counselors and media specialists
- Educators, students

Do you know how the business community uses WorkKeys in hiring individuals?

Key Themes

- Some uncertainty about how WorkKeys is used by business community.

Group Responses

- Geographic exposure: educate businesses
- Some businesses utilize it incorrectly

How can communications improve between the business community and education providers?

Key Themes

- Improved partnerships between businesses and educators to improve information students receive about needs of business community.
- More opportunity for students to hear directly from employer through school visits, workplace tours, and educational materials.

Group Responses

- Investment of capital (cash)
- Establish profiles in local systems
- Engage business/educator collaboration without capital, which could lead to future capital

- Students hear directly from employers
- Use existing partnerships

Are you aware of Palmetto Youth Connections (PYC)?   What have been your experiences/obstacles in participating in PYC?

Key Themes
- Educators feel that PYC is a beneficial program and promote it when they can.

Group Responses
- Most are generally aware and considerable it valuable for students

Youth Council Focus Group

What barriers are youth facing getting and keeping a job?

Key Themes

- Limitations from employers on hiring of persons under 18 is becoming a larger barrier.
- Lack of soft skills a major issue with youth currently.
- Many youth lack positive role models in home environment who pass along work ethic.
- Motivation and accountability lacking in many youths.
- Limited opportunity for exposure to work environments prior to entering the workforce.

Group Responses

- Parents of teens do not want them to have a job before 18 years old
- Age limits to on-site training programs
- Cannot employ students under 18
- Publix will only now employ baggers under 18
- Conflict on health insurance working less than 30 hours
- Workers comp issues
- Transportation in rural areas is lacking
- No license, insurance, gas money
- Teens do not have experience
- At risk youth do not have an understanding/lack life skills- it's easier to go back to a life of crime
- Jobs, availability of car, insurance
- Hidden middle class rules
- Lack of initiative on teens
- No role models
- No education
- No resources to get to employment
- Day care lacking
- No transportation
- Students need communications skills that apply to work environment. Less texting and more conversation
- How do we teach students soft skills? What skills do they need?
- Communication

- Reliability
- Responsibility
- Loyalty
- Teach the difference between pay check and a career
- How do we break the cycle for those who grew up with poor role models (non-working parents, abuse, etc.)
- Generational cycle of poor skill/education
- Parenting youth have their own challenges
- Parenting classes/coaching
- Need outreach/follow up between industries and schools to explain work-study programs availability
- Need opportunities for apprenticeships
- Identify "tool box" vs. skill deficiencies
- Lack of experience barrier to getting and keeping job
- Soft skills: resume, communication, being on time
- School system does not help establish higher standards
- Allowing students to retest failing grades
- Diploma students have come out with soft skills
- Develop curriculum that teaches soft skills/responsibility to students
- Lack of sense of accountability in students
- No consequences for kids in school to reinforce these issues

May 11, 2015

- Industry education day was a good program that is no longer offered
- Reward/risk assessment program for employers who take chance on hiring youth

- Tax write off for hiring Vocational Rehabilitation youths
- Need to reduce the risk for employers

What services can help youth address their barriers and needs?

Key Themes
- Assistance for teen moms to help them with parenting courses and finishing education.
- Improved marketing/communication of assistance programs for youth who more often than not find out about programs through word of mouth.
- Incorporate life skills education into academic programs to help with lack of soft skills.
- Transportation options are needed for many youth to have access to jobs.
- Better coordination between workforce, employers, and school districts is needed to make students better aware of programs available for youths.

Group Responses
- Teaching young parents the skills needed (teen moms)
- AIM WACS Program
- Nurse Family Partnership
- Young mothers assistance & parenting courses
- Better marketing of available programs
- Word of mouth primary method
- Needs to be mass distribution of information and services
- Alternatives for processing criminal youth that helps identify issues/challenges and helps them get services to lead to improvements (Fusion Center)
- New Horizons helps teen moms break poverty cycle

- Life skill classes
- Parenting classes
- Day care
- Incorporate life skill education into academic programs
- How do we effectively market services to youth
- Each agency should survey customers on best communication methods
- Transportation assistance and soft skill training
- Some provided through PYC
- Vocational Rehabilitation is program that helps but needs more positive press

Do you know how the business community uses WorkKeys in hiring individuals?

