Region 10 - Southwest Georgia Workforce Development Board
Workforce Innovation and Opportunity Act
Local Plan
2020 – 2023

An Equal Opportunity Employer/Program
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Strategic Elements, Governance and Structure:

1. **Identification of the Fiscal Agent –** Provide an identification of the entity responsible for the disbursal of grant funds described in WIOA Sec. 107(d)(12)(B)(i)(III) as determined by the chief elected official.

WIOA Sub Grant Administrator and Fiscal Agent

The City of Colquitt
Cory Thomas, City Manager
154 West Street
Colquitt, GA 39837
229-758-1000
http://www.colquittga.org

WIOA Grant Recipient

The Southwest Georgia Local Elected Officials Consortium

Chief Local Elected Official (CLEO) – Chairperson June

Merritt County Commission Chairpersons from:

Baker, Calhoun, Colquitt, Decatur, Dougherty, Early, Grady, Lee, Miller, Mitchell, Seminole, Terrell Thomas, and Worth Counties.

2. **Description of Strategic Planning Elements** – Provide a description of the strategic planning elements listed below. A complete answer will rely on a variety of data sources and employer input. Also describe how the information was gathered and what partners and employers were consulted.

   a Provide an analysis of the regional economic conditions including existing and emerging in-demand industry sectors and occupations; and the employment needs of employers in those industry sectors and occupations. Include the listing of occupations in demand within the region and describe how the list was developed citing source data.

Local Workforce Development Area (LWDA) 17, also known as WorkSource Southwest Georgia, borders Florida in the southwest corner of the State of Georgia and is comprised of 14 counties: Baker, Calhoun, Colquitt, Decatur, Dougherty, Early, Grady, Lee, Miller, Mitchel, Seminole, Terrell, Thomas, and Worth. The area is largely rural. The area is home to 342,902 residents with an annual average population growth of -3.8%. Dougherty

county is the hub for the area with the largest population of 87,956, it is projected in 2025 the county population will decline with an average population growth of -1.4.

Population

	2010 Census	2019 Rank	2019 Estimate	% Change 2010-2019	2025 Projected*	% Change 2010-2025
Baker	3,451		3,038	-12.0	2,794	-19.0
Calhoun	6,694		6,189	-7.5	6,444	-3.7
Colquitt	45,498		45,600	0.2	51,775	13.8
Decatur	27,842		26,404	-5.2	28,344	1.8
Dougherty	94,565		87,956	-7.0	93,243	-1.4
Early	11,008		10,190	-7.4	10,086	-8.4
Grady	25,011		24,633	-1.5	27,622	10.4
Lee	28,298		29,992	6.0	35,552	25.6
Miller	6,125		5,718	-6.6	5,798	-5.3
Mitchell	23,498		21,863	-7.0	23,030	-2.0
Seminole	8,729		8,090	-7.3	8,953	2.6
Terrell	9,315		8,531	-8.4	8,296	-10.9
Thomas	44,720		44,451	-0.6	48,433	8.3
Worth	21,679		20,247	-6.6	20,746	-4.3
Southwest Georgia	**356,433**		**342,902**	**-3.8**	**371,116**	**4.1**

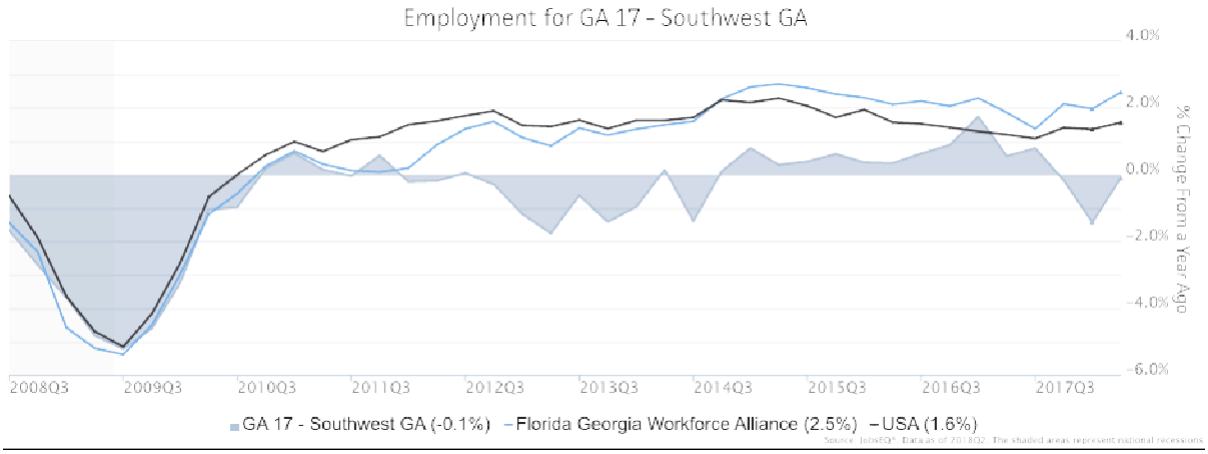
Source: Population Division, U.S. Census Bureau, *Governor's Office of Planning and Budget.

	GA 17 - Southwest GA
Demographics	
Population (ACS)	—
Male	48.5%
Female	51.5%
Median Age[2]	—
Under 18 Years	24.8%
18 to 24 Years	9.4%
25 to 34 Years	12.7%
35 to 44 Years	12.2%
45 to 54 Years	13.2%
55 to 64 Years	12.7%
65 to 74 Years	8.8%
75 Years, and Over	6.2%
Race: White	52.1%
Race: Black or African American	43.1%
Race: American Indian and Alaska Native	0.2%
Race: Asian	0.8%
Race: Native Hawaiian and Other Pacific Islander	0.0%
Race: Some Other Race	2.2%
Race: Two or More Races	1.5%
Hispanic or Latino (of any race)	5.7%
Population Growth	
Population (Pop Estimates)[5]	—
Population Annual Average Growth[5]	-0.2%
Economic	
Labor Force Participation Rate and Size (civilian population 16 years and over)	55.4%
Armed Forces Labor Force	0.2%
Veterans, Age 18-64	6.2%
Veterans Labor Force Participation Rate and Size, Age 18-64	68.0%
Median Household Income[2]	—
Per Capita Income	—
Poverty Level (of all people)	25.5%
Households Receiving Food Stamps	23.9%
Mean Commute Time (minutes)	—
Commute via Public Transportation	0.9%
Educational Attainment, Age 25-64	
No High School Diploma	18.1%

Regional Economic Conditions – Supply and Demand

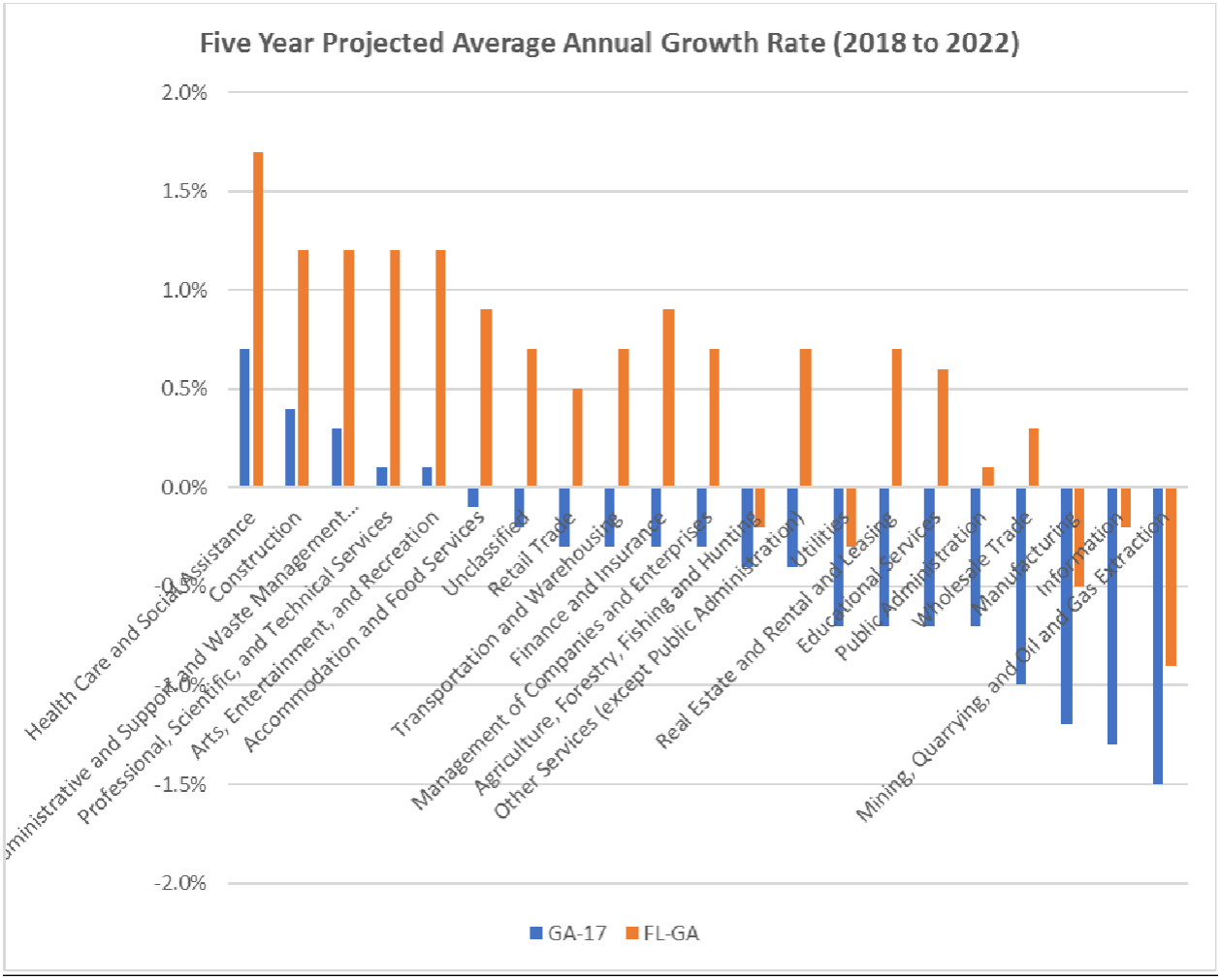
In 2020, the labor force for Southwest Georgia decreased 1.7% from 149,036 compared to 2017 labor force of 151,542. In 2020, the state of Georgia labor force was 5,061,399 compared to the nation's 162,537,000. By 2026 the projected job growth is expected to exceed 141,387 new jobs including the following industries: Retail Trade; Health Care and Social Assistance; Accommodation and Food Services; Manufacturing; and Administrative and Support and Waste Management and Remediation Services industries are expected to drive employment accounting for more than 41,000 of these jobs, or 29.6% of new jobs.

The region employment growth is positive; the annual average wage is $39,572. Locally the average wage is continuing to increase as compared to June 2017 average wage of $36,738.



*Source: Educational Data Systems, Inc

The graph below compares industry growth rates between WorkSource Southwest Georgia and the Florida-Georgia Workforce Alliance (FGWA) areas. Health Care and Social Assistance; Construction; and Administrative and Support Waste Management; and Professional Scientific Technical Services are among the common needs across the areas as a whole, though growth will lag in this area. Over the next five years, WorkSource Southwest Georgia growth rate will trail the region as a whole and a number of industries will show losses in this area.



*Source: Educational Data Systems, Inc

Ten Largest Employers in Southwest Georgia

Albany State University

Ambassador Personnel,

Inc.

Archbold Medical Center, Inc. -

SGSA Equity Group Ga Division, LLC

Georgia Department of Corrections

Phoebe Physician Group, Inc.

Phoebe Putney Memorial Hospital, Inc.

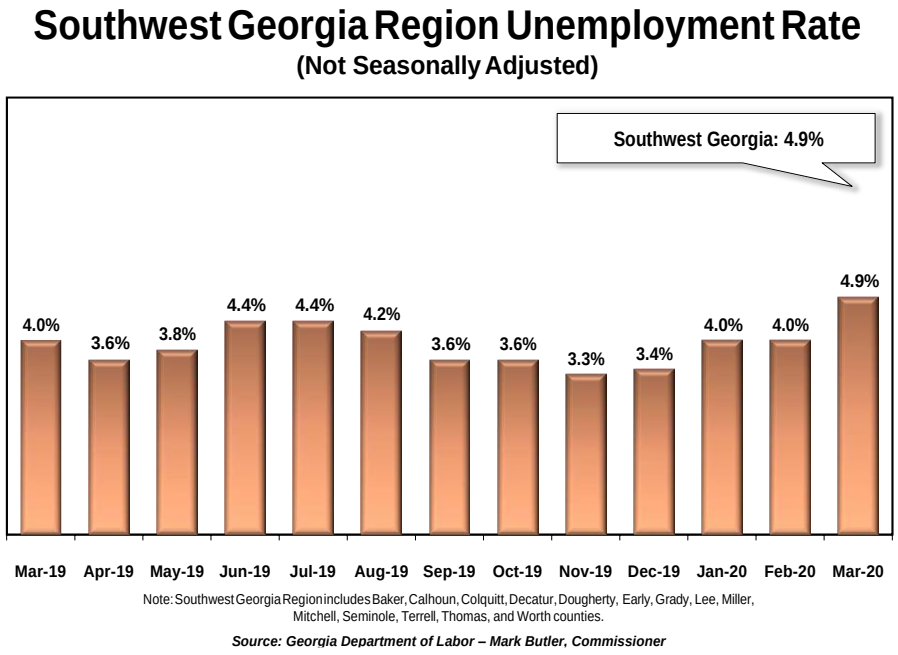
Sanderson Farms Inc Processing

Division Teleperformance USA

Walmart

*Note: Represents employment covered by unemployment insurance excluding all government agencies except correctional institutions, state and local hospitals, state colleges and universities. Data shown for the Third Quarter of 2019. Employers are listed alphabetically by area, not by the number of employees.

Source: Georgia Department of Labor



As illustrated in the chart above, the total civilian preliminary labor force (not seasonally adjusted) for Southwest Georgia Workforce Development Region in March 2019 was 147,285 of which 141,447 were employed and 5,838 were unemployed. This equates to an unemployment rate of 4.0 percent.

The average annual wage earned by workers in the WorkSource Southwest area was $39,572 as of the second quarter of 2019. Compared to the second quarter of 2018 the average annual wage per worker increased by 3.6%.

Education of the Labor Force

Southwest Georgia

		PERCENT DISTRIBUTION BY AGE				
	PERCENT OF TOTAL	18-24	25-34	35-44	45-64	65+
Elementry	7.1%	4.0%	4.7%	4.1%	5.1%	18.5%
Some High School	17.1%	24.5%	15.1%	15.3%	15.1%	19.1%
High Scholl Grad/GED	34.7%	31.5%	33.3%	36.5%	36.5%	33.4%
Some College	21.9%	33.0%	26.1%	21.0%	20.1%	13.8%
Collgege Grad 2 Yr	6.0%	4.0%	7.8%	7.8%	6.2%	3.5%
Collgege Grad 4 Yr	8.1%	2.6%	8.7%	10.1%	9.6%	6.7%
Post Graduate Studie	5.1%	0.5%	4.3%	5.2%	7.3%	5.0%
Totals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Note: Totals are based on the portion of the labor force between ages 18 - 65+. Some College category represents workers with some college with no degree less than two years.

Source: U.S. Census Bureau - 2010 Decennial Census.

As the 2010 US Census data chart above illustrates, 21.9 percent is the portion of the local labor force between the ages of 18 and 65+ with some college and no degree less than two years, while 34.7 percent are High School graduated or have attained a GED. For 2019 there were 3,788 high school graduates in the Southwest Georgia Workforce Development Region (or Region).

In order to offer the employer a quality workforce, the workforce system must provide customers the opportunity to gain needed skills upgrading and training required by local businesses. With the availability of GED and basic skills training offered at non-traditional hours by workforce system partners such as the Technical College System of Georgia and other Adult Basic Learning providers, the customer has access to an unlimited amount of skill enhancement opportunities.

Many businesses have hiring requirements for specific jobs, such as a high school diploma, that may not show a direct correlation to an individual's ability to perform in that job. Others have somewhat unrealistic labor market expectations about the rates for entry-level wages, especially in jobs requiring higher skills. In tight labor markets, these employers also need assistance in marketing their openings. Many workers in the Southwest Georgia Workforce Development Region have been identified as having low basic skills, as well as no formal training.

High School Graduates - 2019

	PUBLIC SCHOOLS	PRIVATE SCHOOLS*	TOTAL
Baker	22	--	22
Calhoun	45	--	45
Colquitt	594	--	594
Decatur	382	--	382
Dougherty	795	--	795
Early	124	--	124
Grady	277	--	277
Lee	426	--	426
Miller	63	--	63
Mitchell	195	--	195
Seminole	95	--	95
Terrell	78	--	78
Thomas	512	--	512
Worth	180	--	180
Southwest Georgia	**3,788**	**--**	**3,788**

Note: Public schools include city as well as county schools systems.

* Private schools data is not available for 2019 from Georgia Independent School Association.

Source: The Governor's Office of Student Achievement of Georgia.

Economic Conditions – Supply and Demand Strategic Needs Assessment

The Southwest Georgia Workforce Development Board (Board or SWGA WDB or WDB) has an ongoing strategy of engaging local area businesses in dialog regarding their needs. The employer focus town hall style meetings are held in partnership with local Economic Development Authorities, Chambers of Commerce and other community stakeholders. Local area business leaders and workforce leadership have structured but open dialog about the successes and challenges faced in the Southwest Georgia Region. This format is twofold in that employers are able to provide valuable feedback regarding talent needs, and other workforce discussions while the workforce system offers existing workforce solutions and the Board as the source of designing programs that best fit the local area.

Likewise, in order to gauge the employment needs of employers in existing and in-demand industries in Georgia and the Southwest Georgia Area, Governor Nathan Deal launched the High Demand Career Initiative (HDCI) in April of 2014. Common trends throughout the State and Southwest Georgia Workforce Development Region include the following:

- There is a growing problem with lack of work ethics in the workforce.
- Many employers have expressed disappointment in the areas of soft skills/workplace skills and feel there is a crucial need for development.
- Employers routinely discuss the importance of soft skills, such as communication, teamwork, problem solving, intellectual curiosity, critical thinking, attendance, punctuality, and integrity.
- Small business employers need assistance in accessing better human resource information.

- Some employers have hiring requirements for specific jobs that may not show a direct correlation to an individual's ability to perform in that job.
- Many workers have also been identified as having low basic skills, as well as no formal training.
- Another common trend in Southwest Georgia and the State is the shortage of local skilled trades' workers in the area.
- In order to offer the employer a quality work force, many employers express the need for more on-the- job (OJT) training, skills upgrading, and incumbent worker programs.

As solutions to many of the employer needs, the Southwest Georgia Workforce Development Region has increased its focus on providing quality work-based programs such as OJT, Customized Training, Incumbent Worker Training, and Work Experience into its service delivery model.

Employers that currently use the incumbent and work-based programs find these programs valuable in identifying, assessing, and training future and current employees. These employers also emphasized the importance of OJT in the employee development process. These programs help them fill positions that require years of specialized experience in addition to relevant training or educational background requirements.

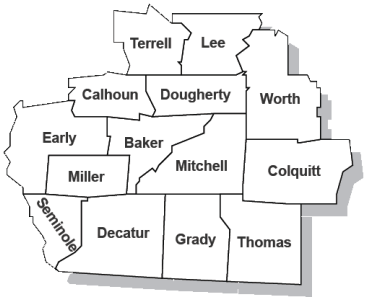
The Southwest Georgia Workforce Development Board realizes that by training the people of Southwest Georgia in the identified demand occupations, not only can we help alleviate the lack of qualified workers, but we can also assure prospective employers that they will have a skilled, job-ready talented workforce available.

Economic Conditions - Occupations in demand within the region

Information within this section was gathered in coordination with the Georgia Department of Labor, Labor Market Explorer, Workforce Information and Analysis, and Occupational Information Services Unit.

Georgia

Area Labor Profile



	Establishments			Employment			Weekly Wage		
	2018	**2019**	**% Change**	**2018**	**2019**	**% Change**	**2018**	**2019**	**% Change**
Construction	559	574	2.7%	4,234	4,560	7.7%	841	885	5.2%
Education and Health Services	820	817	-0.4%	17,438	17,958	3.0%	888	903	1.7%
Financial Activites	723	719	-0.6%	4,526	4,669	3.2%	1,092	1,020	-6.6%
Information	63	66	4.8%	1,096	1,126	2.7%	739	724	-2.0%
Leisure and Hospitality	669	678	1.3%	10,423	10,893	4.5%	307	316	2.9%
Manufacturing	336	345	2.7%	14,621	14,439	-1.2%	935	963	3.0%
Natural Resources, Mining, and Agriculture	485	492	1.4%	5,100	5,007	-1.8%	627	665	6.1%
Other Services	575	559	-2.8%	3,376	3,300	-2.3%	536	564	5.2%
Professional and Business Services	920	931	1.2%	12,632	11,837	-6.3%	650	677	4.2%
Trade, Transportation and Utilities	2,053	2,038	-0.7%	24,876	24,806	-0.3%	676	701	3.7%
Unclassified	216	286	32.4%	198	246	24.2%	594	725	22.1%
Government	541	558	3.1%	26,238	26,171	-0.3%	770	809	5.1%
Total	**7,960**	**8,063**	**1.3%**	**124,757**	**125,014**	**0.2%**	**738**	**761**	**3.1%**

Note: All figures are 3rd Quarter of 2018 and 2019.

Using the Labor Market Information data above, an analysis of the Southwest Georgia Workforce Development Region, shows it is a geographically large workforce area with diverse industry sectors and has experienced aggregate employment and wage growth in the following Super Sector Industries:

- Construction
- Education and Health Services Industry,
- Leisure and Hospitality Industry,

The 2019 largest major growth industry sectors regarding employment are Leisure and Hospitality, (4.5% growth, or 10,893 employments), Education and Health Service, (3.0% growth or 17,958 employments), and Construction, (7.7% growth or 4,560 employments).

WorkSource Southwest Area Industry Employment Snapshot

As described in the graph below, WorkSource Southwest Georgia's top five largest industries by employment are: Health Care and Social Assistance; Retail Trade; Manufacturing; Educational Services; and Accommodation and Food Services. Combined these industries account for more than 75,300 jobs in the Region.

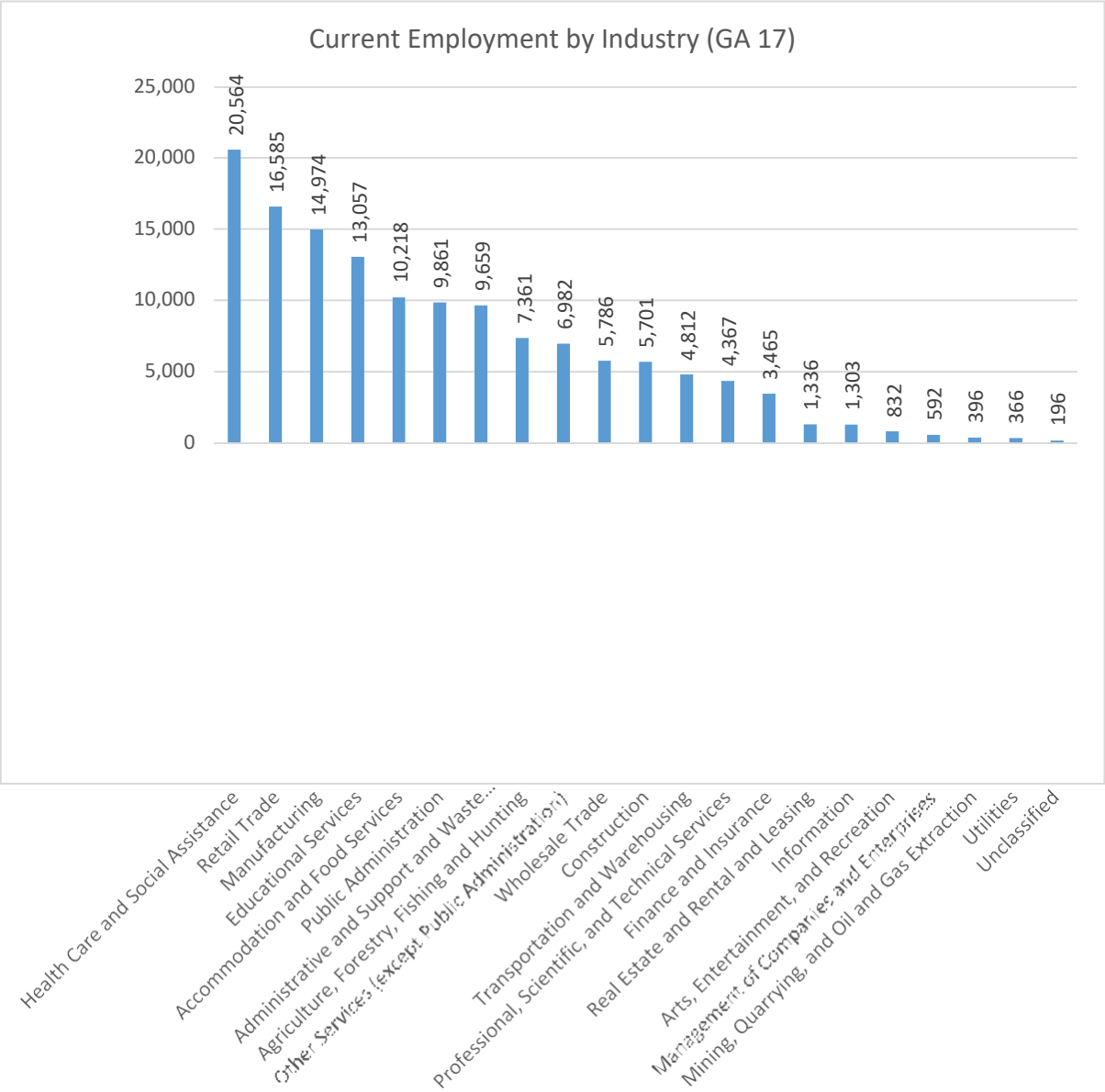


Figure 1: Current Employment by Industry (GA-17) Source: Sept 2018 SWGA Regional Labor Market Information Report by Educational Data Systems, Inc.

Over the next five years the Retail Trade; Health Care and Social Assistance; Accommodation and Food Services; Manufacturing; and Administrative and Support and Waste Management and Remediation Services industries are expected to drive employment with a total demand (new job creation and people leaving the industry) for jobs in these industries exceeding 41,000 combined total jobs.

Economic Conditions - Employment needs of employers in those industry sectors

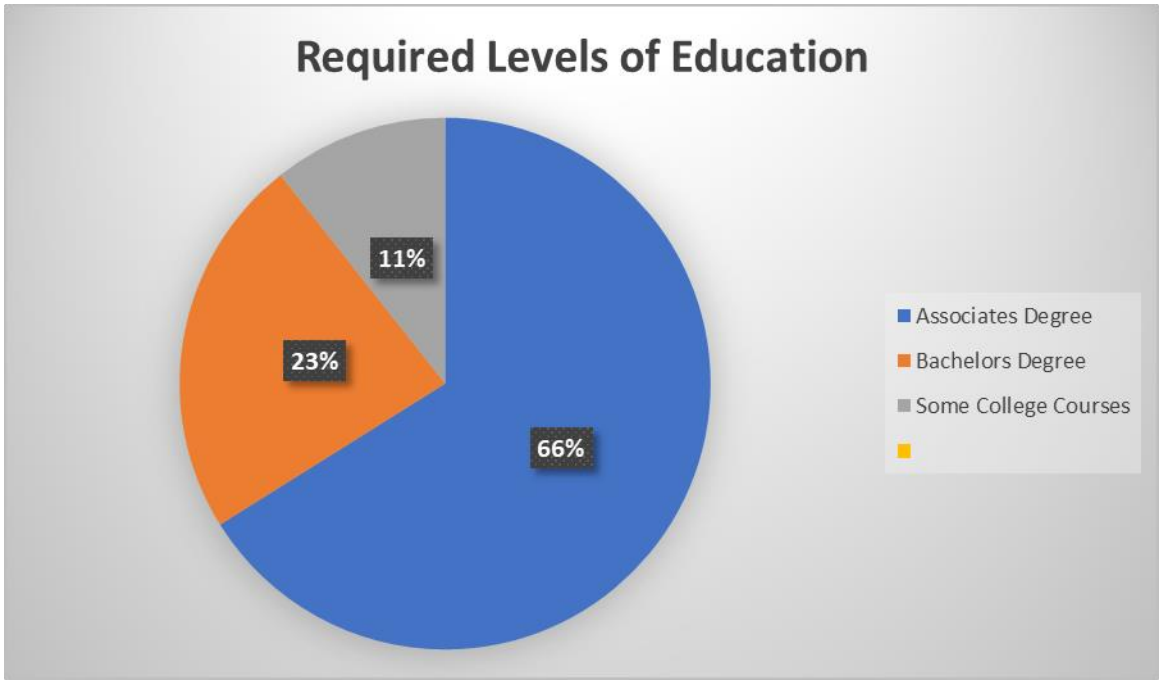
b. Provide an analysis of the knowledge and skills needed to meet the employment needs of the employers in the region, including employment needs in in-demand industry sectors and occupations.