Key Themes
- Youth clients are unaware of WorkKeys or the benefits of the program.
- Better promotion of the program along all levels of education needed to assist youth.

Group Responses

- Many youth clients unaware of WorkKeys
- Promoted heavily in Adult Ed/Technical schools but not known beyond there
- Important to have WorkKeys for some jobs
- Unless in a program that promotes WorkKeys do not understand it
- Can help get diploma or an alternative

- Need to get word out to those out of the school system
- Alternatives for "divergent" learners
- DJJ juvenile schools tie in for at risk students
- Nonviolent alternative/diversion program

Which of these services are needed but not currently provided?

Key Themes

- Many services available but "Life Coach" or mentoring programs are needed.
- One stop shop for offering access to all service providers available is needed.

Group Responses

- Allow individuals to see many providers at once and receive services
- Help with establishing a "Tool Box" to address the needs each person has
- Mentorship program that is for individuals of all ages
- Career coaches to help as mentors

- Mentoring would help seniors
- Limited access for these types of services
- Provide assistance until certain goals are met or for as long as needed
- Funding issues, staffing issues, mentor issues need to be addresses

How do agencies market services to the youth?

Key Themes

- Marketing of youth services is disjointed and limited.
- Need for more coordination and centralized source of information.
- Marketing strategy must recognize that it will take getting message out across several mediums to be effective.

Group Responses

- Need for better interagency coordination/marketing
- Agencies do not know all available service providers for their clients
- Clients need trusted source for recommendations
- Where to leave information
- Youth development is economic/workforce development

- Food banks, Laundromats, police car/stations, social media, various centers, create at "BAG" program, Fusion Center, food merchants-Burger King, Starbucks, gas stations, etc.
- No silver bullet on marketing
- Word of mouth seems best
- Use of social media
- Outreach/flyers have limited returns
- Students the best advertisers

- Have trailers at movie theatres
- Personal outreach with potential intervention points can be semi successful
- Internet is not always sufficient to get message out

Are you aware of Palmetto Youth Connections (PYC)? What have been your experiences/obstacles in participating in PYC?

Key Themes
- Service providers/schools are aware of PYC.
- Assistance provided by PYC is effective but does faces obstacles to success based on the background that individual clients bring to the program.

Group Responses
- Other agencies are aware of program
- Barriers to PYC-low income, motivation, developmental challenges, skilled levels

Other Issues

Key Themes
- Focus needed on implementation of strategies providing time frames for achieving goals.
- More coordination with School Districts needed to implement programs for youth.

Group Responses
- Implementation is key
- Specific goals w/time frames
- More input/conversation with school boards
- Getting to school age kids before they are "out of school" youth
- Avoid dropping out
- Skills required by modern processes are getting harder & harder, tough to give to young kids

Strategic Plan Update

Updated January 22, 2019

Goal I.   Improve the skill level of the workforce to meet the demands of business and industry.

The One Stop and Youth Committees will oversee the attainment of this goal and will be responsible to complete the objectives and strategies to facilitate its successful attainment.

Objective 1:

A. Monitor WorkKeys Data on an ongoing basis to report the trends in certification of workers**.**

ANDERSON COUNTY									
ACT NATIONAL CAREER READINESS CERTIFICATE [NCRC]									
WORKFORCE		TOTAL NCRC	BRONZE NCRC	SILVER NCRC	GOLD NCRC	PLATINUM NCRC	NOT EARNED	NCRC PLUS	10.20.15 Baseline	5.22.18 Difference
Current	Private	1206	219	644	316	27	-	18	753	453
	Public	790	148	437	196	9	-	81	530	260
Emerging & Transitioning	High School	6425	1515	3578	1302	30	-	325	2859	3566
	College	114	18	67	29	0	-	6	85	29
	Adult Education	978	272	591	109	0	-	94	658	320
	Unemployed	1936	527	1090	306	13	-	71	1121	815
	Recent Veteran	10	1	9	5	0	-	0	8	2
	Workforce category not identified	55	19	27	9	0	-	0	49	6
	Totals	11514	2719	6443	2272	79	0	595	6063	5451
Previous Report:		11153					*Website report as of 4/30/18*			
Difference from previous review:		361								

OCONEE COUNTY									
ACT NATIONAL CAREER READINESS CERTIFICATE [NCRC]									
WORKFORCE		TOTAL NCRC	BRONZE NCRC	SILVER NCRC	GOLD NCRC	PLATINUM NCRC	NOT EARNED	NCRC PLUS	10.20.15 Baseline	5.22.18 Difference
Current	Private	405	66	236	93	10	-	7	258	147
	Public	401	53	217	124	7	-	127	274	127
Emerging & Transitioning	High School	1849	435	1016	390	8	-	0	777	1072
	College	35	6	17	11	1	-	0	17	18
	Adult Education	349	98	214	33	4	-	0	252	97
	Unemployed	1149	286	669	179	15	-	6	595	554
	Recent Veteran	4	1	1	2	0	-	0	0	4
	Workforce category not identified	100	32	58	9	1	-	0	97	3
	Totals	4292	977	2428	841	46	0	140	2270	2022
Previous Report:	4141						*Website report as of 4/30/18*			
Difference from previous review:	151									

PICKENS COUNTY									
ACT NATIONAL CAREER READINESS CERTIFICATE [NCRC]									
WORKFORCE		TOTAL NCRC	BRONZE NCRC	SILVER NCRC	GOLD NCRC	PLATINUM NCRC	NOT EARNED	NCRC PLUS	10.20.15 Baseline	5.22.18 Difference
Current	Private	606	85	341	167	13	-	22	318	288
	Public	378	66	229	76	7	-	44	183	195
Emerging & Transitioning	High School	3433	747	1859	807	20	-	161	1541	1892
	College	84	12	40	30	2	-	5	55	29
	Adult Education	1116	186	696	234	0	-	98	898	218
	Unemployed	1262	273	741	233	15	-	67	635	627
	Recent Veteran	13	2	8	3	0	-	0	7	6
	Workforce category not identified	303	67	190	46	0	-	0	299	4
	Totals	7195	1438	4104	1596	57	0	397	3936	3259
Previous Report: 6998						Website report as of 4/30/18				
Difference from previous review:		197								

Data seen above has not been updated as of 8.17.18.

The Clemson SC Works Center has tested the following individuals since July 2018:
3 Bronze   15 Silver   2 Gold   1 Platinum
A few individuals only took one test, so they did not receive a certificate.

WorkKeys/WIN goals have been tabled until further notice.

Objective 2:

B. Continue to build a better understanding of the employee skill level needs in the area through better coordination with workforce development partners
- *Business Service Integration Team meetings*
  - *Met August 24,2018 and November 30, 2018, next meeting February 28, 2019 (MOU/Cost Allocation Plan discussion)*
- *Quarterly Partner meeting*
  - *Met August 24, 2018 and August 24, 2018, next meeting March 2019*

Objective 3:

C. Increase the number of individuals who successfully complete GED or high school diploma through the workforce system. *Ongoing*

	07/01/2015-06/30/2016	07/01/2016-06/30/2017	07/01/2017-02/28/2018
Adult	9	17	8
DW	1	0	0
Youth	96	54	24
Total	106	71	32

As seen above, these are the number of GEDs and High School Diplomas earned through the WIOA programs during each program year. The downward trend in Youth is partially due to changes in the GED and partially due to funding of the WIOA Youth program.

Key Action Strategies:

1. Coordinate with the school districts to identify new dropouts
   a. Work with Youth Committee to strengthen collaboration and partnerships
   b. Establish a referral process between the schools and the SC Works Centers for those seeking employment
   In progress
   Some existing connections:
   - *DEW staff offers soft skills workshops to high school students (specifically seniors and Career and Technology students) – basic information is given regarding SC Works Centers*
   - *K-12 System representatives are invited to our Business Service Integration Team meetings to learn more about outreach efforts to employers, but also information about SC Works Centers.*
   - *Aging Out of Foster Care Youth have SC Works referral system in place*
2. Make SC Works Center customers aware of GED and High School Diploma changes
   a. Communicate information about how to obtain a GED or High School Diploma
   - *Staff review education history upon entry into the SC Works Centers*
   - *Referrals given to Adult Education Centers for each participant that lacks a GED or High School Diploma*
   - *Adult Ed is co-located in the Clemson SC Works Centers, and staff is co-located in Anderson 3,4,5*