Labor Market Trends - Knowledge, Skills and Certification

As illustrated below, the charts show the long term projected annual openings for Registered Nurses and Educational Services in Southwest Georgia from 2016 – 2026 and required levels of education.

Occupation	Annual Openings	Annual Change	Annual Transfers	Annual Exits
Registered Nurses	164	34	56	74
Healthcare Practitioners and Technical	677	124	280	273

Source: Georgia Dept. of Labor, Workforce Statistics & Economic Research, Projection Unit

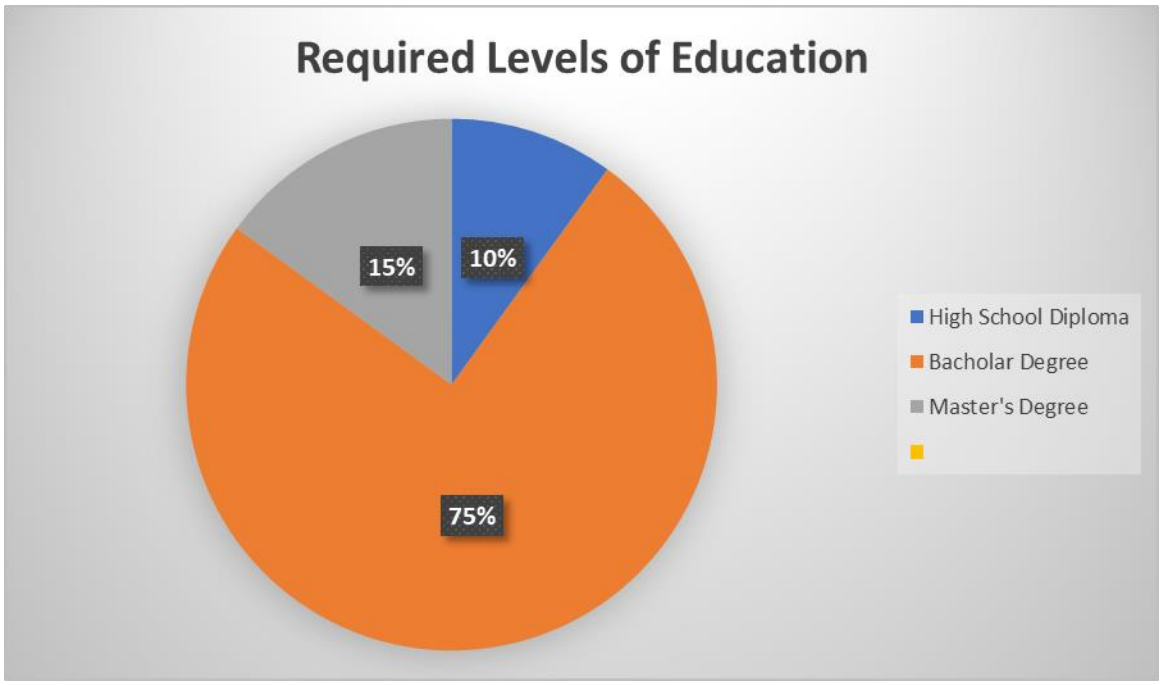


Rank	Occupation	Annual Openings	*Related By
1	Teacher Assistants	217	SOC4
2	Instructional Coordinators	17	SOC4
3	Instructional Designers and Technologists	17	SOC4
*	Audio-Visual and Multimedia Collections Specialists	Confidential	SOC4
*	Education, Training, and Library Workers, All Other	Confidential	SOC4

BRIGHT OUTLOOK NATIONALLY

* Rank is suppressed for confidential data.

Source: Occupational Employment Projections



Labor Market Trends - Top Skills

The table below shows key occupations which have significant scale, high annual growth (about 1.0% or higher, or above average for the area) and comparably high wages, for which workforce programs can most effectively deliver training and education.

Occupation Snapshot GA 17 - Southwest Georgia, 2018q2						
		Current			5-Year Forecast	
SOC	Title	Empl	Avg Ann Wages[1]	LQ	Total New Demand	Avg Ann Growth Rate
29-1141	Registered Nurses	2,785	$55,800	1.05	773	0.4%
49-9071	Maintenance and Repair Workers, General	1,360	$32,300	1.08	625	-0.3%
53-3033	Light Truck or Delivery Services Drivers	867	$30,200	1.00	429	-0.4%
49-3023	Automotive Service Technicians and Mechanics	917	$37,400	1.37	402	-0.3%
31-9092	Medical Assistants	571	$28,300	0.99	377	1.8%
43-6013	Medical Secretaries	530	$28,800	1.03	324	1.1%
29-2061	Licensed Practical and Licensed Vocational Nurses	913	$35,000	1.46	323	0.1%
47-2111	Electricians	513	$48,200	0.84	276	-0.1%
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	589	$43,300	5.08	269	-0.2%

Occupation Snapshot GA 17 - Southwest Georgia, 2018q2						
		Current			5-Year Forecast	
SOC	Title	Empl	Avg Ann Wages[1]	LQ	Total New Demand	Avg Ann Growth Rate
51-4121	Welders, Cutters, Solderers, and Brazers	467	$39,200	1.30	236	-0.3%
49-9041	Industrial Machinery Mechanics	537	$49,400	1.74	220	-0.3%
47-2152	Plumbers, Pipefitters, and Steamfitters	334	$39,100	0.75	187	0.6%
29-2052	Pharmacy Technicians	440	$27,000	1.26	170	0.1%
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	302	$39,100	1.20	129	-0.1%
15-1151	Computer User Support Specialists	346	$44,000	0.60	123	0.0%
29-2041	Emergency Medical Technicians and Paramedics	386	$29,300	1.76	118	0.3%
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	224	$38,400	0.74	114	0.5%
51-4041	Machinists	220	$46,000	0.62	103	-0.4%
49-3021	Automotive Body and Related Repairers	172	$43,500	1.21	83	0.1%
53-1031	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	168	$50,400	0.90	79	-0.4%
49-9099	Installation, Maintenance, and Repair Workers, All Other	153	$40,900	0.97	70	-0.1%
29-2034	Radiologic Technologists	243	$50,000	1.31	63	0.1%
31-9097	Phlebotomists	111	$27,900	0.98	63	0.9%
29-2055	Surgical Technologists	141	$36,600	1.43	55	0.1%
29-2071	Medical Records and Health Information Technicians	169	$33,300	0.93	53	0.3%
17-2141	Mechanical Engineers	168	$69,000	0.65	52	0.0%
29-2011	Medical and Clinical Laboratory Technologists	180	$48,200	1.17	52	-0.1%
29-2099	Health Technologists and Technicians, All Other	140	$49,200	1.19	49	0.8%
29-1126	Respiratory Therapists	159	$49,200	1.37	48	1.0%
29-2012	Medical and Clinical Laboratory Technicians	152	$48,500	1.02	46	0.1%

Occupation Snapshot GA 17 - Southwest Georgia, 2018q2						
		Current			5-Year Forecast	
SOC	Title	Empl	Avg Ann Wages[1]	LQ	Total New Demand	Avg Ann Growth Rate
49-9051	Electrical Power-Line Installers and Repairers	112	$54,200	1.02	45	0.3%
17-3023	Electrical and Electronic Engineering Technicians	97	$60,500	0.79	38	-0.4%
31-9093	Medical Equipment Preparers	63	$29,700	1.23	38	0.0%
15-1134	Web Developers	68	$64,300	0.45	26	0.6%
15-1152	Computer Network Support Specialists	80	$61,100	0.45	26	-0.4%
29-2032	Diagnostic Medical Sonographers	71	$56,400	1.16	23	1.0%

c. Provide an analysis of the workforce in the region, including current labor force employment, unemployment data, information on labor market trends and the educational and skill levels of the workforce in the region, including individuals with barriers to employment. List all data sources used to gather this information.

Looking at the change from 2018 to 2019 of the labor force, employed and unemployed, overall, there has been an increase of employed individuals and a decrease in the unemployment rate for the Region.

Labor Market Trends – Area

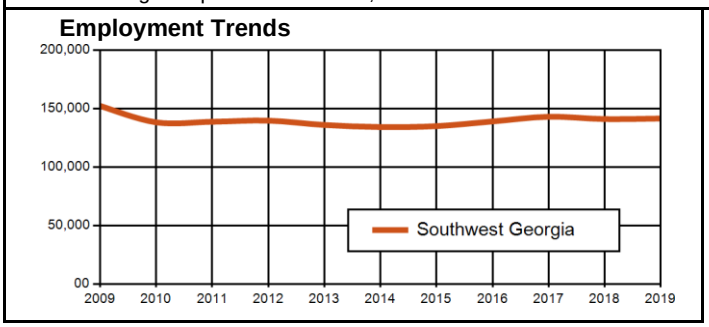
Labor Force Activity

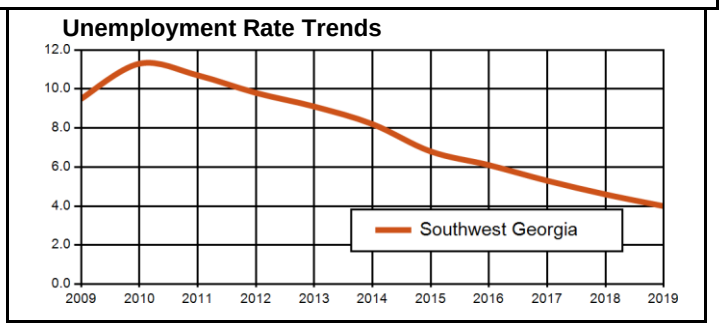
ANNUAL AVERAGES

	Labor Force			Employed			Unemployed			Rate		
	2018	2019	% Change	2018	2019	% Change	2018	2019	% Change	2018	2019	% Change
Baker	1,157	1,163	0.5%	1,096	1,108	1.1%	61	55	-9.8%	5.3%	4.7%	-11.3%
Calhoun	2,233	2,233	0.0%	2,139	2,152	0.6%	94	81	-13.8%	4.2%	3.6%	-14.3%
Colquitt	21,425	21,377	-0.2%	20,623	20,702	0.4%	802	675	-15.8%	3.7%	3.2%	-13.5%
Decatur	11,434	11,540	0.9%	10,902	11,101	1.8%	532	439	-17.5%	4.7%	3.8%	-19.1%
Dougherty	38,394	38,327	-0.2%	36,337	36,509	0.5%	2,057	1,818	-11.6%	5.4%	4.7%	-13.0%
Early	4,510	4,372	-3.1%	4,303	4,201	-2.4%	207	171	-17.4%	4.6%	3.9%	-15.2%
Grady	10,591	10,449	-1.3%	10,184	10,093	-0.9%	407	356	-12.5%	3.8%	3.4%	-10.5%
Lee	14,725	14,717	-0.1%	14,200	14,268	0.5%	525	449	-14.5%	3.6%	3.1%	-13.9%
Miller	2,755	2,749	-0.2%	2,654	2,659	0.2%	101	90	-10.9%	3.7%	3.3%	-10.8%
Mitchell	8,324	8,445	1.5%	7,876	8,060	2.3%	448	385	-14.1%	5.4%	4.6%	-14.8%
Seminole	3,026	3,037	0.4%	2,865	2,903	1.3%	161	134	-16.8%	5.3%	4.4%	-17.0%
Terrell	3,553	3,510	-1.2%	3,316	3,333	0.5%	237	177	-25.3%	6.7%	5.0%	-25.4%
Thomas	16,783	16,470	-1.9%	15,999	15,807	-1.2%	784	663	-15.4%	4.7%	4.0%	-14.9%
Worth	8,898	8,897	0.0%	8,503	8,552	0.6%	395	345	-12.7%	4.4%	3.9%	-11.4%
Southwest Georgia Local Workforce Development Area	**147,808**	**147,286**	**-0.4%**	**140,997**	**141,448**	**0.3%**	**6,811**	**5,838**	**-14.3%**	**4.6%**	**4.0%**	**-13.0%**
Georgia	5,107,656	5,110,318	0.1%	4,906,411	4,935,310	0.6%	201,245	175,008	-13.0%	3.9%	3.4%	-12.8%
United States	162,075,000	163,539,000	0.9%	155,761,000	157,538,000	1.1%	6,314,000	6,001,000	-5.0%	3.9%	3.7%	-5.1%

Note: This series reflects the latest information available. Labor Force includes residents of the county who are employed or actively seeking employment.

Source: Georgia Department of Labor; U.S. Bureau of Labor Statistics.





Source: Georgia Labor Market Explorer

Barriers to Employment

The regional population growth is generally flat, and the population is aging. In 2018, the American Community Survey's annual population for Georgia estimated that 19.65% of Georgia's population was age 65 and older; an increase from 19.27% in 2017. The continued increase in the percentage of the population over 65 will have significant impacts on Georgia's economy. First, there will be an increase in demand for health care professionals, particularly for the elderly and aging populations. Second, it signifies a high percentage of workers on the verge of exiting the labor force, creating a need for replacement workers in addition to growth openings.

As is the case with the rest of Georgia, the most significant shift in the Region's population is the growing number of Hispanics. In the 2000s alone, the number of Hispanics living in the Region has more than doubled and grown at a faster rate than the state as a whole, although the percentage of the Region's population that is Hispanic is still slightly below that of the state. Georgia's population has limited language barriers, with only about 3.1% of households without a member over the age of 14 who speaks English.

Incomes in the Region continue to remain lower than the rest of the state, as has been the case historically. Looking at the top twenty – five Georgia counties with the highest poverty rate, five out the twenty-five are located within Southwest Georgia including: Calhoun, Dougherty, Early, Seminole, and Terrell (Source: ACS - 2018 data) Southwest Georgia's per capita personal income for 2018 was $37,357(Source: U.S. Bureau of Economic Analysis). Poverty is defined as the weighted average income for a family of four of $25,701 (Source: U.S. Census Bureau - 2018). Southwest Georgia is mostly rural except for the Albany Area and the economy is highly dependent upon agriculture, which to some extent is dependent on federal funds. The Region has experienced a decline in family farming which has an adverse impact on employment.

Dougherty County serves as the main employment and commercial center for the Region. During the recent economic downturn, several Southwest Georgia counties lost major employers. Employers leaving the Region is another barrier in employment.

The lack of an educated and skilled workforce is a barrier for employment. Southwest Georgia 2019 Public High School Graduation rate for the Region was 79.6%. 47% of students enrolled in state universities are Pell Grant recipients. 52% of students enrolled in technical colleges are Pell Grant recipients. Technical colleges serve a larger share of adult and low-income students than the university system. Georgia's higher education institutions are funded directly by the state and indirectly through student financial aid, including federal loans; the Pell Grant and HOPE.

In 2017, Albany Technical College graduation rate was 36.98% and candidate's completion were within 150% normal time. In 2017, Southern Regional Technical College graduation rate was 41% and candidate's completion were within 150% normal time. Albany State University's six-year bachelor's degree Graduation Rate for the period of 2013 – 2019 was 36.2%. In January 2017, Albany State University and Darton State College consolidated.

A Graduation Rates in Reasonable Completion Time was generated on April 30, 2020. The results of the report are as follows: 188 students out of 520 candidates had completed their courses within 150% normal time at Albany State University. By gender, 44 male and 144 female students graduated the school.

One of Georgia's most valuable labor resources is the returning military veteran population. Georgia has one of the largest veteran populations in the nation, with over 646,350 service heroes. The 2018 unemployment rate for veterans was 3.1%; the lowest in 19 years. The 2018 unemployment rate for the state of Georgia was 2.8%. Many of these military veterans possess core competencies which correlate directly to civilian occupations in Georgia's high demand industries.

The lack of a transportation infrastructure in Southwest Georgia is another barrier to employment. Currently, Albany located in Dougherty county is the only city to provide transit services to its residents. From 2018- 2019, Georgia experienced a job growth rate of 1.7%. In 2019, Albany experienced the slowest job growth, contributed to the same factors that cause rural Georgia to experience below-average growth. The lack of reliable transportation is challenging to job seekers.

d. Provide an analysis of the workforce development activities (including education and training) in the region, including an analysis of the strengths, weaknesses and capacity of such services to address the identified education and skill needs of the workforce, and the employment needs of employers in the region.

An analysis of the local area's workforce development activities demonstrates a broad range of services offered to Region 10 residents. The WorkSource Southwest Georgia Core Partners provide services that assist the Region in delivering workforce, education, and training activities in a cohesive manner. An analysis of partner programs is provided below:

Employment Services

Within the One Stop System, the Wagner Peyser (WP) serves as the gateway to providing a system of matching jobseekers with employers. The Southwest Georgia Workforce System utilizes the triage concept where, regardless of the entry point into the system, customers are first provided career services as an initial step toward employment and self-sufficiency. These services are provided through Southwest Georgia Albany One-Stop, four affiliate sites, and other special sites.

As a continuum of services, after receipt of appropriate career services, the customer is provided Basic Individualized services such as job placement assistance by WP and partner agency staff. If the customer is assessed and deemed to need training services, supportive services, or other services not available with WP resources or wherewithal, then the WP Staff will refer the customer to the other core partners based on the needs of the customer.

The Georgia Department of Labor (GDOL), administers Unemployment Insurance (UI) and Wagner Peyser (WP) services, GDOL is uniquely poised to welcome customers into the workforce system and provide comprehensive and targeted referrals to the other core partners. While a large amount of WP referrals come from UI, that system is not the only source of workforce customers. GDOL also utilizes their Business Services Unit (BSU) to

attract customers. Programs provided though the Wagner Peyser system offices include Veteran Employment and Disabled Veteran's Outreach programs, Trade Adjustment Assistance Programs, and Unemployment Compensation programs.

No matter the entry point into the workforce system, customers are first provided career services (previously core and intensive services). These services are provided through Region 10's One-Stop, four affiliate sites, and other special sites. If the customer is deemed to be ready for gainful employment after receiving career services, WP Staff assist the customer with job search and placement. If the customer is deemed to need training services, then the WP Staff refer the customer to the other core partners based on the needs of the customer. Training services are then provided to the customer through Workforce Innovation & Opportunity Act (WIOA), Technical College System of Georgia (TCSG), Vocational Rehabilitation (VR), or Adult Education Services.

WIOA

For PY18, over 1,281 individuals received services with 732 active in training. Of these 806 were Adults, 143 were Dislocated Workers and 332 were Youth.

The local area's focus on providing business services, work-based learning, including OJT and customized and incumbent worker training, will be expanded through further capacity building and increased collaboration with economic development partners and local area employers. On-the-Job Training (OJT) allows our customers to work, earning a full paycheck from their employer while entering the job without all the specific skills and/or knowledge needed to do the work. After completion of a detailed training plan, if the employee has successfully completed training and learned the skills needed, the employer retains the employee and the subsidy ends. This allows the worker to earn a paycheck while learning new skills and provides the employer with an employee trained "their way" while being compensated for the time it takes to train the new employee.

WIOA staff-assisted services focus on providing the following: (1) comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, (2) individual employment plans to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participants to achieve employment goals, (3) individual counseling, and career planning, (4) case management for participants seeking training services, (5) short-term prevocational services including development of learning skills, resume building, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for employment. Training is provided for those who lack occupational credential/certification and require short-term continuing education to acquire certification/credentialing required for success in growing industries.

Georgia Vocational Rehabilitation

Education, employment, and training services provided by GVRA include a variety of individual services to persons with disabilities in preparation for employment in the competitive labor market and to employers seeking to retain valuable employees with disabilities or hire qualified individuals. Services provided to jobseekers include: counseling, assistive technology, job placement, vocational assessment, medical evaluations, work adjustments, and physical restoration services. Services focused on employer activities include: candidate identification, jobsite coaching, helping an employer identify the right solutions accommodations for employee to be effective on the job through onsite job assessments, and providing technical support and training on those

accommodations to ensure long-term success. GVRA has five rehabilitation programs: Business Enterprise Program, Disability Adjudication Services, Georgia Industries for the Blind, Roosevelt Warm Springs Institute for Rehabilitation (including a satellite location at Cave Spring Rehabilitation Center) and Vocational Rehabilitation. The State Rehabilitation Council (SRC) and the Statewide Independent Living Council (SILC) are federally mandated councils composed of Georgia citizens from across the state appointed by the Governor to represent a broad range of individuals with disabilities and stakeholders. They collaborate with GVRA to develop plans for services and make recommendations to assist individuals with disabilities achieve employment and independence.

Vocational Rehabilitation (VR) services are provided by a skilled regional rehabilitation team with representatives from the appropriate disciplines and externally from community resources as needed. The VR Program believes that cooperation and collaboration is necessary to maximize resources and address all aspects impacting individuals with disabilities in gaining or maintaining employment in Georgia. The VR Program is strongly allied with partners of the regional workforce development system and maintains many other cooperative agreements and working partnerships with entities outside the core workforce development system. To ensure participants, employers and businesses are engaged, GVRA will continue to focus on delivering activities already occurring within the regional workforce system as well as expand current efforts in a more organized and integrated manner to better serve individuals with disabilities. The below chart represents the number of Eligible individuals who received services in the state of Georgia

FFY	Number of Individuals Served
2017	33,863
2018	33,750
2019	39,441

Technical College System of Georgia (TCSG) (Adult Education)

TCSG's educational and training programs are available across Georgia through our 22 Technical Colleges and 85 campus locations. TCSG offers over 600 individual majors to choose from. These majors range from one semester Certificates to Diplomas and Associate Degrees that can take over two years to complete. In 2018, TCSG enrolled 137,208 students which consisted of 37.7% male and 62.3% female and graduated 33,904 .

Adult Education provides basic literacy and GED training through a variety of training providers and at over 200 locations throughout the state. Improvement in collaboration with WIOA and the One-Stop System should increase access to GED services.

The TCSG, Office of Adult Education (OAE) is the State's Eligible Agency for Adult Education. OAE is responsible for administering funds to eligible providers and providing program/performance oversight to grantees. OAE will provide funding to eligible local entities for the provision of adult education services through a competitive RFA process. The RFA is the mechanism through which OAE will identify, assess, and award multi-year grants to eligible providers throughout the state. An eligible provider is an organization that has demonstrated effectiveness in providing adult education activities to eligible individuals.

Through its 31 providers, the Office of Adult Education promotes and provides adult education programs throughout the state of Georgia. Literacy programs are available to adults needing basic, general, or specialized skills instruction. The Office of Adult Education facilitates collaboration among state and local entities to improve adult education efforts.

TANF - Local partners will access TANF services though the area's TANF office and/or through the Local One-Stop centers. Through technology and through on-site access, WIOA and TANF staff will make referrals for these services which include SNAP, TANF, Medicaid, and Child Support Enforcement.
The four purposes of the TANF program are to:

- Provide assistance to needy families so that children can be cared for in their own homes
- Reduce the dependency of needy parents by promoting job preparation, work and marriage
- Prevent and reduce the incidence of out-of-wedlock pregnancies
- Encourage the formation and maintenance of two-parent families

Community Service Block Grant (CSBG) - funding in the local area supports projects that:

- Lessen poverty in communities
- Address the needs of low-income individuals including the homeless, migrants and the elderly
- Provide services and activities addressing employment, education, better use of available income, housing, nutrition, emergency services and/or health

With the support of CSBG funding, states and a network of Community Action Agencies (CAAs) work together to achieve the following goals for low-income individuals:

- Increased self-sufficiency
- Improved living conditions
- Ownership of and pride in their communities
- Strong family and support systems

Working together, agencies increase their capacity to achieve results. Partnerships among supporters and providers of services play a large role in the successful implementation of CSBG grants.

Strengths of WorkSource Southwest Georgia Development System

Over the past several years the local area has increased its focus on employer driven workforce services. The local area maintains a focus on creating a workforce development system that connects the wide array of services available through core partners to provide a professional level of services to employers including increasing OJT and incumbent worker training. In addition, employers are utilizing the One-Stop for recruiting and training activities.

The WorkSource Southwest Georgia's One-Stop System across the fourteen-county area includes One Comprehensive One-Stop, four affiliate sites, and other special sites. Local area staff are able to connect employers, educators, WIOA customers and partners on a daily basis.

In addition, the local area recognizes opportunities to serve several at-risk populations. Georgia has one of the largest veteran populations among states and continues to pursue programs for returning and current veterans. In 2019, five high schools within Southwest Georgia, had a graduation rate below the 80 percentiles. The area has a moderate population of high-school dropouts, unemployed or underemployed older youth who are eligible for workforce development services. Programs are in place to ensure they relate to continuing

education and short-term training in-demand occupations and industries.

The strength of the area is the already existing cooperative partnership between the required partners.

Weaknesses of the Southwest Georgia Workforce Development System

The weakness of the Southwest Georgia Area is a lack of major industry combined with the rural nature of the area, leading to a lack of employment within commuting distance for many of the area's unemployed. This is where the Economic Development partners play a crucial role in planning and employment.

Threats to the Southwest Georgia Workforce Development System

As Georgia continues to become a destination for employers, businesses and industry growth, the local area needs to be proactive about potential threats and challenges because of this growth. Many of the local area's immediate employer needs and opportunities center on growth within the health care and trade professions and the need for an educated workforce (e.g., health care credentials and high school diplomas). In 2008, United Way launched a 10-year initiative to cut the number of high school dropouts in half by 2018. The local area must align the training provided to produce students equipped with the skills, knowledge, and work- readiness skills to supply labor market demands.

Future Actions

To align with the Governor's initiative to create a competitive and dynamic workforce within the communities of Southwest Georgia. The above strengths, weaknesses, opportunities, and threats identified will serve as a catalyst for the local area to engage in targeted objectives and leverage partner resources.

The improving economy and rise of key industry sectors require the local workforce development system to acclimate to growing workforce needs. The local area will maximize its capacity to provide services that connect

employers and skilled workers. With the support of the Technical College System of Georgia – Office of Workforce Development (OWD or TCSG-OWD) and WIOA partners, the local area is focused on system capacity building and helping to ensure the current and future system can meet the needs of eligible participants through: developing strategies to support staff training and awareness, disseminating best practices, and developing and continuously improving the One-Stop Delivery System.

e. Provide a description of the local board's strategic vision and goals for preparing an educated and skilled workforce (including youth and individuals with barriers to employment), including goals relating to the performance accountability measures based on primary indicators of performance in order to support regional economic growth and economic self-sufficiency.

The Southwest Georgia Workforce Development Board provides workforce services to businesses and job seekers in the Southwest Georgia Region, home to 14 (Baker, Calhoun, Colquitt, Decatur, Dougherty, Early, Grady, Lee, Miller, Mitchell, Seminole, Terrell, Thomas, Worth) counties and 44 incorporated cities within them. Our daily mission is to build for our Region a world-class workforce system that sustains and encourages economic growth.

The Board knows that municipal and county lines do not create economies. People and businesses do. When community and business needs are aligned, regions are empowered. Businesses grow. Families prosper. Communities thrive. Futures are built.

The Southwest Georgia Workforce Development Board is where the needs of business, people and the community converge and create opportunities for more than 342,902 residents and 901,105 businesses. There is power in numbers. Now is the time to seize the power of ONE region, build on the resilience of its communities—both people and businesses—and forge a brighter future.

The Southwest Georgia Workforce Development Board envisions the Southwest Georgia of tomorrow as home to a well-trained, dynamic workforce that promotes continuous economic development and businesses that create an unsurpassed quality of life fueled by talent. We envision being an access point to programs, services and activities that help people achieve independence and self-sufficiency and a workforce system that collaborates to meet the needs of business customers.

The Southwest Georgia Workforce Development Board and staff will continue to evaluate policies and programs to assure effective stewardship of federal and state and local funding to the workforce system.

The Southwest Georgia Workforce Development Board will appoint Committees to conduct in-depth analysis of provider and program performance, accounting for: external factors, causes for poor and good performance, comparisons of WIOA-funded versus like non-WIOA funded outcomes.

The Southwest Georgia Workforce Development Board intends to fulfill the goals of WIOA through the implementation of a set of innovative strategies driven by the strength of the partner programs. Proposed strategies include:

- Evaluating and redefining measures and standards for business customer service to facilitate seamless access to tolls and services across programs.
- Coordinating business services across core programs.
- Continuing the focus on supporting and growing Region 10 health care and advanced manufacturing sectors.
- Providing career services and training to program participants in local workforce development boards.
- Continuing to pilot and refine the integrated education and training model at the local technical colleges including Albany Technical College and Southern Regional Technical College.
- Promoting the development of contextualized instruction with a specific career pathway focus, career development, and transition services to be integrated into adult basic education.
- Measuring local performance to inform policy discussions and decisions, align resources to shared goals, reward excellence and showcase improvement through a series of critical metrics.
- Continuing improvement and utilization of system design to better link employers to job seekers with disabilities.
- Enhancing collaboration of services to help people with disabilities gain employment and achieve self-sufficiency.

- Engaging across core programs through specialized expert workgroups focused on measurement, reporting, and strategy implementation.
- Coordinated leadership policy discussions and decision-making.

f. Taking into account the analyses described in sections "2. a-e" (above), provide a strategy to coordinate core programs to align resources available to the local area to achieve the strategic vision and goals.

The Southwest Georgia Workforce Development Board views business as the primary customer of workforce services. We are adept at supporting strong business partnerships and providing effective job matching and innovative employer services. We will deploy an Industry Sector Model which aligns One Stop services with Southwest Georgia's needs as identified by the Board. Our current industry sectors encompass the careers articulated in this plan as selected for focus by the Board, so that career seekers fully understand the opportunities available and qualifications needed to succeed in the existing Southwest Georgia regional economy.

The Southwest Georgia Workforce Development Board will continue to establish linkage in the local workforce area and neighboring workforce area to nurture regional economies. Linkages have been established with adjourning South Georgia Local Workforce Development Board, Georgia Department of Labor, and CareerSource North Florida and CareerSource Capital Region of Florida. This expanded region concept allows for greater leveraging of knowledge and other non-financial resources and expands the opportunities for jobseekers, industries and employers.

Southwest Georgia Workforce Development Board staff and board members attend and/or participate in Chamber of Commerce meetings, Rotary Club meetings, Regional Transportation Board meetings, Regional Advisory Council meetings, and Regional Commission meetings.

The Southwest Georgia Workforce Development Board has an ongoing strategy of engaging local area businesses in dialog regarding their needs. The employer focus town hall style meetings are held in partnership with local Economic Development Authorities, Chambers of Commerce and other community stakeholders. Local area business leaders and workforce leadership have structured but open dialog about the successes and challenges faced in the Southwest Georgia Region. This format is twofold in that employers are able to provide valuable feedback regarding talent needs, and other workforce discussions while the workforce system offers existing workforce solutions and the Board as the source of designing programs that best fit the local area.

Through the Comprehensive One Stop Center located in the Georgia Department of Labor (GDOL) Career Center located in Albany, the affiliate sites located in Bainbridge, Cairo, Moultrie and Thomasville (GDOL) Career Centers and the other special sites, Southwest Georgia will establish and certify the centers in accordance with the WIOA. The One Stop Centers will be certified to have mandated co-located partner staff in accordance with WIOA. Some whom are not co-located on a fulltime basis rotate in and out of each other at published schedules times or are connected electronically through the Georgia Workforce System (GWS) and/or the WorkSource Portal (formerly known as the Georgia Work Ready Online Participant Portal (GWROPP)). Southwest Georgia

Workforce Development Board staff is located in the Comprehensive One Stops on a permanent basis.

Transportation is a serious barrier to employment that is identified within the Southwest Georgia Workforce Development Region. Therefore, in addition to the One-Stop location in Albany and GDOL Career Centers in Bainbridge, Cairo, Moultrie and Thomasville, WIOA services are provided to applicants and customers on a scheduled basis at Southern Regional Technical College – Thomasville and Moultrie locations, and Abraham Baldwin Agricultural College - Bainbridge.

The Southwest Georgia Workforce Development Board will provide career and training services through a unified, seamless approach designed to produce the most and best possible matches between jobseekers and employers through placement and development services. A unified approach eliminates the barriers of traditional service silos, making the workforce development experience transparent, efficient and effective for all customers. This approach is in alignment with WIOA which establishes unified strategic planning across core programs, including Title I Adult, Dislocated Worker and Youth programs; Adult Education and Literacy programs; the Wagner-Peyser Employment Service; and Title I of the Rehabilitation Act programs.

Program Monitoring

The Southwest Georgia Workforce Development Board monitoring plan will assist in ensuring program compliance and accountability, and effective stewardship of federal, state and local funding to the workforce development system.

The Workforce Innovation Opportunity Act requires that each recipient and sub recipient conduct regular oversight and monitoring of its WIOA activities and those of its sub recipients and contractors. The SWGA WDB will ensure that regular oversight and monitoring of WIOA activities are performed on its providers of career services in accordance and compliance with WIOA requirements including:

- Compliance with the uniform administrative requirements described in WIOA Law Title IB Section 184 and USDOL uniform administrative requirements, including the appropriate administrative requirements and applicable cost principles.
- Compliance with applicable laws and regulations in accordance with local and state reporting and tracking system;
- Determining that expenditures have been made against the cost categories and within the cost limitations specified in the Act and Regulations;
- Ensuring that established policies are achieving the program quality and outcomes meet the objectives of the Act and the WIOA regulations;
- Compliance with the nondiscrimination and equal opportunity requirements of WIOA Section 188 et al;
- Compliance with data collection and reporting system policies and procedures;
- Determining whether or not there is compliance with other provisions of the Act and the WIOA regulations and other applicable laws and regulations; and
- Determining if service providers and contractors have demonstrated substantial compliance with WIOA requirements.

Monitoring Plan

The Southwest Georgia Workforce Development Board has contracted with Taylor, Hall, Miller, Parker PA – Certified Public Accountants to perform yearly monitoring activities in accordance with "Agreed upon Procedures".

3. **Description of Strategies and Services** – Provide a description of the strategies and services that will be used in the local area in order to accomplish the items listed below.

   a. How will the area engage employers in workforce development programs, including small employers and employers in in-demand industry sectors and occupations?

As previously mentioned, the Southwest Georgia Workforce Development Board has an ongoing strategy of engaging local area businesses in dialog regarding their needs. The employer focus town hall style meetings are held in partnership with local Economic Development Authorities, Chambers of Commerce and other community stakeholders. Local area business leaders and workforce leadership have structured but open dialog about the successes and challenges faced in the Southwest Georgia Region. This format is twofold in that employers are able to provide valuable feedback regarding talent needs, and other workforce discussions while the workforce system offers existing workforce solutions and the Board as the source of designing programs that best fit the local area.

The Southwest Georgia Workforce Development Board approach views business as the primary customer of the One Stop and Career Centers, and our services are designed to support the success of regional businesses as they compete in an increasingly global marketplace. The adoption of an industry-leading industry sector model that is tailored specifically to the needs of businesses and industries in the Southwest Georgia, with services designed around high-demand occupation sectors as defined by the Board, will be the key strategy.

In concert with this key strategy, the Board will work directly with our workforce stakeholders and partners to determine and implement long-term strategies for attracting and supporting the development of high-skill, high-wage employers in our service areas. Our approach focuses on the needs of employers, as we partner with businesses to project upcoming workforce needs and put programs in place that will ensure a rich pool of qualified applicants to meet the expansion needs of existing employers, or the recruitment needs of new businesses opening or relocating in the Southwest Georgia service area. By having innovative and effective systems ready to support growth, the Southwest Georgia Workforce Development Board is an important catalyst to the expansion of high-skill, high-wage jobs in the Region.

By effectively integrating career seeker services to match the identified needs of employers in the Region, and by providing career seeker services intentionally designed to support realistic but ambitious career paths, the Southwest Georgia Workforce Development Boards' approach contributes directly to the long-term outcome of higher incomes for residents.

b. How will the area support a local workforce development system that meets the needs of businesses in the local area? Discuss the area's workforce services to businesses and how business and organized labor representatives on the Local Workforce Development Board (LWDB) contributed to the development of these strategies. Provide a listing of business services available through the area(s) such as employer workshops and assessment and screening of potential employees.

The Southwest Georgia Workforce Development Board will deploy an innovative industry sector mode that is tailored to the needs of industries and businesses in the Region. We will strive to develop a talent pipeline to meet the needs of our business customers. We see our One Stop Center staff as employment recruiters rather than just job matchers. Close coordination with the Business Services staff is crucial in coordinating the needs of businesses with the talent within the pipeline and the development of future talent.

Employment Services

The Business Services Unit (BSU) of the Georgia Department of Labor (GDOL) reflects a new direction and emphasis on employer-driven service delivery, and access to a market driven staff dedicated to fulfilling the needs of Georgia employers. The realignment of vision and purpose has positioned GDOL to refocus on its commitment to the business community and provide a venue for a more proactive and employer friendly partnership.

- GeorgiaBEST for Employers will assist employers with their existing workforce issues relative to soft-skills deficiencies.

- GeorgiaBEST for Students is incorporated in middle, high school and technical colleges preparing students with soft skills for their future careers.

- The Business Services Staff devote their efforts towards developing and maintaining relationships with employers regionally.

- Georgia Department of Labor's Customized Recruitment (CR) is a specialized resource offered to eligible businesses (new to Georgia).

- The SWAT (Special Workforce Assistance Team) team currently has fifty plus expert staff prepared to assist job seekers with résumé assistance and the marketing tools necessary to impress hiring managers.

Workforce Innovation and Opportunity Act

The local area takes advantage of programs offered through OWD aimed at connecting with and providing workforce solutions to employers. State initiatives such as Trade Five (replaced Go Build Georgia), Georgia WorkSmart, High Demand Career Initiative (HDCI), and Operation: Workforce are designed to connect with employers, engage them in a dialogue concerning their future workforce needs, and deliver solutions appropriate to those specific needs.

The local area also connects with employers through the local area's Rapid Response Team, local job and resource fairs, and through participation in regional employer meetings.

The LWDA also provides information through the One-Stop System regarding workforce development services provided by other local area agencies. Region 10 citizens access local area services through a wide variety of avenues and the local area is actively working to educate each agency on what is offered through the workforce system to ensure each eligible participant is reached. The Region will have at least one Comprehensive One-Stop. Information centers will be available in all fourteen counties due to the large rural geographic area.

The LWDB has business and organized labor representatives which provide input at regularly scheduled meetings. In addition, those members participated in the development of this plan.

Georgia Vocational Rehabilitation Agency

GVRA recently established a "Business Division" to create a single focused approach and strategy to engage employers in the most meaningful way. Under the GVRA business division, all agency efforts of engaging, contacting and relating to local businesses and corporate entities will be coordinated into a unified approach. The agency has hired a Director of the Business Division and all VR program staff will be supervised through this division. The overall goal of the GVRA business division will be to interface with employers to identify specific employer job and workforce needs and to provide the employers with qualified candidates to meet the employer's' needs through outreach, employer-based training, education opportunities for individuals with disabilities, and connecting employers with resources for hiring individuals with disabilities.

In addition, the GVRA "Business Division" will also serve to provide education and training to VR program staff regarding the unique needs of specific employers' Region-wide, in order to work hand-in-hand with the VR field staff to more effectively place individuals with disabilities in jobs and careers.

Technical College System of Georgia

Georgia's technical college system is a regular partner in the Region's efforts to recruit and train skilled talent for employers. Training services can be offered by the tech colleges, usually through their Economic Development Divisions.

Quick Start

For more than 40 years, Quick Start has provided customized workforce training free-of-charge to qualified businesses in Georgia. Both new businesses locating to Georgia and expanding industries in the state can greatly benefit from Quick Start's nationally acclaimed services. Quick Start delivers comprehensive workforce training services, from pre-employment assessment and training that helps companies "select the best," to customized, job-specific training that delivers exactly the right skills your business needs. Another training available by Albany Technical College- Center for Business Excellence the Lean Six Sigma Technical Certifications. Collaboration with Albany Technical College and the deployment of this methodology, at both the Green (Quality Assurance Specialist), and Black Belt (Quality Assurance Professional) levels is will equip individuals with the methodologies and tools that will enable them to make, at times, dramatic improvements to processes that can reduce waste, improve effectiveness, and raise profitability.

Pre-Vocational Services

These services are intended for individuals who lack occupational credentials/certifications and require short-term services to enhance and upgrade skills for employment. Pre-vocational services may include services that:

- Prepare individuals for licensing or certification exams
- Enhance the employability of individuals who already possess occupational skills in demand but lack up-to-date skills required in most workplaces hiring for the occupation

As examples, pre-vocational services include, but are not limited to, nursing license exam courses and computer skills training to enhance employability when individuals already possess a set of core occupational skills but do not have the technology skills required. Short term is defined as less than 120 clock hours.

Short Term Continuing Education

The workplace has changed rapidly over the last three decades. Since the 1970s, global competition has been so strong that companies have had to dramatically adapt to survive. In some cases, that has meant modernizing facilities and processes to become more productive. Frequently, this modernization has also required developing new work systems to manage communication and workflow more efficiently. These changes in the workplace have increased employers' demand for an educated and skilled workforce. It has also placed additional pressure on the workforce development system to more effectively respond to that demand.

Workplace change models include practices from industrial modernization to "high performance" workplace models to the emerging concept of "stakeholder firms". By addressing the training needs and knowledge practices of workers, the workplace change approach does not just provide training on specific skills and techniques of the job or production. Rather, it seeks out strategies to promote greater cooperation between management and labor as firms attempt to upgrade their production methods and capabilities.

c. How will the area better coordinate workforce development programs and economic development? Additionally, identify economic development partners and describe the involvement of the economic development community in developing strategies.

Southwest Georgia Workforce Development Board staff and board members attend and/or participate in Chamber of Commerce meetings, Rotary Club meetings, Regional Transportation Board meetings, Regional Advisory Council meetings, and Regional Commission meetings. The Board has an ongoing strategy of engaging local area businesses in dialog regarding their needs. These employer focus town hall style meetings are held in partnership with local Economic Development Authorities, Chambers of Commerce and other community stakeholders. Local area business leaders and workforce leadership have structured but open dialog about the successes and challenges faced in the Southwest Georgia Region. This format is twofold in that employers are able to provide valuable feedback regarding talent needs, and other workforce discussions while the workforce system offers existing workforce solutions and the Board as the source of designing programs that best fit the local area.

d. How will the area strengthen linkages between the one-stop delivery system and unemployment insurance programs?

The utilization of professional development activities and scheduled structured partner's meetings for Employment Services staff will be a priority as a consistent and strategic investment in staff development lends to our commitment to integrated workforce services. Currently, Employment Services staff of Georgia Department of Labor (GDOL), are trained in both employment services and Unemployment Insurance (UI) programs, which enables customers to receive seamless services geared to facilitate their return to employment. The knowledge of all partner programs will greatly enhance the customer's workforce system engagement.

No matter the entry point into the workforce system, customers are first provided career services (previously core and intensive services) through WP at the One-Stop System, affiliate sites or other special sites. If the customer is deemed to be ready for gainful employment after receiving career services, WP staff may assist the customer with job search and placement. If the customer is deemed to need training services, then the WP staff may refer the customer to other core partners, based on the needs of the customer. Training services are then provided to the customer through WIOA, Vocational Rehabilitation (VR), Adult Education Services or other partners.

Key components in strengthening the link between the One-Stop System and UI programs are driven by: Workforce Development; GDOL's Business Services Unit (BSU); GDOL Rapid Response Unit; and Employ Georgia (EG) Career Explorer.

4. **Regional Service Delivery** – (Only applies to regions that encompass two or more local areas) Describe how the region will address the items listed below.
   a. Describe the plans for the establishment of regional service delivery strategies, including the use of cooperative service delivery agreements (if applicable).

Southwest Georgia Workforce Development encompasses one Local Workforce Development Area.

   b. Describe the plans for coordination of administrative cost arrangements including the pooling of funds for administrative costs (if applicable).

Southwest Georgia Workforce Development encompasses one Local Workforce Development Area.

5. **Sector Strategy Development** – Provide a description of the current regional sector strategy development for in-demand industry sectors.

The Southwest Georgia Workforce Development Board's Sector Strategy development will be a strategic engagement. The Workforce Investment Act (WIA) of 1998 attempted to promote employer engagement by adopting a "demand-driven" focus, which led to important improvements such as offering business services at One-Stop Centers and appointing employers as members of state and local workforce investment boards.

Additionally, many community colleges such as Albany Technical College and Southern Regional Technical College have appointed industry advisory boards to engage business and industry and to guide program development. The Region is experiencing the establishment of Career Academies as mechanism for aligning K–12 and postsecondary curricula with industry skill needs. The strategy includes incorporating the intent of the WIOA regarding sector strategies and facilitating ways to convene and maintain ongoing dialogue with industry and the workforce development system to understand industry needs, and facilitate learning between related businesses, or formulate effective workforce solutions.

In this strategic design, the Board will be the convener for bringing the different systems and other key stakeholders together to address industry and worker needs. The Board realizes the difficulties in coordinating public systems, and distinct funding streams that focus on specific categories of individuals. Nonetheless the intent of the sector partnerships will bring together information and resources to maximize impacts and take projects to scale, taking programs from small victories to big wins for all partners.

The Southwest Georgia Workforce Development Board will continue to expand on the strategic efforts of the sector designs by initiating the dialog with school districts to identify ways to connect with Career Academies to improve the talent pipeline in these critical industry sectors; with the goal of creating relevant curriculum opportunities for middle and high school students to earn industry certifications. Further, the Southwest Georgia Workforce Development Board will explore strategies with local school districts to incorporate and coordinate work-based learning opportunities supported by WIOA and non-WIOA resources and the inclusion of in-school youth as defined under WIOA.

In 2014, to better understand the talent needs of Georgia businesses and align educational efforts to close any gaps in the workforce, the High Demand Career Initiative (HDCI) is an important economic development resource that has helped Georgia's K-12 schools and postsecondary institutions remain competitive by collaborating directly with Georgia employers to identify acute labor needs and address those needs to develop a competitive workforce. In 2016, the HDCI expanded its approach by focusing on regional workforce strategies implemented through HDCI Sector Partnership grants. As an interim step toward a small victory, the Southwest Georgia Workforce Development Board has focused on the Heath Care Industry.

a. Describe the partners that are participating in the sector strategy development.

Southwest Georgia Workforce Development Board – Workforce Development
Archbold Medical Center – Industry Partner
Phoebe Putney Hospital – Industry Partner Moultrie
Colquitt Regional Hospital – Industry Partner
Miller County Hospital – Industry Partner
Albany Area Primary Health Care – Industry Partner
Primary Care of Southwest Georgia – Industry Partner
Southwest Georgia Area Health Education Center – Industry Partner
Career Academy High Schools –Albany & Cairo K-12

Georgia Department of Labor – Outreach
Department of Vocational Rehabilitation Services
Cairo Housing Authority – Community Based Organization
Albany Technical College – Adult Education
Southern Regional Technical College – Career Academy, Adult Education
Albany State University- Educational Partner
Andrew College – Educational Partner
Other Sector Partners

b. Describe the meetings that have taken place and the strategy by which partners will continue to be engaged.

Governor Nathan Deal launched the High Demand Career Initiative (HDCI) in 2014 to better understand the talent needs of Georgia businesses and align educational efforts to close any gaps in the workforce. In 2016, the HDCI expanded its approach by focusing on regional workforce strategies implemented through HDCI Sector Partnership grants. In 2017, WorkSource Southwest Georgia received an HDCI sector partnership grant to support health care workforce development efforts. A steering committee was established that consisted of sector partners throughout the Region. The steering committee conducted an analysis of strengths, opportunities, aspirations, and risks/barriers (soar) of health care workforce development efforts in Southwest Georgia. Based on the need's assessment, the steering committee identified several priority areas for meeting health care workforce development needs. Additionally, for each priority area, it developed short-term action items to be accomplished in three to six months and long-term action items that can be accomplished in one to two years to make progress toward the priorities. As a result of the priorities, three working committees were established with selection of committee Chairs for each. The top three priorities agreed upon by the steering committee were 1) Recruitment and Talent Pipeline Development 2) Training and Professional Development 3) Continued Partnership Between Educational Institutions and Health Care Employers. The working committees scheduled meetings outside of the regular steering committee meetings. The steering committee is scheduled to meet again in May of 2019. The momentum and synergy from the steering committee along with the working committee will sustain the efforts after the grant ends.

c. Describe the research and the data that was used to identify the sector that was chosen for the sectors strategies training.

Burning Glass – Labor Insight Jobs data, Georgia Department of Labor – Labor Market Information, Georgia Department of Labor – Labor Market Explorer, Manufacturing Advisory Council

d. Provide a completed outline of the sector strategy for the previously identified sector that includes the following details:

i. Participating employers;

Archbold Medical Center

ii. Target occupations;

Certified Nursing Assistants

License Practical Nurse

Registered Nurse

Emergency Medical Technician

iii. Training programs; and

Certified Nursing Assistant – Customized Training

On the Job Training – Employer based customized training

License Practical Nurse – Occupational Skills Training

Registered Nurse – Occupational Skills Training

iv. Target Populations.

Archbold incumbent workers

Housing Authority - Resident Opportunities and Self Sufficiency (ROSS) participants

Long term unemployed

Career Academy students

Out of School youth

e. Describe the plans for future strategy development for future sectors. If applicable, discuss the next sectors to be targeted.

In April 2019 another opportunity was announced in the form of round-two of the WorkSource Sector Partnership Grants. Manufacturing, Logistics and Transportation are potential sectors of focus. Southwest Georgia is currently receiving an influx of new companies moving into the Region. The efforts from the HDCI in healthcare will be sustained and will not be revisited in the round-two sector strategy. As a result of the grant, WorkSource Southwest Georgia will convene a core group of sector partners in April to discuss which industry will be the focus for the upcoming grant. The increase of companies moving to the Region along with Labor Market Index Information, educational accessibility and employer needs will shape the discussion to determine the sector.

6. **Description of the One-Stop Delivery System** – Provide a description of the one-stop delivery system in the local area that includes the items detailed below.

a. Provide a description of how the local board will ensure the continuous improvement of eligible providers of services through the system and ensure that such providers meet the employment needs of local employers, workers and jobseekers.

All potential training providers must submit an application to a Local Workforce Development Board within the state of Georgia for each program of performance to become an eligible provider. The local Board will review the application including specific performance and cost data for each program. If the provider programs are approved and all requirements (such as accreditation/authorization) are met, the Board may approve the provider and submit the application to OWD for placement on the Eligible Training Provider List (ETPL). Once on the eligible training provider list, the performance of providers is shared with Board members at regular meetings. Placement and performance information is reviewed by staff and reported regularly. Providers who are not meeting performance expectations may be removed from the list of training providers. Customers will be informed of training provider's performance to ensure they are knowledgeable when making a selection on a provider who will train them in demand employment areas and that can provide successful placement into employment. Eligible providers will be required to include these standards to maximize the effectiveness of curricula and instruction, and to prepare students for transition to the workforce.

b. Provide a description of how the local board will facilitate access to services provided through the one-stop delivery system, including in remote areas, through the use of technology and through other means.

Southwest Georgia's One-Stop Delivery System is focused on ensuring universal access across the fourteen-county area which includes one Comprehensive One-Stop, four affiliate sites, and other special sites. Local area staff are able to connect employers, educators, WIOA customers and partners on a daily basis. The plans to increase services and access for these key stakeholders are utilization of technology through increased virtual access already in place in most One-Stop locations, and use of the WorkSource Portal (formerly known as the Georgia Work Ready Online Participant Portal) data interface to facilitate the sharing of key workforce data between core partners.

The Southwest Georgia Workforce Development Board will steer the workforce system toward program integration to reduce the silo-type delivery of services and increase transparency for the customer. The Board will continue to support the emerging Regional Partnership with the Florida workforce system as an innovative approach to collaboration that will benefit multiple communities.

The Board supports the deployment of an innovative approach to industry sector modeling as a proven driver of employment and re-employment that aligns with the real demands of local businesses, resulting in long-term career success.

In a geographically widespread rural area such as Southwest Georgia, electronic access to resources and services is crucial to providing relevant services to career seekers. WIOA pre-application forms, eligibility information, workshops, trainings, and customer satisfaction surveys will be available online and on demand. We anticipate live and recorded streaming workshops and programs including material that will allow career seekers to invest time in their professional development according to their own personal schedules.

The Southwest Georgia Workforce Development Board collaborated with the Cairo Housing Authority by supporting the Resident Opportunities and Self-Sufficiency (ROSS) - Service Coordinators Grant from U.S. Department of Housing and Urban Development (HUD).

With this grant award, the Housing Authority was able to expand education, health, job development, self-sufficiency opportunities and supportive services programs within its federal public housing developments by hiring a full-time ROSS Service Coordinator who connected public housing residents with needed community services.

The Southwest Georgia Workforce Development Board coordinates and provides services as well as accepts referrals of public housing residents who are adults or dislocated workers through the One-Stop Delivery System.

c. Provide a description of how entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with WIOA § 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs and services, technology and materials for individuals with disabilities. This should include the provision of staff training and support and addressing the needs of individuals with disabilities.

Southwest Georgia's One-Stop Delivery System is focused on ensuring universal access across its workforce system. The local partners maintain compliance with the provisions of WIOA Section 188 which require programmatic and physical accessibility. Through monitoring performed at both the state and local level, the local area ensures that all One-Stops are in compliance with Section 188 of WIOA, the ADA, and other applicable regulations. Individuals who seek to utilize the Region's workforce system can expect facilities, whether physical or virtual, to meet federally mandated accessibility standards. In addition, the local area maintains a Memorandum of Understanding for each One-Stop location which outlines how compliance with WIOA Section 188 will be maintained.

Per federal law, the LWDA has appointed a local Equal Opportunity Officer who is responsible for ensuring local WIOA Section 188 compliance. Local Equal Opportunity Officers are responsible for informing senior staff of applicable federal regulations and ensuring all programs and activities are implemented in compliance. Additionally, the local Equal Opportunity Officer collects and resolves local grievances and complaints as needed. The Local Equal Opportunity Officers actively trains with the State's Title I-B Equal Opportunity Officer and USDOL's Civil Rights Center to remain current on regulatory updates and guidance. They are then responsible for circulating new information locally and ensuring it is properly implemented.

The local area has also developed a regular monitoring system of on-site visits of One-Stops, use of the MOU's to outline requirements of the One-Stops and ensure adherence to all local, state and federal policies.

d. Provide a comprehensive description of the roles and resource contributions of the one-stop partners.

ONE-STOPS AND INFORMATION CENTERS

As defined by the WIOA, the one-stop partners' role is to ensure that its employment, education, and training programs are evidence-based and data-driven, as well as accountable to participants and the public. They establish a performance-accountability system that applies across the core programs by generally applying the primary indicators of performance: evidence of unsubsidized employment at the second and fourth quarter after exit from the program, median earnings (second quarter), attainment of a credential, measurable skill gains, and effectiveness in serving employers. Other roles include, but are not limited to, the following:

The One-Stop and affiliate sites are located in five counties to assist any citizen within the area's 14 county region with job search related services. The One-Stop and affiliate sites also have computers which customers can use to search for jobs. Many have staff to assist with resumes. Some One-Stop and affiliate sites have facilities which allow customers to fax resumes to employers and contact employers by phone. Customers can visit the GDOL's Employ Georgia website for information on job listings for the entire 14 county region.