Objective 4: Increase the number of workshop attendees each year by serving at least 4% of the total Center traffic. The preceding month's Center traffic will determine the goal for the current month. Overall achievement of this goal will be evaluated at the end of each program year. *Ongoing*

Workshops														
		2017											2018	
	ACTUAL TOTALS	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb
Center Traffic	19132	1230	1424	1292	1720	1808	1781	1846	1566	1645	1306	1352	2162	
Goal 4%	4%		49	57	52	69	72	71	74	63	66	52	54	86
Workshop Traffic	722		141	69	82	83	57	90	20	92	36	28	24	
Difference	4%		92	12	30	14	-15	19	-54	29	-30	-24	-30	
Actual Percentage Served			11%	5%	6%	5%	3%	5%	1%	6%	2%	2%	2%	0%

Key Action Strategies:
1. Gather information from partners and community as to the types of workshops that should be offered.
   a. Ensure workshop topics and/or curriculum is applicable to skills needed from industry input
   b. Plan workshops early and market workshops through multiple venues: websites, social media, print, news outlets, partner's organizations, etc.
   c. Plan workshops to be interactive and engaging
2. Coordinate a minimum of 8 workshops per month
3. Coordinate with partners to host workshops
   a. Ask partners to require attendance to workshops

Last formal review - Committee reviewed progress 10.18.17.

Objective 5: Focus on quality workshop content and offerings. Quality should extend to what is currently offered, what may be offered in the future, and workshop delivery mechanisms. *Ongoing*

Key Action Strategies:
1. Investigate online options and bring recommendations to the OneStop Operations Committee for consideration
2. Evaluate best practices and implement strategies that will encourage both workshop quality content and attendance

         a. Tie workshops to other SC Works events
         b. Offer networking workshops with soft skills topics and job leads
         c. Recruit employers to lead workshops about soft skills and company requirements
3. Monitor workshop content, presentation and feedback
4. Annually evaluate what workshops are best suited for participants in the workforce system

Last formal review - Committee reviewed progress 10.18.17.

Goal II. **Increase employer engagement in WIB and WIB Activities.**

The One Stop, Youth, and Disabilities Committees will be responsible for the attainment of this goal and will be responsible to complete the objectives and strategies to facilitate its successful attainment.

Obective 1: Increase WorkKeys Profiles by X% per year throughout the workforce region through increased awareness.

    Key Action Strategies:

1. Investigate WorkKeys profiler resources and establish referral processes
2. Develop a plan to share WorkKeys profiling process with local area SHRM either though staff or partner presentations
3. Identify potential sources of funding opportunities
         a. Secure additional funding through partnerships and grants to increase WorkKeys profiles

Data supplied by Phillips Staffing:

In 2016, the total number of profiles completed in the 3 counties 34.

Anderson-10 Profiles	First Quality, Mergon, McLaughlin, Chomorat
Oconee-18 Profiles	Itron, BASF, Borg Warner, Koyo
Pickens-6 Profiles	Pickens County Schools, St. Jude

Tabled until further WorkKeys data becomes available.

Objective 2: Continue to build a better understanding of the employee skill level needs in the area through better coordination with work force development partners.

    Key Action Strategies:

1. Determine in-demand jobs in the market area, and skills required to fill those jobs
         a. Administrative and Support and Waste Management and Remediation Services
         b. Health Care and Social Assistance
         c. Manufacturing
         d. Professional, Scientific, and Technical Services
         e. Heavy Equipment Operator
         f. CDL Truck Driver
2. Review the current skill level of our participants; determine gaps
3. Develop outreach materials specific to career paths (include educational resources) that need to be pursued in order to be employed in those jobs
         a. In-progress
4. Review career pathways options (developed on current in-demand occupations), including job opportunities, educational resources, and expected wages, with job seekers and customers

Next Outreach Committee meeting scheduled for September 2018.

Objective 3: Work with businesses and employers to develop a better understanding of WorkKeys profiles needed by industry sector.

Key Action Strategies:

1. Discuss with Economic Development offices and partners in workforce training to determine utilization rate of WorkKeys
2. Survey local SHRM organization members on WorkKeys utilizations, profile descriptions by company, and categorize by industry

Tabled until further WorkKeys data becomes available.