With the local area's focus on providing business services work-based learning including OJT and customized/incumbent worker training will be expanded through further capacity building and increased collaboration with economic development partners and local area employers.

The SWGA's One-Stop System across the fourteen-county area includes one Comprehensive One-Stop, four affiliate sites, and other special sites. Local area staff are able to connect employers, educators, WIOA customers and partners on a daily basis. The plans to increase services and access for these key stakeholders are utilization of technology through increased virtual access already in place in several One-Stop locations, and use of the WorkSource Portal (formerly known as the Georgia Work Ready Online Participant Portal) data interface to facilitate the sharing of key workforce data between core partners. Each core partner has a role in ensuring that the local area's workforce continues to meet the needs of the employers helping the LWDA remain one of the best regions in which to do business.

The Wagner-Peyser Act of 1933 established a nationwide system of public employment offices known as the U.S. Employment Service. This system was established to provide high quality job seeker and employer labor exchange service and information. The Wagner-Peyser Act was amended by the Workforce Investment Act of 1998. The amendment made the Employment Service part of the One-Stop Delivery System.

The WIOA continues the concept that the One Stop Delivery System provides universal access to an integrated array of labor exchange services so that workers, job seekers and businesses can find the services they need in one stop and often under one roof.

In Southwest Georgia, the GDOL will offer training, technical assistance and support to partner staff who serve local job seekers and employers to ensure that program partners are highly engaged in local and state workforce partnerships that allow for the constant exchange of information on core programs, UI legislation, new workforce training providers, and available programs.

The UI and RO Division of GDOL will provide subject matter expertise and technical assistance on UI policies, rules, procedures, and systems to all its staff. In the training modules, staff is educated on how to detect, address, and resolve issues that affect UI eligibility. While in-depth training is provided to Career Center Staff managing the UI claims process, an overview and ad hoc training of the UI process will be made available to WIOA and other workforce partners.

In addition to providing UI training, the UI & RO Division provides a dedicated customer service line staffed by experienced benefits analysts who address UI issues, questions and concerns; specify the benefits of ES; and resolve WIOA inquiries. The robust training and partnerships encourage exemplary service delivery to jobseekers and employers and create opportunities to identify and/or create new training opportunities as laws and regulations change.

Workforce partners have access to select data elements, such as customer contact information and work history from GDOL. Sharing data between organizations assists staff in providing comprehensive, unduplicated services while eliminating unnecessary trips or contacts for the customer. In Southwest Georgia, the GDOL will work with workforce partners toward more meaningful data sharing agreements to better serve common customers of the workforce system.

The ability to file a UI claim is available at each and every comprehensive One-Stop Center. Access and meaningful assistance are critical, as commonplace with customer in rural Southwest Georgia with minimum public transportation, access to the Internet. Assistance is assured through:

- UI orientation provided to every new claimant explaining the full range of workforce services available to help them return to work;
- Online access via www.dol.georgia.gov where customers can file electronically from career centers, home, libraries or any other Internet portal;
- Dedicated, experienced staff at every One-Stop;
- Fully staffed resource centers at all career centers, including Internet access, copies, phones, fax and resource libraries;
- A dedicated toll-free number for customers filing for UI at One-Stops;
- Access points at over 40 One-Stops and Career Centers across the state;
- An opportunity for each claimant to access in-person reemployment services as they come to Career Centers and One-Stops to complete the UI filing process;
- The use of state-of-the-art EG résumé and job matching service as a requirement for ES registration for claimants;
- The availability of staff, technology, and written materials in a variety of languages to meet the needs of all

customers;

- Fully accessible services, online and in person, to serve any customer with a disability;
- Joint participation of UI staff with other workforce partners in large layoff events;
- Daily referrals of customers from workforce partners to UI specialists to ensure that customers have access to all benefits to which they are entitled.

Within the One Stop System, the Wagner Peyser serves as the gateway to providing a system of matching jobseekers with employers. The Southwest Georgia Workforce System utilizes the triage concept where regardless of the entry point into the system, customers are first provided career services as an initial step toward employment and self-sufficiency. These services are provided through Southwest Georgia's One-Stop, four affiliate sites, and other special sites. As a continuum of services, after receipt of appropriate career services, the customer is provided job placement assistance by WP and partner agency staff. If the customer is accessed and deemed to need training services, supportive services, or other services not available with WP resources or wherewithal, then the WP staff refer the customer to the other core partners based on the needs of the customer.

The career and training services provided through the Region's One-Stop System are comprised of WIOA Title I and Title III Wagner-Peyser funded services that are provided for the universal population in all designated One-Stop Centers either on location or through the referral system. Through the established system of partner coordination that has been in place since 2000, flexibility of One-Stop services ensures customers receive direct access to the services which best fit their identified needs. The local area has created a system which offers two levels of services for adults and dislocated workers: career services and training services. Wagner- Peyser staff will also provide Reemployment assistance, assistance with Unemployment Insurance and assistance to other unemployed individuals.

More about the Georgia Department of Labor can be found at http://dol.georgia.gov/.

Southwest Georgia WORK SOURCE GEORGIA
Connecting Talent with Opportunity
A proud partner of the AmericanJobCenter network

The Southwest Georgia Workforce Development Board's strategy is to work with the partners: Wagner-Peyser, Vocational Rehabilitation, Adult Education and Literacy and TANF to ensure that the services provided by the core programs are easily accessed through the One Stop, four affiliate sites, and other special sites. The Southwest Georgia Workforce Development Board believes that aligning these services and being aware of co-enrolling opportunities can lead to better and more comprehensive services to our common customers.

With the local area's focus on providing business services, work-based learning including OJT and customized/incumbent worker training will be expanded through further capacity building and increased collaboration with economic development partners and local area employers.

WIOA staff-assisted services focus on providing the following: (1) comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, (2) individual employment plans to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participants to achieve employment goals, (3) individual counseling, and career planning, (4) case management for participants seeking training services, (5) short-term prevocational services including development of learning skills, resume building, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for employment. Training is provided for those who lack occupational credential/certification and require short-term continuing education in order to acquire certification/credentialing required for success in growing industries.

On-the-Job Training (OJT) allows our customers to work, earning a full paycheck from their employer, while entering the job without all of the *specific* skills and/or knowledge needed to do the work. WIOA funds reimburse the employer up to 50% - 75% for customers' wages to compensate the employer for the time and extraordinary effort it takes to train the unskilled worker to do the job. After completion of a detailed training plan, if the employee has successfully completed training and learned the skills needed, the employer retains the "OJT" worker and the subsidy ends. This allows the worker to earn a paycheck while learning new skills and provides the employer with an employee trained "their way" while being compensated for the time it takes to train the new employee. A Service Specialist is assigned to work with the employer and the customer and will assist in explaining and completing all the necessary paperwork. The Service Specialist is there to assist both the employer and the OJT customer, should any problems arise.

Individual Training Accounts (ITA) allow individuals to receive training from eligible training providers such as local technical colleges. WIOA funds may pay for the remaining balance of tuition and books after the HOPE grant is exhausted. Customers may also receive support payments for transportation and childcare. A Service Specialist is assigned to work with the school and the customer and assists in explaining and completing all the necessary paperwork. The Service Specialist is there to assist both the college and the ITA customer, should any problems arise.

The year-round youth program is designed to better equip youth with the ability to obtain and maintain employment. The youth program provides training, work experience, and tools to help youth (in-school and out-of school) to become successful in the workplace or college. In-school youth are encouraged to remain in school and a Service Specialist monitors their academic progress. The youth may also be eligible to earn money through the work experience program. The youth program guides youth to ensure they complete an educational program, gain work-related skills and enter college or become successfully employed. A Service Specialist is assigned to work with the customer and the school and will assist in explaining and completing all the necessary paperwork.

More about the Southwest Georgia Workforce Development Board can be found at www.WorkSourceSouthwestGeorgia.org.

The Georgia Vocational Rehabilitation Agency (GVRA) was formed on July 1, 2012, by an act of the Georgia General Assembly. GVRA has five rehabilitation programs: Business Enterprise Program, Disability Adjudication Services, Georgia Industries for the Blind, Roosevelt Warm Springs Institute for Rehabilitation (including a satellite location at Cave Spring Rehabilitation Center) and Vocational Rehabilitation. The State Rehabilitation Council (SRC) and the Statewide Independent Living Council (SILC) are federally mandated councils composed of Georgia citizens from across the state appointed by the Governor to represent a broad range of individuals with disabilities and stakeholders. They collaborate with GVRA to develop plans for services and make recommendations to assist individuals with disabilities achieve employment and independence.

Education, employment, and training services provided by GVRA include a variety of individual services to persons with disabilities in preparation for employment in the competitive labor market and to employers seeking to retain valuable employees with disabilities or hire qualified individuals. Services provided to jobseekers include: counseling, assistive technology, job placement, vocational assessment, medical evaluations, work adjustments, and physical restoration services. Services focused on employer activities include: candidate identification, jobsite coaching, helping an employer identify the right solutions/ accommodations for employee to be effective on the job through onsite job assessments, and providing technical support and training on those accommodations to ensure long-term success.

Vocational Rehabilitation (VR) services are provided by a skilled regional rehabilitation team with representatives from the appropriate disciplines and externally from community resources as needed. The VR Program believes that cooperation and collaboration is necessary to maximize resources and address all aspects impacting individuals with disabilities in gaining or maintaining employment in Georgia. The VR Program is strongly allied with partners of the regional workforce development system and maintains many other cooperative agreements and working partnerships with entities outside the core workforce development system. To ensure participants, employers and businesses are engaged, GVRA will continue to focus on delivering activities already occurring within the regional workforce system as well as expand current efforts in a more organized and integrated manner to better serve individuals with disabilities. Specific units serving the Southwest Georgia Local Workforce Development Area 17, Region 10 are:

ALBANY Unit serving: Baker, Calhoun, Dougherty, Early, Lee, Mitchell, Terrell and Worth Counties
1107-A West Broad Avenue, Albany 31701
(229) 430-4170
(229) 430-3931 FAX
THOMASVILLE Unit serving: Colquitt, Decatur, Grady, Miller, Seminole and Thomas Counties
403 North Broad Street, Thomasville 31792
(P) (229) 225-4045; (F) (229) 225-5264

The Technical College System of Georgia (TCSG) oversees the state's technical colleges, adult literacy programs, and a host of economic and workforce development programs.

The Technical College System of Georgia is organized around three functional units directly serving the public. These units are supported by the system's administrative staff.

Technical Education

TCSG's educational and training programs are available across Georgia through our 22 Technical Colleges and 85 campus locations. TCSG offers over 600 individual majors to choose from. These majors range from one semester Certificates to Diplomas and Associate Degrees that can take over two years to complete. In 2018, TCSG enrolled 137,208 students and had 33,904 graduates.

Adult Education

Adult Education provides basic literacy and GED training through a variety of training providers and at over 200 locations throughout the state. Improvement in collaboration with WIOA and the One-Stop System should increase access to GED services.

The TCSG, OAE is the State's Eligible Agency for Adult Education. OAE is responsible for administering funds to eligible providers and providing program/performance oversight to grantees. OAE will provide funding to eligible local entities for the provision of adult education services through a competitive RFA process. The RFA is the mechanism through which OAE will identify, assess, and award multi-year grants to eligible providers throughout the state. An eligible provider is an organization that has demonstrated effectiveness in providing adult education activities to eligible individuals.

The Office of Adult Education promotes and provides adult education programs throughout the state of Georgia. Literacy programs are available to adults needing basic, general, or specialized skills instruction. The Office of Adult Education facilitates collaboration among state and local entities to improve adult education efforts.

Through a continuum of leveraged services, the Board will continue to integrate WIOA funds to support the initiatives of the Governor and the General Assembly to improve TCSG student outcomes and thereby strengthen Georgia's workforce. The integration of service will include initiatives such as:

Hope Career Grant : The HOPE Career Grant, formerly known as the Strategic Industries Workforce Development Grant, is available to HOPE Grant-qualified students who enroll in select majors specifically aligned with industries in which there are more jobs available in Georgia than there are skilled workers to fill them. These industries have been identified as strategically important to the state's economic growth: Automotive Technology, Aviation Technology, Certified Engineer Assistant, Commercial Truck Driving, Computer Programming, Computer Technology, Construction Technology, Diesel Equipment Technology, Early Childhood Care and Education, Electrical Lineman Technology, Health Science, Industrial Maintenance, Logistics/Transportation Technology, Movie Production Set Design, Practical Nursing, Precision Manufacturing, and Welding and Joining Technology. In the 2016-2017 school year, about 15,000 certificate and diploma students received HOPE Career Grants. The most popular HOPE Career Grant programs were Practical Nursing, Health Science, Early Childhood Care and Education, and Welding and Joining Technology.

HOPE Grant Funding: the HOPE Grant Award amount was increased by 3% thereby reducing the out-of-pocket cost for most of TCSG's students.

Zell Miller Grant: increased HOPE funding for the Zell Miller Grant Program that provides full tuition assistance for TCSG students in certificate and diploma programs that maintain a 3.5 or higher grade point average.

High School Dual Credit: the "Move on When Ready Act" simplifies and streamlines the process used by high school students to enroll in college as dual credit students.

Georgia Film Academy: For FY 2016, the Governor recommended additional funds to continue the establishment and development of the Georgia Film Academy through a cooperative partnership between the University System and the Technical College System. The initiative is designed to support the 5.1-billion-dollar film industry in Georgia. This new film academy will attract and train workers for the growing film industry to keep up with demand.

Customized Training

Customized training and workforce development programs are the core of our businesses. As a workforce development system training partner, the Board will work with TCSG as it provides assessments to define business and industry training needs, and development of custom TCSG organized training curricula and materials such as customized training topics to include: Health and Safety, Industrial and Mechanical, Supervisory and Leadership Development, Customer Service, Computer and Business Technology, Work Ethics, and Professional Certifications.

Pre-Vocational Services

The Southwest Georgia Workforce Development Board will coordinate with TCSG to provide these pre-vocational training services. These services are intended for individuals who lack occupational credentials/certifications and require short-term services to enhance and upgrade skills for employment. Pre-vocational services may include services that:

- Prepare individuals for licensing or certification exams
- Enhance the employability of individuals who already possess occupational skills in demand but lack up-to-date skills required in most workplaces hiring for the occupation

As Examples, pre-vocational services include, but are not limited to, nursing license exam courses and computer skills training to enhance employability when individuals already possess a set of core occupational skills but do not have the technology skills required. Short term is defined as less than 120 clock hours.

Short Term Continuing Education

The Southwest Georgia Workforce Development Board can connect companies facing financial difficulties to resources that may prevent or reduce the need for layoffs.

The workplace has changed rapidly over the last three decades. Since the 1970s, global competition has been so strong that companies have had to dramatically adapt to survive. In some cases, that has meant modernizing facilities and processes to become more productive. Frequently, this modernization has also required developing new work systems to manage communication and workflow more efficiently. These changes in the workplace have increased employers' demand for an educated and skilled workforce. It has also placed additional pressure on the workforce development system to more effectively respond to that demand.

Workplace change models include practices from industrial modernization to "high performance" workplace models to the emerging concept of "stakeholder firms". By addressing the training needs and knowledge practices of workers, the workplace change approach does not just provide training on specific skills and techniques of the job or production. Rather, it seeks out strategies to promote greater cooperation between management and labor as firms attempt to upgrade their production methods and capabilities.

Computer Courses

TCSG offers a wide range of computer workshops including computer basics, net navigation, computer purchasing, to countless software classes such as Microsoft Office, Word, Excel, and Access.

Therefore, The Southwest Georgia Workforce Development Board will coordinate with TCSG to provide short-term continuing education programs. The Board views deployment of these programs as a viable strategy to helping keeping businesses in business and competitive.

Training Services Provided in lieu of an Individual Training Account (ITA)

Per WIOA Sections 122 and 134, as well as 20 C.F.R. Section 680.320, training services may be provided in lieu of an ITA when one of more of the following exceptions apply, and the LWDA has fulfilled the customer choice requirements of 20 C.F.R. Section 680.340:

- Such services are OJT, customized training or incumbent worker training or transitional employment;
- The LWDB determines that there are an insufficient number of eligible providers of training services in the local area to accomplish the purpose of a system of individual training accounts. The determination

process must include a 30-day public comment period and be described in the local plan; (see section "Provision of ITAs" and "Awarding Sub-grants and Contracts")

- The LWDB determines there is a training program of demonstrated effectiveness offered in the local area by a community-based organization or another private organization to serve individuals with barriers to employment. The LWDB must develop criteria (as noted in 20 C.F.R 680.320) to be used in determining demonstrated effectiveness, particularly as it applies to individuals with barriers to employment.
- The LWDB determines that it would be most appropriate to award a contract to an institution of higher education or other eligible provider of training services in order to facilitate the training of multiple individuals in in-demand industry sectors or occupations and such contract does not limit customer choice; or
- The training contract is a pay-for-performance contract.

Albany Tech traces its roots back to 1961 when it was established as the Monroe Area Vocational-Technical School enrolling 175 students. Shortly thereafter, the Albany Area Vocational-Technical School was built, and in 1972 the two schools were merged in the current location.

In July 1988, the Georgia Department of Technical and Adult Education (DTAE), now a Unit of the Technical College System of Georgia, was formed and the newly named Albany Technical Institute came under its direction. Albany Tech was charged with providing technical education opportunities to the residents, businesses and industries within a seven-county service delivery area. These counties include Baker, Calhoun, Clay, Dougherty, Lee, Randolph and Terrell.

With the passage of House Bill 1187, the Georgia Legislature approved the changing of DTAE technical institutes' names to "college," providing they offered associate degrees. Meeting the criterion, Albany Technical Institute became Albany Technical College with a grand ceremony on July 6, 2000.

Albany Tech has adult learning centers in all seven of its service delivery counties. Today, more than 3,000 full-time students are enrolled in credit programs per quarter. Another 2,500 are enrolled part-time and in seminars, continuing education courses, teleconferences and customized business training.

Albany Technical College, a public post-secondary institution of the Technical College System of Georgia, provides technical education and training support for evolving workforce development needs of Southwest Georgia. To accomplish this mission, the College utilizes traditional and distance learning methods. Albany Tech's stated purpose is based on the concept that education benefits individuals, businesses and the community.

Albany Technical College's goals are:

- To provide quality competency-based associate degree, diploma and technical certificates of credit programs that prepare students for employment in business, technical sciences, health care technology, personal services and industrial careers. To provide basic adult education and development programs to help adults improve life skills and prepare for continued education and training.
- To contribute to the technological advancement of area businesses and industry through education and

training.

- To offer comprehensive continuing education courses and programs for the advancement of skills, knowledge and personal growth.

The Southwest Georgia Workforce Development Board collaborates with Albany Technical College to provide the talent needs of local business and industry. With membership on the Southwest Georgia Workforce Development Board representing post-secondary education as well as Adult Basic Learning, the Board utilizes the resources provided by the institution to provide the skills and credentials that are identified by local businesses and industries. More about Albany Technical College can be found at http://www.albanytech.edu/.

The Albany Technical College, through its Center for Business Solutions, has partnered with the Albany/Dougherty Industry Roundtable along with the Chamber of Commerce and Economic Development Commission (EDC) to develop a new Technical Certificate of Credit (TCC). This new program, ***Industrial Operations Technician,*** was approved by the Albany Technical College Board and the Technical College System of Georgia.

In the design of this program, local manufactures collaborated with the Center for Business Solutions to create a program from which they will hire new employees into entry level positions in their organizations. The company partners include: **Procter & Gamble, MillerCoors, Coats & Clark, Mars Chocolate, Tara Foods, Albany Green Energy, Maintenance Center Albany – MCLB, Pfizer & SASCO Chemical**.

Potential employees will be enrolled in the new TCC and be exposed to a variety of manufacturing principles including: Lean Six Sigma, Operations Management, Industrial Mechanics and interpersonal skills. Once complete, they will be given preferred "ready to work" status by the participating companies. The Southwest Georgia Workforce Development Board supports this new and exciting concept in meeting the workforce needs of our manufacturing community. This concept supports the WIOA sector strategy philosophy and that of the Board as it will make a difference not only for jobseeker customers seeking employment in the community but also making a difference in the success of our manufacturing partners.

Lean Six Sigma

The Southwest Georgia Workforce Development Board will coordinate and collaborate with the Albany Technical College- Center for Business Excellence as a provider for the Lean Six Sigma Technical Certifications. The Board realizes that every organization is a collection of processes that are designed to facilitate operations and ensure the viability of the organization. When these processes become outdated or misapplied, if left alone, disaster or, at the very least, frustration can slow operations and reduce effectiveness.

Collaboration with Albany Technical College and the deployment of this methodology, at both the **Green (Quality Assurance Specialist), and Black Belt (Quality Assurance Professional)** levels will equip individuals with the methodologies and tools that will enable them to make, at times, dramatic improvements to processes that can reduce waste, improve effectiveness, and raise profitability.

The Board feels that, as a possible layoff aversion strategy, this proven methodology that can help improve efficiency, and increase profits of local businesses, in addition to providing a credential that can improve individual capabilities.

Southern Regional Technical College (SRTC) understands that life moves quickly - circumstances change, new opportunities evolve, and career goals emerge. One of the most important decisions that one makes is which college to attend while continuing their education and creating a career. With expert faculty members, state-of-the-art equipment and technology, and hands-on training opportunities, SRTC offers a vast amount of resources toward career path success.

In 2017, the College employed 133 Instructors, 23 Business & Financial Operations staff members, and 22 Service staff members that are tasked with providing the highest level of service and education possible to students in both credit and non-credit programs.

SRTC offers over 155 degree, diploma and certificate programs. SRTC's main campus is located in Thomasville, Georgia; with additional locations in Colquitt, Decatur, Early, Grady, Miller, Mitchell, Tift, Turner, Seminole, and Worth counties for the convenience of its students. SRTC is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS, COC).

Southern Regional Technical College strives to provide the talent needs of local business and industry. With membership on the Southwest Georgia Workforce Development Board representing post-secondary education as well as Adult Basic Learning, the Board utilizes the resources provided by the institution to provide the skills and credentials that are identified by local businesses and industries. More about Southern Regional Technical College can be found at http://southernregional.edu/.

American Heart Association Certification

The Community Training Center at Southern Regional Technical College functions to broaden the outreach of the American Heart Association Emergency Cardiovascular Care Network within our community. The number one goal of the American Heart Association and the Southern Regional Technical College Training center is saving lives.

The Community Training Center strives to promote the mission of the American Heart Association, fighting heart disease and stroke, by offering quality AHA training courses in basic life support, advanced life support and pediatric advanced life support to the community. The Community Training Center also serves to support affiliated instructors who require certification, the latest training information, materials and course completion cards.

Topics include but are not limited to: Heartsaver AED Update for CPR Instructors, First Aid, CPR, CPR for Health Care Providers and Lay People, CPR Recertification for Health Care Professionals, Pediatric CPR, CPR Instructor Course, Medical Records Coding, Ethics and Jurisprudence in Physical Therapy Practice.

Albany State University, a historically black institution in Southwest Georgia, has been a catalyst for change in the Region since its inception as the Albany Bible and Manual Training Institute. Founded in 1903 to educate African American youth, the University proudly continues to fulfill its historic mission while serving the educational needs of an increasingly diverse student population.

A progressive institution, Albany State University seeks to foster the growth and development of the Region, state, and nation through teaching, research, creative expression and public service. Through its collaborative efforts, the University responds to the needs of all its constituents and offers educational programs and services to improve the quality of life in Southwest Georgia.

The primary mission of Albany State University (ASU) is to educate students to become outstanding contributors to society. Offering Bachelor's, Master's, and Education Specialist degrees and a variety of non-degree educational programs, the University emphasizes the liberal arts as the foundation for all learning. Students are exposed to the humanities, fine arts, social sciences and the natural sciences. Global learning is fostered through a broad-based curriculum, diverse ASU activities, and extensive use of technology. A leader in teacher education, nursing, criminal justice, business, public administration and the sciences, Albany State provides a comprehensive educational experience with quality instruction as the hallmark of all its academic programs. The University embraces the concept of "students first" as a core institutional value. ASU is an advocate for the total development of students, especially the underserved. At this institution, a wholesome academic environment exists where students can study, learn, and develop. Each student's skills and abilities are cultivated through

their interaction with fellow students, faculty, staff, administrators, visiting scholars and community leaders. More about Albany State University can be found at https://www.asurams.edu/.
Albany State University and Darton State College consolidated, and the first official classes post-consolidation were on January 2017.

ABRAHAM BALDWIN AGRICULTURAL COLLEGE

Abraham Baldwin Agricultural College is a residential institution offering certificates, associate degrees in a broad array of disciplines, and baccalaureate degrees in targeted fields. With a state-wide mission in agriculture and strong programs in the liberal arts, nursing, business, the natural and physical sciences, the social sciences, and physical education, the College serves students with diverse educational career goals. Associate of Applied Science degrees prepare students for entry into a career field. Associate of Arts and Associate of Science degree programs provide the first two years of study toward a baccalaureate degree. Students may also pursue Baccalaureate degrees in selected fields.

Abraham Baldwin Agricultural College is a student – centered institution. As a point of access to higher education, the College provides a learning support program for under – prepared students. Evening, off – campus, and online courses furnish educational opportunities for individuals who are unable to attend classes in the traditional setting. Intercollegiate and intramural athletic programs and numerous student organizations offer students opportunities for physical and social development. Modern housing provides the convenience of on – campus residence life.

Vitally involved with the educational and economic development of South Georgia, Abraham Baldwin Agricultural College continually strives to expand its service to the Region. Public service programs include special – interest activities and courses, occupation – enhancing classes, youth enrichment camps, and performing and visual arts events. The College also provides administrative services and facilities that enable community and state organizations, as well as other units of the University System of Georgia, to bring seminars, meetings, and upper – level and graduate instruction to the Region.

The College's goal is to contribute to a better – educated Georgia. To that end, it engages in a comprehensive planning and assessment process, enabling it to build upon its strengths and correct weaknesses. The College's faculty, staff, and administration are committed to excellence in preparing students to be informed, productive citizens in the Twenty – First century. More about Abraham Baldwin Agricultural College can be found at http://www.abac.edu/bainbridge.

On January 11, 2017, the Board of Regents approved Chancellor Steve Wrigley's recommendation for consolidation of Abraham Baldwin Agricultural College (ABAC) and Bainbridge State College. The new institution is named Abraham Baldwin Agricultural College.

e. Identify the current One-Stop Operator in the local area(s) and describe how the region/local area is preparing for the competitive process for operator selection. Describe how market research, requests for information and conducting a cost and price analysis are being conducted as part of that preparation.

The WDB issued a competitive One-Stop Operator procurement as required and awarded ResCare Workforce Services as the One-Stop Operator beginning July 1, 2017. Per the solicitation, the WDB has the option to renew the contract for up to three additional one-year periods, provided that measurable outcomes are successfully achieved and that sufficient funds for the contract term remain available.

The Southwest Georgia Workforce Development Board successfully negotiated and implemented a One-Stop Memorandum of Understanding including the Infrastructure Funding Agreement with the required One-Stop Partners with an effective date of July 1, 2017.

The prior One Stop Operator for the Southwest Georgia Workforce Development Board was the Georgia Department of Labor. Pursuant to the Notice of Proposed Rule-Making, Section 678.635, Local Workforce Development Boards (LWDBs) must have in place One-Stop Operators that are selected through a competitive procurement process no later than June 30, 2017. LWDBs must have been able to document by June 30, 2016, progress towards preparation for one-stop operator competitive procurement. This same NPRM citation defines progress as including, but not limited to, market research, requests for information, and conducting a cost and price analysis.

The Georgia Department of Economic Development – Workforce Division established a One-Stop Funding and Procurement Working Group that reviewed the relevant sections of the proposed rules and, ahead of the finalization of the proposed rule, identified several items that LWDBs must achieve prior to June 30, 2016, in order to meet the state's requirement of documenting adequate progress towards competitive procurement of a One-Stop Operator. After the release of the final rule and any future federal guidance, there may be additional action that will need to be completed for compliance.

Competitive procurement of the One-Stop Operator. Several meetings between the LWDB and all required One-Stop Partners were conducted to determine any potential conflicts of interest that may exist with respect to the current operation of the LWDB and address the requirement for competitive procurement of the One-Stop Operator, and to ensure that all mandatory partners are engaged in the process. During the meetings, any mandatory partner, as well as the LWDA fiscal agent and/or administrative entity, announced their interest in responding to the competitive proposal request.

With this information documented by approved meeting minutes. The process of establishing a firewall to adequately separate any interested party from both the development and evaluation of the responses to the procurement is developed.

In the meetings with the Required Partners, it was unanimously agreed to the physical location of the One Stop Center, Georgia Department of Labor, Albany Career Center which is an existing location. Therefore, the LWDB did not complete an independent market research on available, other service providers, and costs of such services. Rather, the LWDB used an assessment tool to conduct an assessment of the existing location to determine, available space, parking, location, and other logistics.

Likewise, the LWDB did not conduct a cost-benefit analysis to determine whether to utilize or expand an existing location, since sufficient space in available. However, the LWDB conducted an assessment of the existing location to determine, available space, parking, location, and other logistics.

7. **Awarding Sub-grants and Contracts** – Provide a description of the competitive process to be used to award the sub-grants and contracts in the local area for activities carried out under this Title I.

The competitive bid process begins with planning and development. Once the Board or Committee reviews program design and planning requirements, including outcomes, a Request for Proposal (RFP) package solicitation is released.

The Board may procure equipment, supplies and services under the grant award agreement. Items expensed to the grant award must be reasonable and serve the primary objective of the agreement. All procurement transactions follow the federal regulations found at 2 C.F.R § 200.320

The purchase or construction of facilities or buildings is unallowable under the WIOA, except for certain circumstances requiring prior written approval from the federal awarding agency.

The Board is responsible for ensuring the vendors selected are not debarred or suspended by checking the information at https://www.sam.gov/portal/SAM/##11. The Board is authorized to make purchases of equipment, supplies and services as follows:

A. Micro-Purchases – $3,000 and under. The Board is authorized to make purchases via micro-purchase. To the extent practicable, the Board must distribute micro-purchases equitably among all qualified suppliers. If the price is considered to be reasonable, then no competitive quotations are required.

B. Small Purchases – under $150,000. The Board may purchase items with a value of less than $150,000 (the Federal Simplified Acquisition Threshold.) If the Boards' fiscal agent or administrative entity has established a lower threshold for procurement procedures, then the lower threshold shall prevail. Small purchase procurement may be achieved by obtaining price or rate quotations from an adequate number of qualified sources. Adequate documentation of all obtained quotations must be maintained and available for review by either state or the federal awarding agency. For all purchases that exceed the Board's simplified acquisition threshold, cost-price analysis of similar goods or services must be conducted prior to solicitation.

The OWD requires the Board to submit for prior written approval all purchases where the unit price is $5,000 or greater and the useful life of the proposed purchase is more than one calendar year. LWDAs should provide narrative explaining the need for the purchase, documentation to illustrate that all local, state, and federal procurement regulations were met, and copies of all quotes and supporting documentation considered in selecting a vendor. Additional information may be required if the unit price is $50,000 or more. This information may be found in WIG GA-15-002. OWD will review all requests and provide a written determination within 30 days of receiving all documentation necessary to support the request for approval.

For all purchases that exceed the established simplified acquisition threshold, competitive procurement should be conducted, either through sealed bids for requests for proposal.

Noncompetitive Proposals: Sole source procurement may be awarded only if one of the following criteria are met:

a. The good/service is only available from one source
b. After solicitation from a number of sources, competition is determined inadequate. This is typically met through insufficient bid responses.
c. Through a formal request, OWD authorizes a noncompetitive proposal
d. Public emergency will not allow a delay resulting from the competitive procurement process. If an LWDA plans to use the public emergency criteria, OWD must be notified in advance. Responses to proposals are reviewed by staff and Board Members.

C. Bids and Formal Requests for Proposals

Purchases above $150,000 shall be publicly advertised and a formal request for bids, proposals, or quotations shall be issued. Where the goods or services are for the purpose of implementing grant activities, and not for the day-to-day operations of the agency, the decision to let an RFP or a bid along with the elements of that RFP/bid shall be presented to the WDB for their approval.
Potential bidders must not be precluded from qualifying during the solicitation process.

1. Previous proposers as well as entities, which have asked to be included on the LWDA proposer/bid list for various types of goods and services, shall be notified that the LWDA is seeking service providers.
2. Legal notices will be posted on the LWDA website and shall appear in at least one newspaper, of general circulation for three (3) consecutive days whenever a formal bid/proposal is released. Potential bidders will be given at least ten (10) working days to respond to the advertisement, if time permits.
3. The LWDA will accept proposals based upon the terms and conditions of the RFP.
4. Proposals/bids submitted are received by LWDA staff and stamped with date and time of receipt.
5. Proposal/bid evaluation criteria are published with the RFP or bid. The rating criteria include, but are not limited to, the following elements:
    i. Proposer's financial capability. Proposer's books and records are kept in accordance with generally accepted accounting principles.
    j. Reasonableness of the costs.
    k. Proposer's ability to meet performance goals.

l. Proposer's record of performance in the delivery of goods or services.
m. Proposer's experience.

6. The LWDA may conduct pre-award surveys where indicated.
7. RFP's and bids shall be reviewed by staff for responsiveness. Non-responsive proposers are notified in accordance with the RFP or bid.
8. WDB reserves the right to reject any and all proposals in whole or in part, to waive any informalities or irregularities in the proposals received, and to accept any proposal that is deemed most favorable to WDB at the time and under the conditions stipulated in the specifications of the request.
9. The LWDA Executive Director shall assemble review committees to rate and rank proposals and bids. Generally, review committees consist of board members and/or LWDA staff. They may, on occasion, consist of members of the community with a special applicable expertise.
10. Recommendations from the review committees are submitted to the LWDA governing board, which make the final selection and approval determinations.
11. The WDB will authorize staff to enter into negotiations with those contractors approved to be funded and renegotiate contract Work Statement Narrative and Budget for those contractors approved for option year renewals. Staff will ensure reasonableness of costs. The staff may negotiate contracts as directed by the WDB and may approve contract amounts or modifications of up to 25% above the WDB-approved level of funding. Any amount above that level will have to be approved by the WDB Executive Committee.
12. Proposals found to be in the competitive range, but which are not selected for funding and unsolicited proposals found to be in the competitive range will be placed on a contingency list. The contingency list will expire with the Program Year. The WDB may choose at any time to fund a proposal on the contingency list. The main criteria for selection will be availability of funds and service need as determined by the WDB.

- Regardless of the amount of the purchase or the type of procurement a "no-bid" shall be considered a bid for the purpose of receiving bids, proposals and quotes. "No bids" must be in writing on company letterhead or submitted electronically by email.

- Purchases made based upon a procurement made by another unit of local government, or a public entity established by law, such as other LWDA's, will not require further procurement actions because these bodies are subject to the same or similar procurement requirements. When making a purchase based upon such a procurement, a copy of the procurement should be attached to the purchase requisition or the procurement file for that item as appropriate. If the item was a sole-source procurement, the LWDA may not rely on the procurement unless it meets the non-competitive sole source requirements. The LWDA may use this method provided the body has followed the same or similar procurement guidelines and can provide appropriate backup documentation.

- The LWDA staff initiating purchases will seek out any available discounts, credits and consideration shall be given to the cost efficiency of lease/rental versus purchase of equipment or supplies to determine the most economical and practical procurement (Uniform Guidance Section 200.323).

- Cost Price Analysis

  A cost or price analysis shall be performed in connection with every procurement above $150,000 including contract modifications. Cost comparisons and cost and price analysis are for the purpose of ensuring that:

  i. Public funds are spent economically and the cost is reasonable.
  j. The funds expended are appropriate in relation to the need for the service.
  k. Providers funded present the best services at the most favorable prices.

  Cost comparisons and cost and price analysis, including pre-bid estimates utilized for RFP's, shall be documented in writing for procurements over $150,000. Pre-bid estimates may be obtained by examining previous LWDA purchases of the same or similar items, as well as advertised costs of goods and services.

- When it is impractical/uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description may be used as a means to define the performance or requirements of procurement. The specific features of named brand which must be met must be clearly stated and identify all requirements to be fulfilled.

- The LWDA encourages the utilization of small businesses, minority-owned firms, labor surplus area firms, and women's business enterprises whenever possible.

- When possible, the LWDA may enter into state and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services and may use federal excess and surplus property in lieu of purchasing new equipment and property.

Contract Development

All staff involved in contract negotiations and contract execution must be qualified to engage in an "arm's length" business transaction. The criterion for "arm's length" is that each representative must have an opposing economic interest to that of which contract negotiations/execution is occurring.

Upon the WDB's approval for funding of a bid or renewal of an option year contract, the Southwest Georgia Workforce Development Board Staff/WDB/City of Colquitt will be responsible for negotiating contracts.

8. **EEO and Grievance Procedures** – Briefly describe local procedures and staffing to address grievances and complaint resolution.

WorkSource Southwest Georgia/Southwest Georgia Workforce Development Board (WDB)/City of Colquitt adheres to the following United States law: "Equal Opportunity Is the Law". It is against the law for this recipient of Federal financial assistance to discriminate on the following bases: Against any individual in the United States, on the basis of race, color, religion, sex (including pregnancy, childbirth, and related medical conditions, sex stereotyping, transgender status, and gender identity), national origin (including limited English proficiency), age, disability, or political affiliation or belief, or, against any beneficiary of, applicant to, or participant in programs financially assisted under Title I of the Workforce Innovation and Opportunity Act (WIOA), on the basis of the individual's citizenship status or participation in any WIOA Title I-financially assisted program or activity.

The recipient must not discriminate in any of the following areas: (1) Deciding who will be admitted, or have access, to any WIOA Title I-financially assisted program or activity; (2) providing opportunities in, or treating any person with regard to, such a program or activity; or (3) making employment decisions in the administration of, or in connection with, such a program or activity.

The recipient must not discriminate in any of the following areas: (1) Deciding who will be admitted, or have access, to any WIOA Title I-financially assisted program or activity; (2) providing opportunities in, or treating any person with regard to, such a program or activity; or (3) making employment decisions in the administration of, or in connection with, such a program or activity.

Recipients of federal financial assistance must take reasonable steps to ensure that communications with individuals with disabilities are as effective as communications with others. This means that, upon request and at no cost to the individual, recipients are required to provide appropriate auxiliary aids and services to qualified individuals with disabilities.

What To Do If You Believe You Have Experienced Discrimination

If you think that you have been subjected to discrimination under a WIOA Title I-financially assisted program or activity, you may file a complaint within 180 days from the date of the alleged violation with either:

- The recipient's Equal Opportunity (EO) Officer (or the person whom the recipient has designated for this purpose); or
- The Director, Civil Rights Center (CRC), U.S. Department of Labor, 200 Constitution Avenue NW, Room N- 4123, Washington, DC 20210 or electronically as directed on the CRC Web site at www.dol.gov/crc.
- If you file your complaint with the recipient, you must wait either until the recipient issues a written Notice of Final Action, or until 90 days have passed (whichever is sooner), before filing with the Civil Rights Center (see address above).
- If the recipient does not give you a written Notice of Final Action within 90 days of the day on which you filed your complaint, you may file a complaint with CRC before receiving that Notice. However, you must file your CRC complaint within 30 days of the 90-day deadline (in other words, within 120 days after the day on which you filed your complaint with the recipient).
- If the recipient does give you a written Notice of Final Action on your complaint, but you are dissatisfied with the decision or resolution, you may file a complaint with CRC. You must file your CRC complaint within 30 days of the date on which you received the Notice of Final Action.

A **complaint** is an allegation of discrimination on the grounds a person, or any specific class of individuals, has been or is being discriminated against on the basis of race, color, religion, sex (including pregnancy, childbirth, and related medical conditions, transgender status, and gender identity), national origin (including limited English proficiency), age, disability, political affiliation or belief, citizenship status, or participation in any WIOA Title I-financially assisted program or activity as prohibited by WIOA or part 29 CFR 38.69. An allegation of retaliation, intimidation or reprisal for taking action or participating in any action to secure rights protected under WIOA will be processed as a **complaint.**

Note: A complaint cannot be processed as both a program complaint and as a discrimination complaint.

FILING COMPLAINTS OF DISCRIMINATION (under Equal Opportunity Complaint Policy)

Who May File: Any person requesting aid, benefits, services or training through the WorkSource Southwest Georgia/Southwest Georgia Workforce Development Board (WDB) workforce system; eligible applicants and/or registrants; participants; employees, applicants for employment; service providers, eligible training providers (as defined in the Workforce Innovation and Opportunity Act), and staff with the workforce system that believes he/she has been or is being subjected to discrimination prohibited under the Nondiscrimination and Equal Opportunity Provisions 29 CFR Part 38 and Section 188 of the Workforce Innovation and Opportunity Act (WIOA).

WorkSource Southwest Georgia/Southwest Georgia Workforce Development Board (WDB)/City of Colquitt is prohibited from discriminating against a person, or any specific class of individuals, on the basis of race, color, religion, sex (including pregnancy, childbirth, and related medical conditions, transgender status, and gender identity), national origin (including limited English proficiency), age, disability, political affiliation or belief, citizenship status, or participation in any WIOA Title I-financially assisted program or activity as prohibited by WIOA or part 29 CFR 38.69 in admission or access to, opportunity or treatment in, or employment in the administration of or in connection with any WIOA funded program or activity. If you think that you have been subjected to discrimination under a WIOA funded program or activity, you may file a complaint within **180 days** from the date of the alleged violation with:

CORY THOMAS, Equal Opportunity (EO) OFFICER
WORKSOURCE SOUTHWEST GEORGIA
75 WEST BROAD STREET / PO BOX 647
CAMILLA, GEORGIA 31730 (229) 758-1000
TTY: 711 or 1-800-255-0056; voice: 1-800-255-0135,
Spanish to Spanish: 888-202-3972
cthomas@colquittga.org

Each complaint must be filed in writing, either electronically or in hard copy, and must contain the following information:

(A) The complainant's name, mailing address, and, if available, email address (or another means of contacting the complainant).

(B) The identification of the respondent (the individual or entity that the complainant alleges is responsible for the discrimination).

(C) A clear description of the allegations in sufficient detail including the date(s) and timeline that the alleged violation occurred to allow the recipient, as applicable, to decide whether: (1) what agency has jurisdiction over the complaint; (2) the complaint was filed in time; and (3) the complaint has apparent merit; in other

words, whether the complainant's allegations, if true, would indicate noncompliance with any of the nondiscrimination and equal opportunity provisions of WIOA or part 29 CFR Part 38.

(D) The written or electronic signature of the complainant or the written or electronic signature of the complainant's representative.

Complaint Processing Procedure

An initial written notice to the complainant will be provided within fifteen (15) days of receipt of the complaint. The notice will include the following information pursuant to part 29 CFR 38.72:

(1) Acknowledgement of complaint received including date received; notice that the complainant has the right to be represented in the complaint process; notice of rights contained in §38.35; and notice that the complainant has the right to request and receive, at no cost, auxiliary aids and services, language assistance services, and that this notice will be translated into the non-English languages as required in §§38.4(h) and (i), 38.34, and 38.36.

(2) A written statement of issue(s) which includes a list of the issues raised in the complaint; for each issue, a statement of whether or not the issue is accepted for investigation or rejected and the reasons for each rejection after performing a period of fact-finding.

(3) Notice that the complainant may resolve the issue Alternative Dispute Resolution (ADR) any time after the complaint has been filed, but before a Notice of Final Action has been issued.

If the complaint does not fall within the Workforce Innovation and Opportunity Act jurisdiction for processing complaints alleging discrimination under Section 188 or Equal Opportunity and Nondiscrimination provisions at 29 CFR Part 38.74, the complainant will be notified in writing within five (5) business days of making such determination. The notification shall include the basis of the determination as well as a statement of the complainant's right to file with the Civil Rights Center (CRC) within thirty (30) days of the determination.

Upon determination that the complaint has merit and is within the Workforce Innovation and Opportunity Act jurisdiction and period of fact-finding or investigation of the circumstances underlying the complaint.

Complaint Processing Time Frame

A complaint will be processed and a Notice of Final Action will be issued within ninety (90) days of receipt of the complaint pursuant to 29 CFR 38.72. The notice shall include the recipient's decision on each issue and, an explanation of the reasons underlying the decision or, a description of the way the parties resolved each issue. Complainant may elect to file his or her equal opportunity complaint with the Technical College System of Georgia, Office of Workforce Development (OWD). OWD address and information is as follows: Attention: State EO Officer: TCSG OWD Compliance Director,

1800 Century Place N.E., Suite 150, Atlanta, Georgia 30345-4304, (404) 679-1371, (TTY: 711 or 1-800-255-0056; voice: 1-800-255-0135, Spanish to Spanish: 888-202-3972) wioacompliance@tcsg.edu

If WorkSource Southwest Georgia/WDB/City of Colquitt has not provided complainant with a written decision within ninety (90) days of the filing of the compliant, complainant need not wait for a decision to be issued. Complainant may file a complaint with OWD or CRC within thirty (30) days of the expiration of the 90-day period. If complainant is dissatisfied with WorkSource Southwest Georgia/WDB/City of Colquitt's resolution of his or her equal opportunity complaint, complainant may file a complaint with OWD. Such complaint must be filed within thirty (30) days of the date you received notice of WorkSource Southwest Georgia/WDB/City of Colquitt's proposed resolution.

OR

Complaints may be initially filed or appealed to the Director, Civil Rights Center (CRC) U.S. Department of Labor,200 Constitution Avenue, N.W. Room N-4123, Washington, DC 20210 or electronically as directed on the CRC website at www.dol.gov/crc within thirty (30) days of complainant's receipt of either WorkSource Southwest Georgia/WDB/City of Colquitt Notice of Final Action or OWD Notice of Final Action. In other words, within one hundred twenty (120) days Complainant may file his or her appeal.

Resolution Process

Alternative Dispute Resolution(ADR): Complainant must be given a choice as to the manner in which they have their complaint resolved. After an investigation is conducted by the Equal Opportunity (EO) Officer, ADR may be chosen by the complainant to resolve the issues, as long as a Notice of Final Action has not been issued. Mediation is recommended ADR and will be conducted by an impartial mediator. Complainant must notify the Equal Opportunity (EO) Officer within ten (10) days of receiving the Notice of Issue Statement letter of whether ADR is selected to resolve the dispute. WorkSource Southwest Georgia/WDB/City of Colquitt will provide an impartial mediator and will provide interested parties information regarding the arrangements (date, time, and location).

Time Frame: The period for attempting to resolve the complaint through mediation will be thirty (30) days from the date the complainant chooses mediation; but must be performed within ninety (90) days of the initial filing date.

Successful Mediation: Upon completion of successful mediation, the complainant and respondent will both sign a conciliation agreement attesting that the complaint has been resolved. A copy of the conciliation agreement will be provided to Technical College System of Georgia, Office of Workforce Development (OWD) within ten (10) days of the date the conciliation agreement was signed.

Unsuccessful Mediation: In the event mediation was not successful, WorkSource Southwest Georgia/WDB/City of Colquitt shall proceed with issuing a Notice of Final Action within the ninety (90) day limit.

Complainant Responsibility: The complainant may amend the complaint at any point prior to the beginning of mediation or the issuance of the Notice of Final Action. The complainant may withdraw the complaint at any time by written notification.

Breach of Agreement: Any party to any agreement reached under ADR may file a complaint in the event the agreement is breached with TCSG OWD Compliance Director, Technical College System of Georgia, Office of Workforce Development (OWD), 1800 Century Place N.E., Suite 150, Atlanta, Georgia 30345-4304 **or** Director, Civil Rights Center (CRC) U.S. Department of Labor, 200 Constitution Avenue, N.W. Room N-4123, Washington, DC 20210. The non-breaching party may file a complaint within thirty (30) days of the date that party learns of the alleged breach (29 CFR 38.72). If it is determined that the agreement has been breached, the complaint will be reinstated and processed in accordance with the recipient's procedures.

II. GENERAL GRIEVANCE POLICY

Any person applying for or receiving services through the Workforce Innovation and Opportunity Act Title I (WIOA) paid for by WorkSource Southwest Georgia/WDB/City of Colquitt will be treated fairly. WorkSource Southwest Georgia/WDB/City of Colquitt will make every effort to resolve all general, non-discriminatory complaints informally between those involved before a grievance is filed. Grievances may be filed in accordance with the written procedures established by WorkSource Southwest Georgia/WDB/City of Colquitt. **If you believe a violation of Title I of the Workforce Innovation and Opportunity Act or regulations of the program has occurred, you have the right to file a grievance.**

A **grievance** is a complaint about customer service, working conditions, wages, work assignment, etc., arising in connection with WIOA Title I funded programs operated by WIOA recipients including service providers, eligible training providers, one-stop partners and other contractors.

FILING A GENERAL GRIEVANCE (violations of the act or regulations not alleging discrimination)

Who May File: Any person, including WIOA program participants, applicants, staff, employers, board members or any other interested parties who believes they have received unfair treatment in a WIOA Title I funded program.

Any person may attempt to resolve all issues of unfair treatment by working with the appropriate manager and/or supervisor and staff member, service provider, or one-stop partner involved

informally prior to a written grievance being filed.

All complaints as described in the previous definition may be filed within one hundred twenty (120) days after the act in question by first completing and submitting the General Grievance Form to:

MELODY PIERCE, EXECUTIVE DIRECTOR
WORKSOURCE SOUTHWEST GEORGIA
75 WEST BROAD STREET
PO BOX 647
CAMILLA, GEORGIA 31730
(229) 336-2378
TTY: 711 or 1-800-255-0056; voice: 1-800-255-0135,
Spanish to Spanish: 888-202-3972
mpierce@colquittga.org

Grievance Processing Procedure

A complaint may be filed by completion and submission of the General Grievance/Complaint Form located at **www.worksourcesouthwestgeorgia.org.** WorkSource Southwest Georgia/WDB/City of Colquitt will issue a written resolution within sixty (60) days of the date the complaint was filed. The resolution will include the following at minimum:

1. A recitation of the issues alleged in the Complaint;
2. A summary of any evidence and witnesses presented by the Complainant and the respondent;
3. An analysis of the issues as they relate to the facts; and
4. A decision addressing each issue alleged in the Complaint.

Pursuant to Section 181 of the Workforce Innovation and Opportunity Act, WorkSource Southwest Georgia/WDB/City of Colquitt shall provide the grievant with an opportunity for a hearing within sixty (60) days of the complaint's filing, if requested in writing by the grievant. In the event a hearing is not requested, WorkSource Southwest Georgia/WDB/City of Colquitt shall issue a decision as to whether provisions of the Workforce Innovation and Opportunity Act were violated. In the event the grievant is dissatisfied with WorkSource Southwest Georgia/WDB/City of Colquitt's decision, he or she may appeal the decision to the Technical College System of Georgia, Office of Workforce Development (OWD) within sixty (60) days of the date of the decision. If such an appeal is made, the OWD shall issue a final determination within sixty (60) days of the receipt of the appeal.

In the event WorkSource Southwest Georgia/WDB/City of Colquitt does issue a written resolution

within the sixty (60) days of the complaint's filing as required, the grievant has the automatic right to file his or her complaint with the Technical College System of Georgia, Office of Workforce Development (OWD).

Hearing Process

A hearing on any complaint filed shall be conducted as soon as reasonably possible, but within sixty (60) days of the complaint's filing. Within ten (10) business days of the receipt of the request for a hearing, WorkSource Southwest Georgia/WDB/City of Colquitt shall: (1) respond in writing acknowledging the request to the grievant; and (2) notify the grievant and respondent of a hearing date. The notice shall include, but not limited to: (1) date of issuance; (2) name of grievant; (3) name of respondent against whom the complaint has been filed; (4) a statement reiterating that both parties may be represented by legal counsel at the hearing; (5) the date, time, place of the hearing, and the name of the hearing officer; (6) a statement of the alleged violation(s) of WIOA ; (7) copy of any policies and procedures for the hearing or identification of where such policies may be found; and (8) name, address, and telephone number of the contact person issuing the notice.

The hearing shall be conducted in compliance with federal regulations. The hearing shall have, at a minimum, the following components: (1) an impartial hearing officer selected by WorkSource Southwest Georgia/WDB/City of Colquitt; (2) an opportunity for both the grievant and respondent to present an opening statement, witnesses, and evidence; (3) an opportunity for each party to cross-examine the other party's witnesses; and (4) a record of the hearing which WorkSource Southwest Georgia/WDB/City of Colquitt shall create and maintain.

The hearing officer, considering the evidence presented by the grievant and respondent, shall issue a written decision which shall serve as WorkSource Southwest Georgia/WDB/City of Colquitt's official resolution of the complaint. The decision shall include the following information: (1) the date, time, and place of hearing; (2) a recitation of the issues alleged in the complaint; (3) a summary of any evidence and witnesses presented by the grievant and respondent; (4) an analysis of the issues as related to the facts; and (5) a decision addressing each issue alleged in the complaint.

No applicant, participant, employee, service provider or training provider will be intimidated, threatened, coerced or discriminated against because they have made a complaint, testified, assisted or participated in any manner in an investigation, proceeding or hearing.

Appeal Process

An appeal may be requested by contacting the Technical College System of Georgia, Office of Workforce Development (OWD), Attention: TCSG OWD Compliance Director, 1800 Century Place N.E., Suite 150, Atlanta, Georgia 30345-4304, wioacompliance@tcsg.edu within sixty (60) days of

the date of the decision.

III. COMPLAINTS OF FRAUD, ABUSE, OR OTHER ALLEGED CRIMINAL ACTIVITY

In cases of suspected fraud, abuse or other alleged criminal activity, you should direct your concerns to the Office of Inspector General, U.S. Department of Labor, at 1-866-435-7644 or inspector.general@oig.ga.gov

IV. COMPLAINTS AGAINST PUBLIC SCHOOLS

If the complaint is not resolved informally and it involves public schools of the State of Georgia, the grievance procedure will comply with WIOA and OCGA 20-2-1160.

I CERTIFY THAT I HAVE RECEIVED A COPY OF THIS POLICY AND PROCEDURE AND UNDERSTAND THE INFORMATION PROVIDED WITHIN THIS DOCUMENT.

_____ _____

Applicant/Participant Signature **Date**

WorkSource Southwest Georgia
WIOA Programmatic General Grievance/Complaint Form

INSTRUCTIONS: Please complete general complaint form. This form should be completed and submitted within a reasonable time frame not to exceed 120 days. Once you have completed the appropriate questions, please sign and date at the end of this form. U.S.C. § 3241 (c) (1) requires that the State and LWDAs receiving funding authorized under WIOA provide the opportunity for a hearing and resolve any Complaint within (60) days of the Complaint's filing, if expressly requested in writing by the complainant. Technical Assistance from Staff with completing the below questions and the complaint process are available upon request. The Complaint policies are located on the Equal Opportunity Complaint & General Grievance Policy and Procedure.

WorkSource Southwest Georgia
ATTN: Melody Pierce, Executive Director
75 West Broad Street P.O. Box 647, Camilla, GA
31730 Phone (229) 336-2378 Fax: (229) 336-8190

1. Complainant Information:

First Name_____MI_____Last Name _____

Address_____City_____State_____Zip_____

Home Telephone (____)_____-_____Work Telephone (____)_____-_____

Email Address _____

2. Respondent (Agency, Employee, or Employer you are making the complaint against):

Name_____Telephone (_____)_____-_____

Address_____City_____State_____Zip_____

3. Briefly describe, as clearly as possible, your complaint. Also, attach any documentation pertaining to your complaint.

a. Please explain the basis of the complaint. _____

_____

_____

_____

_____

4. Briefly describe, as clearly as possible, the resolution you seek.

_____

_____

_____

_____

_____

This is all that is required for a general complaint, please sign and date at the end of this form.