Objective 4: Increase the number of employers using the Work Force Development system and services by 5% per year.

Key Action Strategies:

1. Establish baseline from PY14 employer services data

Number of Employers Served   as of 2.28.18

PY14 Total Employers	5%	Goal for PY15	Actual for PY15	Difference	5%	Goal for PY16	Actual for PY16	Difference	5%	Goal for PY17	Actual for PY17
1,675	84	1,759	2,076	317	104	2,180	1,783	-397	89	1,872	1,202

Number of Services Provided to Employers

PY14 Total Services	5%	Goal for PY15	Actual for PY15	Difference	5%	Goal for PY16	Actual for PY16	Difference	5%	Goal for PY17	Actual for PY17
14,920	746	15,666	11,423	-4,243	571	11,994	10,735	-1,259	537	11,272	6,566

2. Improve the quality of services offered through SC Works Online Services by assisting job seekers with better information in the SCWOS system (i.e. resumes, job expectations, etc.)
   a. Promote job matching and job listing abilities to the businesses in the community
   b. Host informational sessions through the local SHRM groups on how to set up free SCWOS accounts and use job matching services
   c. Send mailers to local industry HR department describing the system and services available
   d. Make presentations to all SHRM groups over the next 6 months
   e. Develop a database of business services and partner services and share with local DEW representatives

Committee last reviewed – 3.28.18

Objective 5: Increase opportunities for existing and displaced workers, veterans, persons with disabilities, and youth through promoting On the Job Training, apprenticeship, and other "work-based learning" programs with businesses in the region.

Key Action Strategies:

1. Target business service outreach materials to promote work-based learning opportunities
2. Strengthen partnerships with businesses, other business service representatives
   a. Communicate the need for work based learning (OJT specifically) at SHRM, Plant manager meetings, and ED offices
   b. Investigate Apprenticeships through DOL and the State
   c. Support Apprenticeship Carolina in outreach efforts
   d. Collaborate with Apprenticeship Carolina in appropriate work-based learning endeavors

e. Investigate grant opportunities that include work based learning opportunities
f. Train Business Service team members on work based learning opportunities in the community, and promote appropriate opportunities to employers as needs arise
g. Facilitate appropriate partner connections with the businesses

Outreach brochures have been created for Business Services and On-the-Job Training.

Goal III. **Build upon existing partnerships and collaborations between workforce system service providers to better integrate the workforce development system.**

Key Objective:

A. Map out existing agency partnerships and collaborations to identify gaps in services and opportunities for additional partnerships and collaboration.

Key Action Strategies:

1. Identify services relevant to customers served by the SC Works Centers
2. Research and formalize referral processes to share among staff
3. Develop map of services with input of operator
4. Share map to post in SC Works Centers, Adult Education Centers, and other training facilities
5. Assign the "gap in services" results to appropriate committee for plan development

Ongoing. Steps taken to insure relevant information is shared on a regular basis include:

- **Outreach brochures that include partners developed.**
- **Quarterly partner meetings held to discuss referrals and processes.**
- **Resource and referral manual in the process of being developed. Regularly shared and updated with partners and staff.**
- **Links to partners provided through the WorkLink website.**
- **2-1-1 promoted. SC Works information reviewed and updated as needed.**

Key Objective

B. Maintain and support the One Stop Operator that is responsible for convening service providers and partner agencies.

Key Action Strategies:

1. Leverage existing relationships to grow meaningful partnerships with private/public partners
2. Develop information resources (flyers, graphics, etc.) to facilitate better understanding of partner resources and interactions

Ongoing. Outreach brochures for partners and SC Works have been developed.

Key Objective

C. Maintain and support the One-Stop Operator's efforts to collect data and regularly report to the WIB as part of their efforts to certify/re-certify the One Stop Centers.

Key Action Strategies:

1. Utilize surveys to help collect data that is not readily available via traditional sources

2. Research and stay abreast of any updates regarding new One-stop certification standards as issued by the State.
3. Evaluate new information from the state and provide relevant information to the board regarding any required changes to achieve/maintain certification

The Clemson SCWorks Center has been certified as of 2017. The Satellite Centers have not yet been certified. A State workgroup has been formed in order to formalize Satellite Center standards.