Local Boards and Plan Development:

Local Boards – Provide a description of the local board that includes the components listed below.

a Describe how local board members are identified and appointed. Include a description of how the nomination process occurs for adult education and labor representatives. (Proposed § 679.320(g))

The purpose for which this WDB is to provide policy guidance with respect to activities provided under the Workforce Innovation and Opportunity Act. The WDB's purpose is to:

- Provide strategic and operational oversight in collaboration with the required and additional partners and workforce stakeholders to help develop a comprehensive and high-quality workforce development system in the local area and larger planning region;
- Assist in the achievement of the state's strategic and operational vision and goals as outlined in the Unified State Plan or Combined State Plan; and
- Maximize and continue to improve the quality of services, customer satisfaction, effectiveness of the services provided.

The WDB shall be responsible for providing policy guidance for and exercising oversight with respect to, the local workforce development system conducted under the Workforce Innovation and Opportunity Act in partnership with the Chief Local Elected Official (CLEO) of the Southwest Georgia area.

As a result of the Southwest Georgia Local Workforce Area composition of multiple jurisdictions, the Chief Elected Officials Consortium or "Consortium" elects a Chairperson to serve as the Chief Local Elected Official, (CLEO). The CLEO is designated to act on behalf of the Consortium in accordance with its Consortium Agreement and Consortium bylaws.

The Southwest Georgia Workforce Development Board operates in the Local Workforce Area - 17 as designated by the Governor representing Baker, Calhoun, Colquitt, Decatur, Dougherty, Early, Grady, Lee, Miller, Mitchell, Seminole, Terrell, Thomas, and Worth Counties. The members of the Board must be selected by the CLEO consistent with criteria established under WIOA Sec. 107 (b) and criteria established by the Governor and must meet the requirements of WIOA Sec. 107 (b) (2).

The Board will consist of twenty-five (25) members. An individual may be appointed as a representative of more than one entity if the individual meets all the criteria for representation, including the criteria described in paragraphs (C) through (G) of § 679.320.

The board composition shall meet the requirements stipulated in WIOA:

A) minimum of 51% who are representatives of business in the local area and who shall be owners, chief operating officers, chief executive officers or other individuals with optimum policy making or hiring

authority; and whose businesses provide employment opportunities in in-demand industry sectors or occupations. WIOA sec. (23) A minimum of two business representatives shall represent small business.

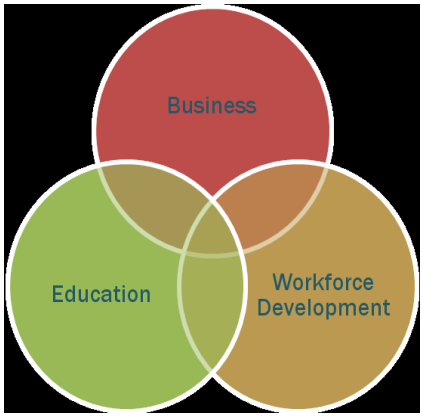
B) at least 20% of the total board shall be:
   a. minimum of two (2) representatives of organized labor or other representatives of employees, if existing in the area
   b. representative of a joint labor-management or union-affiliated registered apprenticeship, if those programs exist or a representative of a registered apprenticeship program if one exists in the local area
   c. may include one or more community-based organization qualifying for § 679.320 (c) 3
   d. may be representatives of organizations with experience and expertise in addressing services to eligible youth per § 679.320 (c) 3
C) at least one (1) representative of providers of adult education and literacy § 679.320 (d)(1)
D) at least one (1) representative from institutions of higher education providing workforce activities § 679.320 (d)(2)
E) at least one (1) representative each from:
   a. economic and community development entities;
   b. State Employment Service (Wagner-Peyser Act); and
   c. programs under Title I of the Rehabilitation Act of 1973 other than sec. 112 on Part C of that title.
F) The memberships of the WDB may include other representatives per § 679.320 (e) (1) through (e) (4). All representatives will have optimum policy-making authority within the entities they represent. Nominations will be from designated organizations in accordance with § 679.320 (g) (1) through (3).

It shall be the duty of the Board's Executive/Finance Committee to recruit members to fill all vacancies. A position on the Board is considered vacant on the date the term expires, a member becomes ineligible, a member is removed, or a member resigns or dies.

Members of the WDB shall be appointed or replaced by the CLEO with nominations solicited for appropriate organizations:

- Business representatives shall be appointed from among individuals who are nominated by local business organizations and business trade associations.
- Labor representatives shall be appointed from among individuals who are nominated by local labor federations (or, for a local area in which no employees are represented by such organizations, other representatives of employees; and
- Institutions providing adult education and literacy activities under Title II and institutions of higher education providing workforce development activities as described in WIOA 107(b)(2)(C)(i) or (ii) shall provide nominations through solicitation from those particular entities (WIOA sec 107(b)(6)).
- Required WIOA partners and other organizations shall be requested to provide nominations for representatives.

b. Describe the area's new member orientation process for board members.



New Board members are provided with "New Member Orientation Packages" that include information such as the following:

- What is the Workforce Development Board?
- What are the Board's Strategic Objectives?
- Who is on the Workforce Development Board?
- What is the connection between the Board and the City of Colquitt?
- What is the connection between the Board and the Local Elected Officials Consortium?
- How does the Board Function?
- What can I expect as a Board Member?

All board members are provided training opportunities that are provided by federal, state, or associations such as the South Eastern Training Association (SETA), National Association of Workforce Boards (NAWB), and Annual Board Retreats which are scheduled to provide space for strategic planning for activities such as:

- Discussions regarding alignment of local policies to advise and influence decision makers.

- System integration driven by business needs and the synchronization of workforce and education with the ultimate goal of engaging jobseekers in needed occupations within targeted industries such as healthcare and manufacturing.
- Strategies to market workforce services to multiple groups and the business community.

c. Describe how the local board will coordinate workforce development activities carried out in the local area with regional economic development activities carried out in the region (in which the local area is located or planning region).

Economic Development and Business Engagement

The Southwest Georgia Workforce Development Board will continue to increase its collaboration with local business with: the incorporation of Chambers of Commerce memberships and Chamber of Commerce executive leadership on the Workforce Development Board; the functions of the Business Service Team; collaboration with private and public Regional Economic Development Liaison and Coordinators. This coordination will assist the WDB to deliver better workforce development activities and strategically support the needs of new, existing, and expanding businesses. The Southwest Georgia Workforce Development Board will continue to have active participation in advisory/work teams to align services such as recruitment, hiring, and training efforts. The Board will often serve as a convener of other resources provided by other community and educational partners.

In continued efforts to understand the needs of businesses, the Southwest Georgia Workforce Development Board will continue with town hall type insight sessions with local area businesses, industries and economic development leaders to continue the learning and collaboration. Heretofore, the Southwest Georgia Workforce Development Board has gained valuable industry knowledge through the sessions that has assisted core partners to support the needs of businesses by providing valuable talent.

d. Describe how local board members are kept engaged and informed.

Southwest Georgia Workforce Development Board members receive electronic Agenda and Board Member Packages at least a week before the Board Meeting. Members are asked to review the materials prior to the meeting in order to fully engage in discussion and make informed decisions. The website found at www.WorkSourceSouthwestGeorgia.org serves as the central portal for information, meeting schedules, and newsletters of interest to Local Elected Officials, Board Members, Board Staff and other Stakeholders. A "Message from the Executive Director Newsletter" is emailed out to all Board Members and Local Elected Officials during the months there are no scheduled LWDB meetings to keep them informed.

It is the intent that each member of the Board serves on at least one committee. Most of the work done by the Board is conducted at the committee level. Issues and projects surface at the committee level with staff support and move forward to the Executive/Finance Committee for discussion and are proposed to the full Board for action.

1. **Local Board Committees** – Provide a description of board committees and their functions.

The Southwest Georgia Workforce Development Board shall have an Executive/Finance Committee which shall be composed of the Chairperson, Vice-Chairperson, Secretary, an ex officio member and two members to be appointed from the Board. No county shall have more than one (1) private sector business representative (non-statutory representative) on the Executive/Finance Committee. The Executive/Finance Committee may have the authority to act on behalf of the full Board in emergency situations. The full Board will be apprised of such situations as soon as reasonably possible.

The Executive/Finance Committee shall be responsible for coordinating and overseeing the activities of the Board and Committees to ensure the satisfactory performance of functions stipulated by the Governor, the Bylaws and all pertinent statues and regulations.

The Executive/Finance Committee shall also guide the administrative management of the Board. Additionally, the Executive/Finance Committee shall have general supervision of the affairs of the Board in the intervals between board meetings. The Executive/Finance Committee may meet as often as it deems necessary. The Executive/Finance Committee shall make recommendations to the Board and exercise such powers as may be delegated to it by the Board. The Executive/Finance Committee shall act on behalf of the board between regularly scheduled board meetings. Actions of the Executive/Finance Committee shall be the actions of the Board unless rejected by the board at its next meeting.

The Executive/Finance Committee shall act on behalf of the Board when quorums are not established at a board meeting. When the Executive/Finance Committee acts on behalf of the board in the absence of a board quorum, the acts of the Executive/Finance Committee shall be the acts of the Board.

The Southwest Georgia Workforce Development Board shall have a Youth Standing Committee to provide information, guidance and to assist with planning, operational, oversight and other issues relating to the provision of services to youth. The Youth Standing Committee members shall include: a member of the Board who chairs the committee, members of community-based organizations with a demonstrated record of success in serving eligible youth and other individuals with appropriate expertise and experience who may not members of the Board. The Youth Standing Committee shall reflect the needs of the local area. Members may represent agencies such as education, training, health, mental health, housing, public assistance, and justice or be representatives of philanthropic or economic and community development organizations and employers.

The Youth Standing Committee is ad hoc and it will convene as needed to conduct business; it may also include parents, participants and youth. (WIOA sec. 129 (c)(3)(C).

The Youth Standing Committee members may be voting members of the committee but non-voting members of the Board.

The Chairperson shall have the authority to appoint additional standing or special committees for any legitimate purpose, at his/her discretion. A legitimate purpose is defined as one needed to achieve the stated and approved objectives of the Board. The term of any standing committee will expire at the conclusion of its stated mission as determined by the Board. Likewise, the term of any special committee shall expire upon the completion of the task for which it was created.

2. **Plan Development** – Provide a description of the process by which the plan was developed including the participation of core partners, providers, board members and other community entities. Also describe the process used by the local board to provide a 30-day comment period prior to the submission of the plan including an opportunity for public comment, including comment by representatives of businesses and comment by representatives of labor organizations, representative of education and input into the development of the local plan.

The Workforce Innovation and Opportunity Act (WIOA) provides for a new regional planning process designed to promote alignment with economic development and education, improved services to employers, workers and job seekers, improved performance in the delivery of workforce services and more efficient delivery of services through coordinated administrative arrangements. The Southwest Georgia Workforce Development Board and its partners have a unique opportunity to engage in regional planning in order to meet the goals of both WIOA and the demand for talent development.

The Southwest Georgia Workforce Development Board Chairman, Chief Local Elected Official, and representatives from all required partners met on two occasions to discuss agenda items to include One Stop Operator procurement, workforce system design and regional planning.

The Board's ongoing strategy of engaging local area businesses in dialog regarding their needs provided industry and economic development feedback. These employer focus town hall style meetings are held in partnership with local Economic Development Authorities, Chambers of Commerce, Education, Vocational Rehabilitation and other community stakeholders.

The Southwest Georgia Workforce Development Board views this Regional Plan as a strategic instrument that will be revisited as WIOA implementation progresses and local systems, agencies, stakeholders and designs adapts to those changes. Therefore, every two years modifications will be performed to this plan to remain relevant to the local demands and the intent of WIOA.

On May 27, 2020, the plan will be presented to the Executive/Finance Committee for Board approval. The Board will vote to approve the plan on June 2, 2020. On June 3, 2020 it will be advertised in local newspapers in the Region and posted to the website at: www.WorkSourceSouthwestGeorgia.org for the 30-day public comment period as required by WIOA.

The plan draft will be presented to the OWD on June 2, 2020.

At the conclusion of the public comment period any public comments received and the final plan will be presented to the OWD for final approval.

Service Delivery and Training:

1. **Expanding Service to Eligible Individuals** – Provide a description of how the local board, working with the entities carrying out core programs, will expand access to employment, training, education and supportive services for eligible individuals, particularly eligible individuals with barriers to employment. Include how the local board will facilitate the development of career pathways and co-enrollment, as appropriate, in core programs, and how it will improve access to activities leading to a recognized postsecondary credential, academic or industry recognized.

The Southwest Georgia Workforce Development Board has a widespread network to provide eligible individuals access to employment, training, education and supportive services within the Region. Our One Stop, four affiliate sites and other special sites are strategically located within the Region to provide physical access to job seekers and employers. Services are facilitated through the www.worksourcesouthwestgeorgia.org and will include many online workshops for job seekers. Local WIOA priority services are in place to target and provide services to individuals with barriers to employment including veterans, eligible spouses, recipients of public assistance, other low- income individuals, and individuals who are basic skills deficient. Individuals with disabilities are provided appropriate access at all locations.

The Board will revisit its list of demand occupations to align with its focus on Career Pathways as authorized under WIOA. The Region will increase its focus on funding credential/certification based programs that are on the statewide or regional high skill/high wage occupations rather than just narrowing to a specific sector. The use of short-term online programs will also serve to better prepare job seekers with pre-vocational and/or work skills.

Assessments, individualized career plans, and supportive services to enable participation and completion of training are in place and reviewed for needed enhancements. Center staffs will be cross-trained to refer individuals across programs to benefit the customer. Individuals who are co-enrolled with core partners are provided unduplicated supports with unsubsidized employment as a common goal among partners.

The Board will engage in policy development and strategies that supports the funding of eligible WIOA participants for approved trainings that move them up their career path. The Board will develop policy that will align with Career Pathways such that will counter the WIA policy which individuals could train and complete only one program certification or credential unless an exception was requested and approved. WIOA participants may now be funded for additional approved training(s) that move them up their career path. The policy will specify that all regionally funded programs must be in demand. Individual Training Accounts (ITAs) in the Region will be focused on funding high skill/high wage programs that are on the statewide or regional demand list. The fact that employment is limited in our rural area, the Board will continue to provide training and employment opportunities in health care and manufacturing, with sufficient training resources to these sectors.

Heretofore, the workforce system contact with the employer ends at placement or soon thereafter and the required follow-up with the participant. This cycle often resumes the next time workforce placement services are needed. The Career Pathway concept extends this relationship by incorporating activities, such as incumbent worker training, and customized training as value- added products for the employer. These products extend the space by no longer limiting training to a physical one-stop location, but may be offered at the worksite, at a training center, or over the Internet. The foundation of this strategy is that all employment and training services are delivered within the framework of the skills needs of the business community or industry.

Within the context of Career Pathways and policy development, the Southwest Georgia Workforce Development Board will explore a career development methodology that results in wage progression through initial attachment to the workforce, continual skill gains, stackable credentials, and personal development activities. As a strategic framework, this approach builds upon a program design of: placement, retention, advancement and/or rapid re-employment services. With this philosophy, job seekers are not necessarily terminated from career development services at job placement. Success is measured by the ongoing skill development and wage growth of the job seeker. The Board will also develop appropriate performance matrices to evaluate the design.

The Southwest Georgia Workforce Development Board intends to provide an innovative and progressive workforce system that provides qualified employees to employers. This will be accomplished by innovation, responsiveness, customizing services and targeted marketing along with collaborative partners. The LWDA meets with business and industry employers to better align training with employment needs and create a pipeline of qualified candidates. On-going needs and employment qualifications are communicated to center staffs. Strengthening efforts with business partners is currently being promoted by an aggressive initiative to facilitate worksite trainings and generate a more efficient referral system. Work Experience, and OJT provide additional opportunities for disabled individuals and those with barriers to employment.

The Southwest Georgia Workforce Development Board serves a rural area and as such staff are constantly meeting with key industry leaders. As these relationships foster, it leads to a closer working relationship and coordination of services to meet the needs of both the job seeker and the employer. We continuously evaluate our partnership and are constantly looking for additional ways to partner; especially with the business community and our key industry sectors.

2. **Description of Service to Adults and Dislocated Workers** – Provide a description and assessment of the type and availability of adult and dislocated worker employment and training activities in the local area.

OCCUPATIONAL SKILLS TRAINING, (OST) - All training services provided by the Southwest Georgia Workforce Development Board are provided in accordance with the WIOA and any state or locally developed policies.

Individual Training Accounts (ITAs) are established on behalf of the participant. WIOA Title IB Adult, Dislocated Worker and Youth participants will use ITAs to purchase training services from eligible providers they select in consultation with the counselor or coordinator.

Individual Training Account services may be made available to employed and unemployed adults and dislocated workers who have met the eligibility requirements for career services and have been determined to be unable to obtain or retain employment leading to self-sufficiency through such services.

The participant must have a completed Individual Employment Plan (IEP) that indicates, through interview, evaluation or assessment, the participant's employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve the employment goals have been identified.

Selection of a training program must include the identification that the training is directly linked to occupations that are in demand in Local Workforce Development Area 17.

Individual Training Accounts are limited to participants who (29 U.S.C. § 2864 (d)(4)(B); 20 C.F.R. § 663.320):

- Are unable to obtain grant assistance from other sources (including Federal Pell and other federal grants) to pay the cost of their training; or
- Require assistance beyond that available under grant assistance from other sources (including federal Pell, GI Bill and other federal grants) to pay the cost of their training.
- Service providers and training providers must coordinate funds available and make funding arrangements with partner agencies so that WIOA ITA funds supplement Pell and other grant sources to pay for the cost of training.
  Participants may enroll in ITA funded training while their application for a Pell Grant is pending provided that the service provider has made arrangements with the training provider and the participant regarding the allocation of the Pell Grant, if it is subsequently awarded. If a Pell Grant is awarded, the training provider must reimburse the service provider the ITA funds used to underwrite the tuition portion of the training costs from the PELL Grant.
- Program operators should consider all available sources of funds, excluding loans, in determining an individual's overall need for WIOA funds. Resources such as PELL, GI Bill and other federal grants should not be included in calculations of the level of WIOA assistance until the grant has been awarded.

Tuition is the sum charged for instruction and does not include fees, books, supplies, equipment and other training related expenses. Reimbursement is not required from the portion of Pell Grant assistance disbursed to the participant for education-related expense.

The Southwest Georgia Workforce Development Board has a monetary limit or cap on ITAs of $10,000 per program of study per participant during the duration of training. WIOA customers may select training that costs more than the maximum ITA level when other sources of funding are available to supplement the ITA (e.g., HOPE, Pell grants, and scholarships).

ITAs are awarded per semester, quarter or for uninterrupted training coursework. Second and subsequent ITAs will be awarded only for continuing classes in the educational or training institution initially attended, unless there is mutual and justifiable agreement between the service provider and the participant that another training institution or training program is necessary.

An individual who has been determined eligible for an ITA may select a training institution/program from the Georgia Eligible Training Provider List (ETPL) or from another state, provided that the training institution/program is listed on that state's Eligible Training Provider List, after consultation with a counselor or coordinator

Payments may not be made to a training provider until the service provider ensures that the training provider selected is on the ETPL at time of payment for tuition and fees under WIOA ITAs. The Southwest Georgia Workforce Development Board has developed a local policy that details how all other funds will be used prior to expending WIOA funds for coordinating WIOA funding. The local policy and procedure ensures that participants have applied for HOPE, Pell, GI Bill, and all other appropriate funding sources. WIOA participants may enroll in training while Pell, Hope, GI Bill, and other funding sources are pending as long as the appropriate arrangements have been made with the training institution regarding the allocation of all grants and funding sources.

Local policy requires the career counselors to conduct an analysis of the participant's financial needs (cost of attendance) to document a participant's total cost of attending training. The career counselor analyzes things such as the costs of tuition, fees, books, supplies, transportation, childcare, living expenses, and other appropriate personal and educational related expenses.

If it is determined through the analysis of the cost of attendance that the total cost of attending training exceeds the amount available through HOPE and WIOA funding, then Pell funds may be utilized by the participant for living and other appropriate personal expenses during the training period.

The documentation supporting this determination are included in the participant's case file, case notes, etc., for the purposes of auditing and/or monitoring.

Individual Training Accounts are designed to identify WIOA funded costs associated with the training cost of attendance. The cost of attendance may include tuition, fees, room and board, books, supplies, and other training related costs required for participation in a specific training program.

The ITA identifies the WIOA obligation for the participant and the participant will be able to access information about the account from the service provider. The LWDA ensures that the provider is on the ETPL at time of payment and that the payments are supported by appropriate documentation.

ON THE JOB TRAINING, (OJT)- The On the Job (OJT) Training program provides a wage reimbursement for the employers of eligible participants during the determined training period. The eligible participant must have a skills gap, as defined by local policy. The training period may last no more than six months.

LOCAL POLICY.

a. Funding Limitations: OJT Agreement funding is limited to up to $50,000 per employer per program year. Any exceptions require WDB Executive Committee and or WDB approval.

b. OJT Occupations: The employer's open position and participant's job title must be an occupation within the LWIA 17 OJT Key Industries. (See Attachment 1 - LWIA 17 OJT Key Industries).
c. OJT Wages: The minimum wage rate for an OJT is $9.00 per hour.
d. OJT Duration: The training period may last no more than six months as determined by the **Specific Vocational Preparation (**SVP) code, https://www.onetonline.org/help/online/svp, and any additional documented skill gaps.

e. OJT Agreement Approval: OJT Agreements requires the signature of the senior management or designee.

STATE POLICY.

WIOA § 3 (44) defines On-the-Job Training (OJT) as training that is provided by an employer in the public, private non-profit, or private sector to a paid participant while engaged in productive work in a job that:

A. Provides knowledge or skills essential to the full and adequate performance of the job;

B. Provides reimbursement to the employer of up to 50% of the wage rate of the participant, except as provided for in WIOA § 134 (c)(3)(H), for the extraordinary costs of providing the training and additional supervision related to the training; and

C. Is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the OJT training plan and/or service strategy of the participant.

OJT may be provided to eligible WIOA participants who, after assessment, are found to be in need of and suitable for training services in order to obtain or retain employment that leads to self-sufficiency. Local Workforce Development Area (LWDA) staff must document the decision to provide OJT in the participant's Individual Employment Plan or Individual Service Strategy maintained in the WorkSource Portal (formerly known as the Georgia Work Ready Online Participant Portal (GWROPP)). The decision should demonstrate that the training chosen is appropriate and necessary, that the participant does not already possess all of the skills necessary for the job, or that the participant needs to upgrade skills to effectively perform in

another job. No participant may begin OJT employment until a contract has been signed by the employer.

OJT Contract Requirements

A. A pre-award review is required to verify that an establishment is expanding rather than/and not relocating employment from another area. The review will ensure that the establishment did not layoff or displace any workers at another location within the United States.

B. WIOA OJT training is provided based on a formal, written contract with a private, non-profit or public sector that is signed prior to the initiation of training with a copy given to the employer.

C. An OJT contract must be limited to the period of time required for a participant to become proficient in the occupation for which the training is being provided. In determining the appropriate length of the OJT agreement, consideration should be given to the skill requirements of the occupation, the academic and occupational skill level of the participant, prior work experience and the participant's individual employment plan. WIOA § 3 (44)(C)

D. An OJT contract may be for the term of the program year or it may be for the term of the skills training being provided.

E. In determining an employer's viability for OJT contracts, local areas should consider the employer's past history with OJT or customized contracts, financial stability, layoffs, relocation and labor disputes, as well as the occupational and industry outlook.

F. No placement may be made in agencies providing workers on a temporary basis to employers for which the agency receives compensation from the employer. There are many types of staffing agencies that provide a variety of services to employers including outplacement, managed services, and outsourcing. Outsourcing is a contractual agreement between an employer and an external third-party provider whereby the employer transfers responsibility and management for certain human resource services, benefit or training-related functions or services to the external provider. Outsourcing is different from these other types of staffing firm models because it is not a temporary situation for the employee.

G. If all (or most) employees are hired by an outsourcing firm that an employer regularly uses as the employer of record, the use of OJT would be allowable. Excluded from this are firms that hire probationary employees through a traditional staffing agency and then transfer them to their own payroll after the probationary period has passed. Therefore, employer use of outsourcing firms or staffing agencies which are solely performing outsourcing functions, may allow for an OJT placement. The OJT contract should include a clause ensuring the following:
    1. The OJT trainee is to be considered a regular employee, not a temporary one.
    2. The reimbursement is to be paid to the employer, not the outsourcing firm, and it is to reimburse the employer for the extraordinary costs of training the employee.

H. OJT training contract will address:
    1. The employer's commitment to hire the participant as a full-time employee with the same, wages, benefits, hours, and conditions as existing employees on the first day of the OJT;

2. The hourly wage of the participant. The minimum starting rate of OJT employees shall be the greater of the applicable federal and state minimum wage or the same rate as trainees or employees similarly situated in similar occupations by the same employer, and who have similar training, experience and skills, whichever is higher. Note: WIOA funds shall not be used for overtime wages, holidays, sick leave, or vacations.
3. An OJT contract must be limited to the period of time required for a participant to become proficient in the occupation for which the training is being provided. LWDAs should consult USDOL-specific vocational preparation codes (SVP) for occupations.
4. A description of the occupations involved, skill(s) and competencies to be provided and learned, assessment (examples include: TABE, Career Scope, Prove It, etc.) and identification of the participant's skills gap;
5. Performance outcome requirements;
6. A training plan (with a rating scale for skills at hire and at completion of the OJT) that defines successful completion of training;
7. A provision addressing termination for lack of funds or recapture of funds, lack of participant attendance or failure of employer to comply with initial or upgraded employment requirements; and
8. A provision for maintaining and providing records for local area, state, and federal monitoring and review.

OJT Restrictions

A. Any firm, employer or industry who has received payments under previous contracts and has exhibited a pattern of failure to provide OJT participants continued, long-term employment as regular employees with wages and working conditions at the same level and to the same extent as similarly situated employees are ineligible to enter into further WIOA OJT contracts. WIOA § 194 (4).

B. No WIOA funds shall be used to encourage or to induce the relocation of an establishment, or part thereof, which results in the loss of employment for any employee or such establishment at the original location. For 120 days after the commencement or the expansion of commercial operations of a relocating establishment, no WIOA funds shall be used for customized or skill training, on-the-job training, or company-specific assessments of job applicants or employees, for any relocating establishment or part thereof at a new or expanded location if the relocation of such establishment or part thereof results in a loss of employment for any employee of such establishment at the original location. For the purposes of this section, relocating establishment means a business entity, including a successor-in-interest, which is moving any operations from a facility in one labor market area within the United States and its territories to a new or expanding facility in another labor market area. For the purposes of this section, a labor market area is an area within which individuals can readily change employment without changing their place of residence.

C. OJT training contracts will not be written to provide skills for seasonal, temporary or intermittent employment.

D. WIOA funds shall not be provided to reimburse OJT training costs when the participant was referred and hired through a private employment agency and was required to pay a referral and placement fee;

Employer Reimbursements

A. OJT training reimbursement to employers is deemed to be compensation for the extraordinary costs associated with training participants, including extra supervisory efforts, non-productive time, material waste and other incidentals, and the costs associated with the lower productivity of the participants. Employers are not required to document such extraordinary costs. (20 CFR 680.720).

B. Employers that meet the qualifications outlined in Section II are eligible to receive a wage reimbursement rate of 50%; however, some employers may be eligible to receive a wage reimbursement rate of up to 75%. WIOA § 134 (c)(3)(H)(ii) as noted above.

C. In order for an employer to be eligible for a wage reimbursement rate of over 50% and up to 75%, that employer must **meet one of the four** following criteria:

a. The employer must be a small business as defined by the Small Business Administration. Small business size standards by industry can be found at https://www.sba.gov/sites/default/files/files/Size_Standards_Table.pdf.
b. The OJT must lead to the participant's attainment of an industry recognized credential.
c. The participant must be determined to be an individual "with barriers to employment," as listed in WIOA Section 3 (24), to include individuals who are long-term unemployed.
d. The participant's job title must be on the state's in-demand occupations list. (See Attachment 1 - LWIA 17 OJT Key Industries.)

D. OJT contracts are granted based upon availability of funding and may be limited or unavailable due to funding constraints.

E. If a collective bargaining agreement exists between the employer and the employees or their representatives, a written concurrence from the appropriate labor organization(s) is required prior to the OJT.

Employer Responsibilities

A. The employer agrees that OJT employees will not displace any currently employed workers (including partial displacement, such as by reducing hours or denying promotional opportunities, wages or other employment benefits).

B. The employer agrees that no OJT employee can be employed when: (a) any other individual is on lay-off from the same or substantially equivalent job, or (b) the employer has terminated

the employment of any regular employee or otherwise reduced its workforce with the intention of filling the vacancy created by hiring an OJT employee whose wages are subsidized under this agreement.

C. The employer agrees that OJT employees may not be engaged in the construction, operation or maintenance of any facility used for religious instruction or worship.

D. The employer agrees that no individual in a decision-making capacity engages in any activity, including the administration of the OJT contract supported by WIOA funds, if a conflict of interest, real or apparent, is present. A conflict of interest may arise in the event that an employee under this OJT contract is an immediate family member (or partner) of an individual engaged in a decision-making capacity with the LWDA, the Local Workforce Development Board (LWDB), or the employer. Immediate family is defined as husband, wife, son, son-in-law, daughter, daughter-in-law, mother, mother-in-law, father, father-in-law, brother, brother-in-law, sister, sister-in-law, aunt, uncle, niece, nephew, stepparent, stepchild, grandparents and grandchild, or an organization that has a financial or other interest in the firm or organization selected for the OJT contract. In the event of a potential conflict of interest, the Employer must notify the LWDA, in writing, of the potential conflict. No action regarding the individual may take place until approved by the LWDA in writing.

E. The employer agrees that there will be no preferential treatment of a person or group of people over other people or groups in the workplace.

F. The employer agrees that no person shall – on the grounds of race, color, sex, age, disability or national origin– be subjected to illegal employment discrimination.

G. The employer agrees to maintain appropriate standards for health and safety in work and training environments.

H. The employer agrees to comply with Georgia law regarding workers compensation insurance for all OJT employees. Information on how to comply with Georgia law is found at: http://sbwc.georgia.gov

I. The employer agrees to retain the OJT employee upon completion of the training if the employee's performance meets the employer's standards.

J. If the employer does not have an established employee grievance procedure, the employer agrees to abide by the procedure provided by the LWDA.

K. The employer shall only employ OJT employees who have been found eligible for WIOA services prior to placement on the employer's payroll.

L. The employer understands that OJT employees shall be compensated at the same rates, including periodic increases, as all similarly employed workers. In no event shall the rate of pay be less than the applicable state or federal minimum wage, whichever is higher. Additionally, OJT employees must receive the same benefits and have the same working conditions as similarly situated employees.

M. The employer shall maintain all records pertaining to the OJT, including application, notice of hire, time sheets, payroll records, invoices for wage reimbursement and other relevant financial records, and shall make them available to the LWDA representative as requested. All said records, books, papers or documents shall be retained for a period of six years from the date of termination of this agreement and available for inspection by federal, state, and LWDA representatives. In the case of an audit or litigation, said documents shall be retained until all such actions are settled; even if the period of retention exceeds six years.

N. The employer agrees to participate in any follow-up efforts conducted by the LWDA or its authorized representative to evaluate OJT effectiveness.
O. Continuation of employer agreements for multiple years will be contingent on meeting established performance outcomes.

P. The employer must not use funds provided for OJT to directly or indirectly assist, promote or deter union organizing.
Q. The employer must not use the OJT to impair existing contracts for services or collective bargaining agreements.

R. The employer will meet the provisions of the Georgia Illegal Immigrant Enforcement Act of 2011 by signing and complying with the affidavit.

Eligibility for Employed Workers

OJT contracts may be written for eligible employed workers when:

A. The employee is not earning a self-sufficient wage as determined by LWDB policy;

B. The requirements in 20 CFR 680.700 are met; and

C. The OJT relates to the introduction of new technologies, introduction to new production or service procedures, upgrading to new jobs that require additional skills, workplace literacy, or other appropriate purposes identified by the LWDB.

CUSTOMIZED SKILLS TRAINING, (CST) –

Customized Skills Training is designed to meet the special requirements of an employer or a group of employers by allowing them to tailor and design work-based skills training. Customized training is conducted with a commitment by the employer to employ an individual after successful completion of the training and for which the employer pays a significant portion of the cost of training.

Employers may be reimbursed by the WIOA program for not more than 50 percent of the costs incurred in providing the training. Costs of a customized training program should be inclusive of all legitimate costs to the business that are necessary to provide customized training.

The cost may include: cost of instruction (staff/instructor time), costs of curriculum development, training materials and books.

The purchase of equipment, administration and renovation of facilities are not allowable. The costs do not include employee wages during training.

Training program design should include:

i. The number of employees participating in the training;
ii. the wages and benefit to the employee before the training and the wages and benefit to the employee after the training;
iii. The ability of the training to increase the competitiveness of the participant; and
iv. The existence of other training opportunities provided by the employer.

Customized Training is only to be used for new employees and with the employer's commitment to hire upon successful completion of the training. CT can be provided after a WIOA participant is hired and prior to the first day of work, with the commitment to retain a participant upon successful completion of the training.

General Guidelines:

A. For each participant, the employer develops the training plan and measurable goals and determines the method by which the training is provided. Proficiency levels should be based on local business or industry skill standards.
B. The training activity may take place at the worksite or in a classroom setting. The employer or an intermediary may provide the training.
C. In determining an employer's viability for customized training contracts, LWDAs should consider the employer's past history with OJT or customized contracts, history of layoffs, relocation and labor disputes, as well as occupational and industry outlook.

Documentation Requirements:

A. A customized training contract should address the maximum allowable costs of training, employer commitment to fund, length of training, description of occupations, skills and competencies to be provided and learned, performance outcomes, definition of successful outcomes, provision for recapture of overpayments, provision for termination for lack of funds, provision for failure of the employer to comply with employment requirement, and provision for maintaining records for LWDA, state, and federal monitoring.
B. An assessment of the needs of the employer, the job description, job competencies, worker skills and skills gaps should be conducted to determine the length of training. This information should be utilized to develop a training plan. Depending on the length of training, an assessment of competencies should also be conducted during training. This form(s) must be maintained in the participant's file.
C. The IEP shall be updated accordingly to reflect participation in customized skills training.

Time Limitations Training:

In determining the appropriate length of the CT agreement, LWDAs shall utilize USDOL's O*NET Online specific vocational preparation (SVP) codes.

INCUMBENT WORKER TRAINING (IWT) -

Incumbent Worker Training (IWT) is designed to improve the skills of employees and the competitiveness of an employer. It is intended to upskill existing employees or avert a potential layoff. In training scenarios not related to layoff aversion, it is strongly recommended that the IWT program will create the opportunity for the employer to backfill the trainees' positions with a new or existing employee. IWT may be offered to employers or groups of employers (which may include employers in partnership with other entities for the purposes of delivering training) who, after assessment, are found to be in need of training for existing employees in order to remain competitive.

Incumbent worker training must satisfy the requirements in WIOA sec. 134(d)(4) and increase the competitiveness of the employee or employer. CFR 680.790 specifies that the training be conducted with a commitment by the employer to retain or avert the layoffs of the incumbent workers trained.

Local Policy

Incumbent Worker Training must:

1. Occur between employees and employers with an established relationship of at least six months at the time of the training (see Incumbent Worker Eligibility for cohort exception);
2. Improve the skills of the existing workforce to align with new job requirements;
3. Increase both an individual's and a company's competitiveness;
4. Mitigate the impact of a layoff if utilized as part of a layoff aversion strategy; and
5. Wherever possible, allow the individual to gain industry recognized training experience and ultimately should lead to an increase in wages.

In a non-layoff aversion scenario, the training must be to the benefit of the employee and the employer. Under these circumstances, the IWT must meet at least one of the following criteria:

A. Result in a wage increase or other financial incentive, such as a bonus;
B. Result in an opportunity for promotion within the company; or
C. Result in an enhanced title to reflect increased responsibilities with the company.

Funding:

Local Workforce Development areas (LWDA/s) may reserve and use no more than 20 percent of Adult and Dislocated Worker funds allocated to the local area to pay for the Federal share of the cost of providing incumbent worker training. (WIOA Section 134 (d)(4)(A)(i)). The 20 percent may be used for IWT activities that are programmatic in nature, as administrative activities must be paid from LWDA administrative funds.

No WIOA funds shall be used to pay the wages of incumbent employees during their participation in economic development activities provided through a statewide workforce development system.

Incumbent Worker Eligibility:

All employees participating in incumbent worker training must meet the eligibility requirements below:

A. Employed full time with the participating employer
B. At least 18 years of age;
C. A citizen of the US or a non-citizen whose status permits employment in the US;

D. Males born on or after January 1, 1960 must register with the selective service system within 30 days after their 18th birthday or at least before they reach the age of 26;
E. Meet the Fair Labor Standards Act requirements for employer-employee relations and have an established employment history with the employer for 6 months or more with the following exception: In the event that the incumbent worker training is being provided to a cohort of employees, not every employee in the cohort must have an established employment history with the employer for 6 months or more as long as the majority of those employees are being trained to meet the employment history requirement. (20 CFR 680.780);

An incumbent worker does not have to meet the eligibility requirements for career and training services for WIOA, unless they also are enrolled as a participant in the WIOA adult or dislocated worker program. As such, they are not included in calculations for the State performance measures. States and LWDAs are, however, required to report on individuals who receive incumbent worker training, including employment status after training, wages after training and credential attainment.

Employer Eligibility:

1. For the purpose of determining the eligibility of an employer to receive funding, the LWDA shall take into account factors (which help to evaluate whether training would increase the competitiveness of the employees or both the employees and the employer) consisting of:
    a) The characteristics of the individuals in the training. Consideration should be given to employers who propose to train individuals with barriers to employment as defined in WIOA Section 3(24).
    b) The quality of training and its ability to increase the competitiveness of the employee and the employer. Consideration should be given to training that will allow the participant to gain industry-recognized training experience, lead to industry-recognized credentials, and/or result in an increase in wages or other benefits.
    c) Such other factors as the LWDB may consider appropriate, including, but not limited to:
        1) the number of employees participating in the training;
        2) the wages and benefit to the employee before the training and anticipated after the training;
        3) the existence of other training and advancement opportunities provided by the employer;
        4) layoffs averted as a result of the training;
        5) utilization as part of a larger sector strategy and/or training for in-demand occupation; or
        6) employer size
2. IWT should be provided for private sector employers; however, non-profit and local government entities may be recipients of IWT funds.
3. Employers must be in operation at least twelve months and employ at least five full-time employees, be financially viable and current on all state and federal tax obligations.
4. Any employer that has received payments under previous on-the-job training, customized training or IWT and that exhibited a pattern of failure to provide workers continued, long term employment as regular employees with wages and working conditions at the same level and to the same extent as similarly situated employees is ineligible to enter into further WIOA IWT contracts.

5. In considering an employer's eligibility for an IWT contract, LWDAs should consider the employer's past history with IWT, OJT and customized contracts, financial stability, history of layoffs, relocation and labor disputes as well as occupational and industry outlooks.
6. LWDAs must conduct an employer pre-award review checklist containing requirements of WIOA 683.260 and TEGL 19-16.

Employer Non-Federal Share/Employer Reimbursements:

1. WIOA Section 134 (d)(4)(C) and Section 134 (d)(4)(D)(i-iii). Employers deemed eligible must provide a portion of the training costs as a non-federal share. The LWDB shall establish the non-Federal share of such cost (taking into consideration such other factors as the number of employees participating in the training, the wage and benefit levels of the employees (at the beginning and anticipated upon completion of the training), the relationship of the training to the competitiveness of the employer and employees, and the availability of other employer-provided training and advancement opportunities.
2. The portion of the non-federal share that an employer must contribute is dependent upon the size of the employer and shall not be less than:
    a. 10 percent of the training costs for employers with fewer than 50 employees;
    b. 25 percent of the training costs for employers with 51 to 100 employees; or
    c. 50 percent of the training costs for employers with greater than 100 employees.
3. Employer size is based on the number of employees currently employed at the local operation where the incumbent worker training placements will be made. Employer Size is determined by the number of employees at the time of the execution of the incumbent worker training contract. This applies to all employers, including employers with seasonal or intermittent employee size fluctuations. Employers must provide documentation that indicates employer size. If multiple Employer sites exist within an LWDA: Employer agreements may be limited to physical locations within the LWDA area or the LWDA may develop one agreement with multiple locations, training descriptions and budgets.
4. The Non-Federal share provided by an employer may include the amount of the wages paid by the employer to a worker while the worker is attending training, equipment purchased for training, curriculum development expenses, travel and lodging costs, etc.. The employer may provide the share in cash or in kind, fairly evaluated. The employer non-Federal share must not be paid by the Federal government under another Federal award, except where the Federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs.
5. The employer will be required to calculate its non-federal share as a part of the application for training funds and an actual share at the conclusion of the training. Should the non-federal share not meet the limits, the funds could potentially have to be repaid. Official payroll records, time and attendance records, invoices for equipment purchased, etc. must be utilized to determine the amount of the employer's share of cost.
6. Employer cost share contributions must be tracked and documented in the contract file and recorded on the Financial Status Report. In addition, the methodologies for determining the value of in-kind contributions must be documented in the contract file and conform to cost sharing requirements at 2 CFR 200. 306 and 2 CFR 2900.8.
7. No WIOA funds shall be used for Incumbent Worker wages. (Section 181 (b) (1).

IWT Contract Requirements:

1. IWT is provided based on a formal, written contract with the employer or group of employers that is signed prior to the initiation of training with a copy given to the employer(s).
2. LWDA 17 will give priority to incumbent worker training contracts which:
    a) Provide training in one of the LWDA's target industries;
    b) The individual's hourly wage is no less than the living wage calculator for the State of Georgia (currently at $10.69) and the position provides fringe benefits;
    c) The individual has the opportunity for upward mobility into a higher-paying job classification; and
    d) The employer indicates an interest or potential to "back-fill" entry level positions with WIOA participants.
3. An IWT contract must be limited to the period of time required for an individual to become proficient in the skills for which the training is being provided. In determining the appropriate length of an IWT contract, consideration should be given to the skill requirements of the occupation and the academic and occupational skill level of the individual. LWDAs shall utilize USDOL's O*NET Online specific vocational preparation (SVP) codes and an assessment of the individuals existing skills and experience.
4. IWT contracts will not be written to provide skills for seasonal, temporary or intermittent employment.
5. IWT may incorporate work-based, classroom and other training activities approved under WIOA to meet employer skill requirements. The employer or an intermediary may provide the training.
6. IWT contract must address:
    a) Employer documentation of the six-month work history requirement;
    b) Commitment by the employer to retain the individual as a full-time employee with the same wages, benefits, hours and conditions;
    c) Hourly wage of the individual;
    d) Length of training required;
    e) Maximum allowable costs of training;
    f) Description of the occupations involved, skill(s) and competencies to be provided and learned;
    g) Assessment (examples include TABE, Career Scope, Prove It, etc.) and identification of the individual's skills gaps;
    h) Performance outcome requirements;
    i) Provision addressing termination for lack of funds or recapture of funds, lack of individual attendance or failure of employer to comply with initial or upgraded employment requirements;
    j) Provision for maintaining and providing records for LWDA, state, and federal monitoring and review; and,
    k) Employer Assurances (below) should be included in the IWT contract.

Employer Assurances:

1. 20 CFR 680.790 specifies that the training be conducted with a commitment by the employer to retain or avert the layoffs of the incumbent workers trained.

2. 20 CFR Section 680.820 specifies that employers participating in incumbent worker training are required to pay the non-Federal share of the cost of providing training to their incumbent workers. The amount of non-Federal share depends upon factors such as the number of employees participating in the training, the wage and benefit levels of the employees (at the beginning and anticipated upon completion of training), the relationship of the training to the competitiveness of the employer and employees and the availability of other employer provided training and advancement opportunities.

3. 20 CFR Section 680.830 specifies that funds provided to employers for incumbent worker training must not be used to directly or indirectly assist, promote or deter union organizing.

4. 20 CFR Section 680.840 specifies that WIOA funds may not be used to directly or indirectly aid in filling of a job opening which is vacant because the former occupant is on strike, or is being locked out in the course of a labor dispute, or the filling is otherwise an issue in a labor dispute involving a work stoppage.

5. 20 CFR Section 683.260 specifies that WIOA funds must not be used for incumbent worker training for employees of any business or part of a business that has relocated from any location in the US until the company has operated at that location for 120 days, if the relocation has resulted in any employee losing their job at the original location.

6. 20 CFR Section 683.270 specifies that a participant in a WIOA program activity must not displace (including a partial displacement such as a reduction in the hours of non-overtime work, wages of employment benefits) any currently employed employee (as of the date of the participation).

7. 20 CFR Section 683.270 specifies that a WIOA program or activity must not impair existing contracts for services or collective bargaining agreements. When the program or activity would be inconsistent with a collective bargaining agreement, the labor organization and employer must provide written concurrence before the activity begins.

8. 20 CFR Section 683.270 also specifies that a participant may not be employed in or assigned to a job if: (1) any other individual is on layoff from the same of any substantially equivalent job; (2) the employer has terminated the employment of any regular, unsubsidized employee or otherwise caused an involuntary reduction in its workforce with the intention of filling the vacancy created with the WIOA participant; (3) the job is created in a promotional line that infringes in any way on the promotional opportunities of currently employed workers as of the date of the participation.

9. 20 CFR Section 683.275 specifies that individuals employed in activities under WIOA must be compensated at the same rates, including periodic increases, as trainees or employees who are similarly situated in similar occupations by the same employer and who have similar training, experience and skills.

10. 20 CFR WIOA Section 683.275 specifies that individuals employed in programs and activities under WIOA must be provided benefits and working conditions at the same level and to the same extent as other trainees or employees working a similar length of time and doing the same type of work.

11. 20 CFR Section 683.280 specifies that health and safety standards established under federal and State law otherwise applicable to working conditions of employees are equally applicate to working conditions of participants engaged in programs and services under WIOA. To the extent that a State workers' compensation law applies, workers' compensation must be provided to participants in program and activities under WIOA on the same basis as the compensation is provided to other individuals in the State in similar employment. Information on how to comply with Georgia law is available at http://sbwc.georgia.gov.

12. WIOA Section 181 (b)(1) specifies that no WIOA funds shall be used to pay the wages of incumbent employees during their participation in economic development activities provided through a statewide workforce development system.

13. WIOA Section 188 specifies that no individual shall be excluded from participation in, denied employment in the administration of or in connection with any such program or activity because of race, color, religion, sex in a WIOA program or activity solely because of the status of the individual as a participant.

14. WIOA Section 188 specifies that no participants shall be employed to carry out the construction, operation or maintenance of any part of a facility that is used or to be used for sectarian instruction or as a place for religious worship with the exception of maintenance of facilities that are not primarily used for instruction or worship and are operated by organizations providing services to WIOA participants.

15. The Employer must comply with 29 CFR 38.10 (d) (e) (f). As provided in 20 CFR §38.3(b), 29 CFR part 32, subparts B and C and appendix A, which implement the requirements of Section 504 pertaining to employment practices and employment-related training, program accessibility, and reasonable accommodation, have been incorporated by reference. Employers, employment agencies, or other entities covered by Titles I and II of the ADA should be aware of obligations imposed by those titles. See 29 CFR part 1630 and 28 CFR part 35. Similarly, recipients that are also employers covered by the anti-discrimination provision of the Immigration and Nationality Act should be aware of the obligations imposed by that provision. See 8 U.S.C. 1324b.

16. 2 CFR 200. The Employer agrees that no individual in a decision making capacity will engage in any activity, including the administration of the IWT contract supported by WIOA funds, if a conflict of interest, real or apparent, is present. A conflict of interest may arise in the event that an employee under this contract is an immediate family member (or partner) of an individual engaged in a decision-making capacity with the LWDA, the LWDB, the employer or an organization that has a financial or other interest in the firm or organization selected for the contract. Immediate family is defined as husband, wife, son, son-in-law, daughter, daughter-in-law, mother, mother-in-law, father, father-in-law, brother, brother-in-law, sister, sister-in-law, aunt, uncle, niece, nephew, stepparent, stepchild, grandparents, grandchild, half-brother, half-sister, first cousin or individual residing in the same household. In the event of a potential conflict of interest, the employer will notify the LWDA in writing.

17. WIOA Section 194 (5) No person or organization may charge an individual a fee for the placement or referral of the individual in or to a workforce investment activity under this title.

18. WIOA Section 194 (13) Services, facilities or equipment funded under WIOA may be used, as appropriate, on a fee-for-service basis, by employers in a local area in order to provide employment and training activities to incumbent workers – (A) when such services, facilities or equipment are not in use for the provision of services for eligible participants under this title; and (B) if such use for incumbent workers would not have an adverse effect on the provision of services to eligible participants under this title; and (C) if the income derived from such fees is used to carry out the programs authorized under this title.

19. The Employer agrees to comply with Georgia law regarding worker's compensation insurance for all IWT employees.

20. The Employer agrees to participate in any follow-up efforts conducted by the LWDA or its authorized representative to evaluate the IWT effectiveness.

21. The Employer must meet the provisions of the Georgia Security and Immigration Compliance Act (GSICA). The GSICA requires that all public employers, contractors and subcontractors register and comply with the federal work authorization program operated by the United States Department of Homeland Security to verify new employee work eligibility.

WORK EXPERIENCE (WEX) -

The Workforce Innovation and Opportunity Act (WIOA) offers 'internships and work experiences that are linked to careers' as an available individualized career service. WIOA Sec.134(c)(2)(A)(xii)(VII), defines an internship or work experience as a planned,
structured learning experience that takes place in a workplace for a limited period of time. Internships and other work experience may be paid or unpaid, as appropriate and consistent with other laws, such as the Fair Labor Standards Act. An internship or other work experience may be arranged within the private for-profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience setting where an employee/employer relationship, as defined by the Fair Labor Standards Act, exists. Although the majority of Work Experience activities occur with youth participants, adults and dislocated worker participants may also take advantage of these services. Work Experience may be full-time or part-time depending upon the needs of the participant.

LOCAL POLICY

Program Requirements

The intention of a work experience is to enable participants to explore career options and gain exposure to the working world and its requirements. A work experience shall be designed to enhance the employability of individuals through the development of good work habits and basic work skills.

The purpose of a work experience is not to benefit the employer, although the employer may, to a limited extent, benefit from the activities performed by the participant. For example, individuals placed in a work experience are generally considered trainees and should not take on roles in which the employer depends on the trainee's productivity to maintain or advance the profit margin or performance of the company or agency.

A worksite evaluation and a work experience agreement should be completed with each worksite that is utilized and a signed copy of the work experience agreement should be given to all parties to ensure that the expectations are fully understood.

A work experience may be a standalone career service or may be combined with training or other WIOA services. Generally, although all work experiences must meet the following requirements, allowances may be offered for special workforce initiatives and programming as they arise.

- Occur in a workplace for a limited period of time (see maximum allotment below). The exact duration will be set as appropriate for the participant's employment goals, background and skill level as reflected in the Individual Employment Plan (IEP).

  Provide: At least 20 hours a week but no more than 35 hours a week, subject to a maximum duration of 12 weeks or 420 hours.

- Assist the participant in gaining competencies and experience in order to meet local employer demands
- Be related to a career choice or interest and provide learning through work-based projects
- Pay at an hourly wage at the same rates as similarly situated employees or trainees, subject to the Fair Labor Standards Act
  - All participants will be paid an hourly wage equivalent to the federal minimum wage or up to $ 9.00 dependent on the employer beginning wage, and provided with Federal Insurance Contributions Act (FICA) and Worker's Compensation coverage while participating in this activity

<u>Participant Eligibility</u>

To be eligible for Work Experience opportunities, the participant's Individual Employment Plan (IEP) must identify that the participant would benefit from the activity. The State requires that the justification for a Work Experience must be outlined in the customer's IEP and maintained in the WorkSource Portal (formerly known as GWROPP).

<u>Employer/Worksite Eligibility</u>

A. In determining an employer's viability for Work Experience agreements, the employer's past history with Work Experience agreements, history or layoffs, relocation and labor disputes, as well as occupational and industry outlook must be considered.

B. An employer pre-award review must be conducted to verify the requirements of 20 CFR 683.260 and TEGL 19-16 are met.

A work experience may be arranged within the private for-profit sector, the non-profit sector or the public sector. Due to work experiences being planned, structured learning experiences, the entity hosting the work experience, or worksite, must designate an appropriate manager to provide supervision and feedback to the participant at regular intervals during the course of the program. Worksites where employers will be committed to helping participants receive the experience and training that is required for employment beyond the work experience period and are willing to work closely with program staff are appropriate.

Employers should be flexible in working with participants who have issues that may be barriers to employment. The worksite agreement will ensure that the work experience arrangements do not unfavorable impact current employees and do not impair existing contracts for services or collective bargaining agreements.

Work experiences in the private for-profit sector must be structured so as not to appear to be subsidizing private for-profit operations. The work of the participant should not materially impact the profit margin of a private for-profit company.

Worksite Agreement Requirements

Work Experience opportunities are provided based on a formal, written agreement between the Local Workforce Development Area (LWDA) and/or Contracted Provider and private, non-profit, or public sector employer.

The Work Experience Agreement, is an agreement between the worksite employer and the employer of record, and specifies the occupational and employability competencies the participant will achieve in the work experience, how the work experience supports the IEP, the relationship and responsibilities of all parties, the evaluation process that will outline the progress of the participant at certain intervals, and other necessary requirements.

LWDA and/or Contracted Providers are required to complete a Work Experience agreement with each worksite that is utilized. Work Experience agreements must be fully executed prior to the beginning of a participant's training. A signed copy of the Work Experience Agreement should be given to all parties to ensure that the expectations are fully understood.

At a minimum, the Work Experience Agreements should include the following elements:

- Names and contact information for all parties;
- The names and titles of all worksite staff that are authorized to sign the timesheet for the Work Experience participant(s);
- The participant's Work Experience start and end date;
- Responsibilities and expectations of the participant, the worksite employer, and the local workforce development area (LWDA) and/or Contracted Provider;
- The job title, pay, duties, and goals for each Work Experience participant. Note: WIOA funds shall not be used for overtime wages, holidays, sick leave, or vacations;
- A statement informing the worksite that they may be subject to worksite monitoring by both state and local representatives, as well as regular visitations by LWDA staff and/or Contracted Provider staff to check on the progress of the work experience participants;
- Other information relevant to the specific Work Experience activity; and
- Signatures and dates for all applicable parties.

Participant Suitability

WIOA provides a focus on serving individuals with barriers to employment and seeks to ensure access to these populations. An ideal candidate for work experience is:

- An individual with a barrier (or barriers) to employment who is seeking long-term employment in a particular industry or occupation but does not have the requisite experience to qualify for entry level employment in the field or;
- An individual who has recently concluded or will soon conclude a training or educational program, including an Individual Training Account (ITA) or job specific skills training, in a particular industry but possesses a strong need for practical work experience to qualify for entry level employment in the training or education related field

An individual is not required to have a high school diploma or its recognized equivalent to qualify for work experience.

"Individual with a Barrier to Employment" is defined as a member of 1 or more of the following populations:

- Displaced homemaker
- Low-income individuals
- Indians, Alaska Natives, and Native Hawaiian, as such terms are defined in WIOA section 166
- Individuals with disabilities, including youth who are individuals with disabilities
- Older individuals
- Ex-offenders
- Homeless individuals (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), or homeless children and youths (as defined in section 752(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434(a)(2)))
- Youth who are in or have aged out of foster care
- Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers
- Eligible migrant and seasonal farmworkers, as defined in WIOA section 167(i)
- Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.)
- Single parents (including single pregnant women)
- Long-term unemployed individuals
- Such other groups as the Governor involved determines to have barriers to employment

<u>Participant Agreement Requirements</u>

The LWDA and/or Contracted Provider must execute an agreement with the participant to define expectations.

A. At a minimum, the participant agreement must address the following elements:
   i. Worksite address, supervisor, and telephone number
   ii. Start and end date
   iii. Responsibilities and expectations of the participant, the worksite employer, and the LWDA and/or Contracted Provider
   iv. Job title, pay, duties, and goals
   v. Participant signature and date.

B. The scheduled number of hours per week may be modified by the worksite after work begins pending the written approval of the participant and the LWDA and/or Contracted Provider.

Training Orientation

The LWDA and/or Contracted Provider staff will schedule a meeting with the participant prior to the work experience training start date to review the rules, requirements and expectations of the program including assigned worksite name, address, supervisor, worksite telephone number, job title/duties and goals, scheduled first day of work, projected scheduled training end date, scheduled number of hours each week and responsibilities and expectations of the participant, the worksite employer, and the LWDA and/or Contracted Provider. After the information is reviewed with the participant, the participant will be asked to sign the participant agreement to verify and document his/her awareness of the worksite and training details provided.

Supportive Services

Although work experiences are individualized career services, participants are eligible for Supportive Services as if they were enrolled in training, subject to funding availability (Ref: Policy #25 – Supportive Services)

Unpaid Work Experience

An unpaid work experience is an activity exposing participants to the working environment, and an individual does not expect payment for tasks performed. The use of an unpaid work experience should be limited and typically are offered in combination with other services such as an Individual Training Account (ITA). An unpaid work experience may include job shadowing. Job shadowing is a short-term activity which introduces a participant to the workplace and provides exposure to occupational areas of interest. A participant experiences the work environment to increase career awareness, observe models of behavior on the job through examples, and receives help in making career decisions. Job shadowing can reinforce the link between classroom learning and work requirements. Job shadowing is limited and allows participants to observe only.

REGISTERED APPRENTICESHIPS, (RA) – RA is an industry-driven model that combines on-the- job learning with job-related instruction. Apprenticeship is a flexible training strategy that can be customized to meet the needs of any business. There are currently more than 1,000 occupations— including careers in health care, information technology, transportation, and energy—in which

apprenticeship is used to meet business needs for qualified workers. RA aligns perfectly with sector strategies, industry partnerships, and other investments in meeting the needs of the business community.

3. **Description of Rapid Response Services** – Provide a description of how the local board will coordinate workforce development activities carried out in the local area with statewide rapid response activities.

The Federal Worker Adjustment and Retraining Notification Act (WARN), enacted by the U.S. Congress, alerts city managers to offer protection to workers, their families, and communities by requiring employers to provide notice—to the affected workers and the appropriate unit of local government—sixty (60) days in advance of closings and mass layoffs. This applies to both hourly and salaried employees, managerial and supervisory

employees, and excludes employees who worked less than six (6) months in a twelve-month period or employees who work less than twenty (20) hours per week. Employers are advised to follow WARN reporting requirements and provide written notice to dislocated workers and elected officials of the community where the layoff or closure will occur, as well as to submit Layoff and Closing notifications to WARN via the online portal.

The WorkSource Southwest Georgia Workforce Development Board (SWGA WDB) operates in accordance with the U.S. Department of Labor, Employment and Training Administration, to offer support and guidance to employers about WARN regulations (20 CFR Part 639). The SWGA WDB recognizes that Rapid Response is a gateway to the workforce system for both dislocated workers and employers and is a component of a demand-driven system. The central purpose of Rapid Response is to help laid-off workers quickly transition to new employment. Georgia's State Rapid Response services have been subcontracted by OWD to GDOL. GDOL 's Rapid Response Unit is responsible for receiving all WARN notifications and distributing them to other partners as necessary. GDOL , in close coordination with OWD and LWDAs, serves as the convener of these partners and helps coordinate the response activities for all separation events. Additionally, OWD records the separation details in the online case management system so that dislocated workers can be identified by their separation event and tracked as they receive workforce services. While GDOL is responsible for convening the appropriate partners for each event, the LWDAs play a pivotal role in responding quickly and effectively. The SWGA WDB's Rapid Response acts as a provider of direct reemployment services. To ensure high quality and maximum effectiveness, Rapid Response strategies include: informational and direct reemployment services for workers; convening, facilitating, and brokering connections, networks, and partners; and solutions for businesses in transition, growth, and decline.

Rapid Response usually involves layoffs of twenty-five (25) or more employees in the service area. Once an employer provides notice of impending layoffs, the Georgia Department of Labor (GDOL) Rapid Response Unit meets with them to obtain company-specific layoff information, worker- supplied descriptions of the supportive services available to them, labor market information, and contact persons for follow-up and questions regarding layoff-aversion efforts. Also, referrals are made to the appropriate social service agencies, training providers, educational institutions, and economic development agencies. WARN alerts are also communicated to other local partners, such as elected officials and service providers, regarding the possibility of a mass-dislocation event happening in an area. If information about a dislocation is received by the SWGA WDB within any of the fourteen-county region in confidence, staff will alert the State's Rapid Response Unit no later than when the potential layoff turns into an actual dislocation event. Even in a "confidential" layoff, the comprehensive One-Stop, four affiliate sites and other special sites throughout the fourteen-county region encourage the employers to contact the State of Georgia's Department of Labor staff or a local GDOL Office Rapid Response Unit Coordinator.

1. As part of the regional Rapid Response Team, the SWGA WDB responds to layoffs or potential layoffs of at least twenty-five (25) workers according to GDOL requirements. The local area Rapid Response Team will be a part of the GDOL Rapid Response Unit and inform both employers and employees of the available

SWGA WDB services and resources.

Additional services provided *on an as needed or requested basis* may include the following:

- Facilitating workshops on job search techniques, interviewing skills, résumé building, salary negotiation, etc.;
- Enrolling eligible job seekers into WIOA to provide case management, supportive services, and funding for in-demand training;
- Providing referrals to core partners and community resources; Offering individual and group
- counseling;
- Performing skills assessment and case management;
- Reviewing Labor Market Information (LMI) and matching to job openings;
- Conducting regional group meetings to work with local partners in assisting dislocated workers;
- Interacting at job fairs, expos, and opportunities fairs.

4. **Description of Youth Services** – Provide a description and assessment of the type and availability of youth workforce development activities in the local area, including activities for youth with disabilities. This description and assessment shall include an identification of successful models of such youth workforce development activities.

WIOA youth funds are targeted at young people who are both in and out-of-school, to assist them in their career and educational development. These funds are allocated to states by the US Department of Labor using a formula based on a number of factors detailed in the WIOA Legislation. At least 75% of youth funds must be used for out-of-school youth and a minimum of 20% of local Youth formula funds will be used for work-based learning/work experience, such as year-round work experience . The types of services funded include training and youth development programs for young people who have left school, as well as after-school services and employment support for young people still in school.

Young people with disabilities are highly eligible for these services. All youth with disabilities, ages 16 -24 who are not attending school, are eligible for out-of-school services. Youth with disabilities age 14-21 (may be under 14 if is an individual with a disability who is attending school under state law) are eligible for in-school services if they are low-income and meet other eligibility criteria. Funds for youth services are primarily administered by local workforce boards, although states may reserve up to 15% of funds they receive from the US Department of Labor for statewide workforce investment activities. Workforce boards have some discretion regarding how funds are utilized, with funds often distributed via a competitive grant process to area youth service providers.

To be eligible for out-of-school youth services, the youth must be not younger than age 16 or older than age 24 at the time of enrollment and not attending school and fall within one or more of the following:

- Individual with a disability;
- School dropout;
- Within the age of compulsory school attendance but has not attended school for at least the

most recent complete school calendar quarter or semester;

- Recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient (defined below) or an English language learner;
- Offender;
- Homeless;
- Runaway;
- In foster care or has aged out of the foster care system; eligible for assistance under section 477 of the Social Security Act or in an out-of-home placement;
- Pregnant or parenting;
- A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment;

For out-of-school youth, an individual is basic skills deficient if they:

a. Lack a high school diploma or high school equivalency ***and*** are not enrolled in any secondary education; or
b. Are enrolled in a Title II Adult Education and Family Literacy Act (AEFLA) program authorized by WIOA and administered by the Education Department (ED); or
c. Are reading or writing English, or computing or solving problems at or below an 8.9 grade level, according to a TABE assessment

To be eligible for in-school youth services, a youth must be not younger than age 14 or (unless an individual with a disability who is attending school under state law) older than age 21 at the time of enrollment and be a low-income individual who meets one or more of the following criteria:

i. An individual who is basic skills deficient. The term "basic skills deficient "means a youth that:
    a. Are more than a year (5-6 Carnegie credits) behind in accordance with local education policy ***and*** will not graduate on time with peer cohort; or
    b. Have a cumulative GPA of 2.0 or below on a 4.0 scale; or
    c. Have taken and did not pass end of course assessment (ECA) for Mathematics and/or English/Language Arts; or
    d. Are Reading or writing English, or computing or solving problems at or below an 8.9 grade level, according to a TABE assessment; or
    e. Are determined to be Limited English Skills proficient through school documentation.
ii. An English language learner;
iii. An offender;
iv. A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C 14043e-2(6)), a homeless child or youth (as defined in section 725 (2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)), a runaway, in foster care or who has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C 677) , or in an out- of-home placement;
v. An individual who is pregnant or parenting;

vi. An individual with a disability;
vii. An individual who requires additional assistance to complete an educational program or to secure or hold employment.

The local area contracts out all of its youth services to service providers competitively procured every three years. PY2019-PY2021 is the current three-year cycle. The service providers offer the 14 required youth program service elements that include activities such as leadership development opportunities, financial literacy education, tutoring, study skills training, instruction and dropout prevention, entrepreneurial skills training, supportive services and work experience. If the service provider is not able to provide all of the 14 required youth program elements itself, it ensures collaboration with workforce system partners to deliver these activities to their eligible program youth. This collaboration and partnership with area partners also assists in ensuring provision of comprehensive services to area youth. Youth determined better served by an area partner are referred when necessary and/or are co-enrolled so that the youth can benefit from both partners' services.

14 YOUTH PROGRAM ELEMENTS –

The WIOA legislation requires that the 14 youth program elements be provided and made accessible to program youth.

- **Tutoring, Study Skills Training, Instruction, and Dropout Prevention** - activities that lead to completion of a high school diploma or recognized equivalent
- **Alternative Secondary School and Dropout Recovery Services** - assist youth who have struggled in traditional secondary education or who have dropped out of school
- **Paid and Unpaid Work Experience** - is a structured learning experience in a workplace and provides opportunities for career exploration and skill development
- **Occupational Skills Training** - is an organized program of study that provides specific skills and leads to proficiency in an occupational field
- **Education Offered Concurrently with Workforce Preparation -** is an integrated education and training model combining workforce preparation, basic academic skills, and occupational skills
- **Leadership Development Opportunities** - encourage responsibility, confidence, employability, self-determination, and other positive social behaviors
- **Supportive Services** - enable an individual to participate in WIOA activities
- **Adult Mentoring -** is a formal relationship between a youth and an adult mentor with structured activities where the mentor offers guidance, support, and encouragement
- **Follow-up Services** - are provided following program exit to help ensure youth succeed in employment or education

- **Comprehensive Guidance and Counseling** - provides individualized counseling to participants, including drug/alcohol and mental health counseling

- **Financial Literacy Education -** provides youth with the knowledge and skills they need to achieve long-term financial stability

- **Entrepreneurial Skills Training -** provides the basics of starting and operating a small business and develops entrepreneurial skills

- **Services that Provide Labor Market Information** - offer employment and labor market information about in-demand industry sectors or occupations

- **Postsecondary Preparation and Transition Activities** -help youth prepare for and transition to postsecondary education and training

WORK EXPERIENCE (WEX) -

The Workforce Innovation and Opportunity Act (WIOA) offers 'internships and work experiences that are linked to careers' as an available individualized career service. WIOA Sec.134(c)(2)(A)(xii)(VII), defines an internship or work experience as a planned,
structured learning experience that takes place in a workplace for a limited period of time.

WIOA identifies four categories of work experience in order to determine a qualifying youth work experience program:

1. Summer employment opportunities and other employment opportunities available throughout the school year: paid temporary employment opportunities that provide individuals with work experience relevant to an individual's career path while further contributing to their career or skills development.

   Note: Summer employment opportunities that are not relevant to the educational or occupational skills and goals of the individual do not meet the requirements for Youth WEX.

2. Pre-apprenticeship programs: programs that provide individuals with the necessary skills and knowledge to meet entry requirements for a registered apprenticeship program. Individuals participating in these programs are expected to enter and succeed in a registered apprenticeship program upon completion (additional information can be found in TEGL 21-16).

3. Internships and job shadowing
   a. Internships are paid or unpaid and provide individuals with the opportunity to apply classroom learning to a work-based environment with the intention of furthering their learning through professional experience.
   b. Job Shadowing applies classroom learning to professional experience by participating in a typical workday as a shadow to a competent worker in the field.

4. On-the-job Training (OJT): training by an employer to a paid participant (treated as a regular employee) that involves actively participating in productive work that offers the participant

relevant skills and knowledge to fully and adequately perform the duties of the job upon completion of the training program.

The goal of youth work experience should be to expose individuals to opportunities that provide further career exploration or skill development. The work experience must also include an academic or educational component, which may occur concurrently or sequentially depending on the qualifying work experience program.

These opportunities are available for both in-school (ISY) and out-of-school (OSY) youth and may be full-time or part-time depending upon the needs of the participant. It may be paid or unpaid, as appropriate and consistent with other laws, such as the Fair Labor Standards Act. An internship or other work experience may be arranged within the private for-profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience setting where an employee/employer relationship, as defined by the Fair Labor Standards Act, exists.

LOCAL POLICY

Program Requirements

The intention of a work experience is to enable participants to explore career options and gain exposure to the working world and its requirements. A work experience shall be designed to enhance the employability of individuals through the development of good work habits and basic work skills. The work experience must also include an academic or educational component, which may occur concurrently or sequentially depending on the qualifying work experience program.
The purpose of a work experience is not to benefit the employer, although the employer may, to a limited extent, benefit from the activities performed by the participant. For example, individuals placed in a work experience are generally considered trainees and should not take on roles in which the employer depends on the trainee's productivity to maintain or advance the profit margin or performance of the company or agency.

Per WIOA sec. 129(c)(4), LWDAs must utilize a minimum of 20 percent of non-administrative youth funds to provide work experience activities to in-school and out-of-school youth.

A worksite evaluation and a work experience agreement should be completed with each worksite that is utilized and a signed copy of the work experience agreement should be given to all parties to ensure that the expectations are fully understood. The work experience agreement must also include details of the academic or educational portion and how the work experience supports the ISS.

A work experience may be a standalone career service or may be combined with training or other WIOA services. Generally, although all work experiences must meet the following requirements, allowances may be offered for special workforce initiatives and programming as they arise.

- Occur in a workplace for a limited period of time (see maximum allotment below). The exact duration will be set as appropriate for the participant's employment goals, background and skill level as reflected in the Individual Service Strategy (ISS).

Youth may benefit from two work experience trainings in one program year as long as it is found, through assessment, that it would assist in meeting their training plan goals. The benefit and need must be justified and documented in the ISS.

- Provide up to 35 hours per week, subject to a maximum duration of 420 hours per work experience training
- Assist the participant in gaining competencies and experience in order to meet local employer demands
- Be related to a career choice or interest and provide learning through work-based projects
- Include an academic or educational component, which may occur concurrently or sequentially depending on the qualifying work experience program
- Pay at an hourly wage at the same rates as similarly situated employees or trainees, subject to the Fair Labor Standards Act
    - Must offer a rate of pay that meets the federal minimum wage rate (currently $7.25/hour)

Participant Eligibility

To be eligible for Work Experience opportunities, the participant's Individual Service Strategy (ISS) must identify that the participant would benefit from the activity. The State requires that the justification for a Work Experience be outlined in the participant's ISS and maintained in the WorkSource Portal (formerly known as GWROPP).

Employer/Worksite Eligibility

A. In determining an employer's viability for Work Experience agreements, the employer's past history with Work Experience agreements, history or layoffs, relocation and labor disputes, as well as occupational and industry outlook must be considered.

B. An employer pre-award review must be conducted to verify the requirements of 20 CFR 683.260 and TEGL 19-16 are met.

A work experience may be arranged within the private for-profit sector, the non-profit sector or the public sector. Due to work experiences being planned, structured learning experiences, the entity hosting the work experience, or worksite, must designate an appropriate manager to provide supervision and feedback to the participant at regular intervals during the course of the program. Worksites where employers will be committed to helping participants receive the experience and training that is required for employment beyond the work experience period and are willing to work closely with program staff are appropriate.

Employers should be flexible in working with participants who have issues that may be barriers to employment. The worksite agreement will ensure that the work experience arrangements do not unfavorable impact current employees and do not impair existing contracts for services or collective bargaining agreements.

Work experiences in the private for-profit sector must be structured so as not to appear to be subsidizing private for-profit operations. The work of the participant should not materially impact the profit margin of a private for-profit company.

Worksite Agreement Requirements

Work Experience opportunities are provided based on a formal, written agreement between the Local Workforce Development Area (LWDA) and/or Contracted Provider and private, non-profit, or public sector employer.

The Work Experience Agreement, is an agreement between the worksite employer and the employer of record, and specifies the occupational and employability competencies the participant will achieve in the work experience, the details of the academic or educational component and how the work experience supports the ISS, the relationship and responsibilities of all parties, the evaluation process that will outline the progress of the participant at certain intervals, and other necessary requirements.
LWDA and/or Contracted Providers are required to complete a Work Experience agreement with each worksite that is utilized. Work Experience agreements must be fully executed prior to the beginning of a participant's training. A signed copy of the Work Experience Agreement should be given to all parties to ensure that the expectations are fully understood.

At a minimum, Work Experience Agreements should include the following elements:

- Names and contact information for all parties;
- The names and titles of all worksite staff that are authorized to sign the timesheet for the Work Experience participant(s);
- Acknowledgement that all applicable child labor laws will be followed;
- The participant's Work Experience start and end date;
- Responsibilities and expectations of the participant, the worksite employer, and the local workforce development area (LWDA) and/or Contracted Provider;
- The job title, pay, duties, and goals for each Work Experience participant. Note: WIOA funds shall not be used for overtime wages, holidays, sick leave, or vacations;
- Details of the academic or educational component and how the work experience supports the ISS;
- A statement informing the worksite that they may be subject to worksite monitoring by both state and local representatives, as well as regular visitations by LWDA staff and/or Contracted Provider staff to check on the progress of the work experience participants;
- Other information relevant to the specific Work Experience activity; and
- Signatures and dates or all applicable parties.

Academic or Educational Component

Per 20 CFR 681.600, youth Work Experiences must include an academic or occupational component, which may occur concurrently or sequentially with the work experience and may occur inside or outside the worksite. The work experience employer can provide the academic and occupational component or such components may be provided separately in the classroom or through other means.

The academic or educational component could include, but not limited to, certifications as part of a pre-apprenticeship program, employability or soft skills instruction, or specific knowledge and skill instruction that leads to the successful completion of occupational tasks.

More specifically, the academic and occupational education component refers to contextual learning that accompanies a work experience. It includes the information necessary to understand and work in specific industries and/or occupations. For healthcare occupations, occupational education could include learning the duties of different types of hospital occupations such as phlebotomist, radiology tech, or physical therapist and academic education could be learning some of the information individuals in those occupations need to know such as why blood type matters, the name of a specific bone in the body, or the function of a specific ligament.

Participant Agreement Requirements

The LWDA and/or Contracted Provider must execute an agreement with the participant to define expectations.

A. At a minimum, the participant agreement must address the following elements:
    i. Worksite address, supervisor, and telephone number
    ii. Start and end date
    iii. Responsibilities and expectations of the participant, the worksite employer, and the LWDA and/or Contracted Provider
    iv. Job title, pay, duties, and goals
    v. Participant signature and date. If the participant is under 18, the agreement must contain the signature of the participant's legal guardian.

B. The scheduled number of hours per week may be modified by the worksite after work begins pending the written approval of the participant and the LWDA and/or Contracted Provider.

Training Orientation

The LWDA and/or Contracted Provider staff will schedule a meeting with the participant prior to the work experience training start date to review the rules, requirements and expectations of the program including assigned worksite name, address, supervisor, worksite telephone number, job title/duties and goals, scheduled first day of work, projected scheduled training end date, scheduled number of hours each week and responsibilities and expectations of the participant, the worksite employer, and the LWDA and/or Contracted Provider. After the information is reviewed with the participant, the participant will be asked to sign the participant agreement to verify and document his/her awareness of the worksite and training details provided.

Supportive Services

Although work experiences are individualized career services, participants are eligible for Supportive Services as if they were enrolled in training, subject to funding availability (Ref: Policy #25 – Supportive Services)

Unpaid Work Experience

An unpaid work experience is an activity exposing participants to the working environment, and an individual does not expect payment for tasks performed. The use of an unpaid work experience should be limited and typically are offered in combination with other services such as an Individual Training Account (ITA). An unpaid work experience may include job shadowing. Job shadowing is a short-term activity which introduces a participant to the workplace and provides exposure to occupational areas of interest. A participant experiences the work environment to increase career awareness, observe models of behavior on the job through examples, and receives help in making career decisions. Job shadowing can reinforce the link between classroom learning and work requirements. Job shadowing is limited and allows participants to observe only.

5. Implementation of Work-Based Learning Initiatives

WIOA places an increased emphasis on the development and use of career pathways and work based learning initiatives. Every participant is required to have an objective assessment conducted in order to identify appropriate services and career pathways. Following the objective assessment, WIOA-eligible participants work in tandem with their career counselors to develop an Individual Employment Plan (IEP)/Individual Service Strategy (ISS), which heavily stresses career pathways and the use of Work Experience, On the Job Training and other work-based learning concepts. Participants are strongly encouraged to pursue credentials that will lead them into a sustainable, rewarding career.

Additionally, the local area and schools work closely to ensure that K-12 schools are connected with local industry representatives. The Board is committed to providing educational opportunities through career pathways that will ultimately optimize the progress and success of individuals with varying levels of abilities and needs. Through the development and use of career pathways and work based learning, the Southwest Georgia Workforce Development Board's participants will be equipped to enter the working world with marketable credentials and valuable work skills.

As in-demand occupations grow and the skills gap widens, employers have an increased need for skilled positions and training programs. To that end, the local area has also developed long- term work-based learning strategies such as those delivered through Individual Training Accounts (ITA's). The use of ITA's along with use of labor market information to identify employer needs, will build partnerships of employers, training providers, community organizations, and other key stakeholders around specific industries to address the workforce needs of employers and the training, employment, and career advancement needs of workers. The defining elements of local area strategies include a focus on customized solutions for specific industry/industries at a regional level, bringing the industry partnerships together.

Incumbent Worker, On-the-Job Training, and Customized Training Programs are vital for averting layoffs in the community, along with Individual Training Accounts (ITA) to close the educational and skills gap for capacity building. ITA's allow individuals to receive training from eligible training providers such as local technical colleges and universities. WIOA funds may pay for the remaining balance of tuition and books after other

sources of funding such as the HOPE grant is exhausted. ITA customers may also receive supportive service assistance such as payments for transportation and childcare. WIOA participants enrolled in an Individual Training Account can be co-enrolled into OJT slots as they near the end of their occupational training. This allows for the transition from education to employment while connecting with employers. Students can take classes full-time and work part-time. This will be a strategy that is used primarily for technical skilled trades for adults and older youth. Work-based learning also enables participants to learn transferable skills that will lead to employment and future advancement.

The Southwest Georgia Workforce Development Region has increased its focus on providing quality work-based programs such as OJT, Customized Training, Incumbent Worker Training, and Work Experience (Internship) into its service delivery model to employers.

On-the-Job Training (OJT) program benefits the employer by offsetting the training cost of a new hire. The LWDA will work with local business leaders to determine where there may be a need for OJT. Employers are then able to use resources in other ways, while not compromising on the quality of training that their new hires are receiving. OJT can support large scale hiring while ensuring that a company is able to train their employees correctly. The LWDA will work to make this process as streamlined and "hassle free" as possible for participating employers. The OJT program provides a wage reimbursement for the employers of eligible participants' during the determined training period. The eligible participant must have a skills gap, as defined by local policy. The On-the-Job training may be provided to eligible WIOA participants who, after assessment, are found to be in need of and suitable for training services in order to obtain or retain employment that leads to self-sufficiency. LWDA staff must document the decision to provide OJT in the participant's Individual Employment Plan or Individual Service Strategy. The decision should demonstrate that the training chosen is appropriate and necessary, that the participant does not already possess all the skills necessary for the job, or that the participant needs to upgrade skills to effectively perform in another job. The training period may last no more than six months. The employer's open position and participant's job title must be an occupation within the LWDA 17 OJT Key Industries.

Layoff Aversion: Employers can take advantage of resources within the Layoff Aversion program so as to retain current employees. In particular, if a layoff occurs as the result of the retooling or upgrading of equipment, Layoff Aversion strategies can help upgrade the skills of the current workforce, which reduces the cost of replacing those employees. These strategies enable companies to invest in their workforce, increase production levels, and reduce administrative costs associated with turnover.

One of those strategies which the Region has successfully implemented is Incumbent Worker Training (IWT). The LWDA uses IWT to upskill workers who would have been laid-off had they not received the appropriate training. The LWDA will continue to expand this network and the resources available to struggling employers.

Incumbent workers will receive training leading to new skills, better positions, and higher salaries. The LWDA can utilize a portion of their Adult and Dislocated Worker funds to provide this training and, in many cases,

they will also be serving unemployed individuals by backfilling the entry- or lower-level positions vacated by the incumbent workers.

Customized Skills Training is designed to meet the special requirements of an employer or group of employers by allowing them to tailor and design work-based skills training. For each participant, the employer develops a training plan and measurable goals that determine the method by which the training is provided. Proficiency levels should be based on local business or industry skills standards. The training activity may take place at the worksite or in a classroom setting. Additionally, the employer or an intermediary may provide the training.

The local area also promotes the use of the Fast Track program, which is an employer-driven training program unique to the State of Georgia. Fast Track leverages quantitative and qualitative data provided through available labor market information and HDCI to identify common workforce needs of multiple employers within a similar industry and region to develop a customized workforce training solution. Once the local area has worked with the employers to identify the specific staffing needs, the employers are able to provide feedback on the specific training elements that are needed or are generally lacking in traditional offerings. The LWDA then works with training providers to develop condensed training programs that meet the needs outlined by the employers and lead to industry-recognized credentials. The LWDA recruits a pool of eligible participants based on criteria set by the employers, from which the employers are able to choose the members of the training class. Participants who successfully complete the program are guaranteed an interview with at least two of the employers in the group.

In addition, the Region will collaborate with Georgia WorkSmart, a work-based learning initiative operated by the Technical College System of Georgia - OWD. The initiative promotes work-based learning programs (apprenticeship, internship, on-the-job training, etc.) as a workforce
development tool and assists Georgia companies in developing and implementing customized programs to meet their specific hiring and training needs.

A key workforce training model promoted by Georgia WorkSmart is registered Apprenticeship. Through a partnership with U.S. Department of Labor's Office of Apprenticeship, the Technical College System of Georgia, and other education and state agency partners, Georgia WorkSmart helps organizations create apprenticeship programs that include curriculum and classroom instruction development. Assistance with national apprenticeship registration is also provided through this partnership. All of the Region's work-based training programs are designed to be steps in a career pathway. Depending upon the skills and experience of the participant, the individual may enter the career path at any of these points of training and progress as far as needed to become proficient in their chosen career.

Work Experience (WEX)/(Internship) is another tool to provide to employers in Southwest Georgia. The intention of a work experience is to enable participants to explore career options and gain exposure to the working world and its requirements. A work experience shall be designed to enhance the employability of individuals through the development of good work habits and basic work skills. Work Experience

opportunities are offered to participants when the participant's Individual Employment Plan (IEP) or Individual Service Strategy (ISS) identifies that the participant would benefit from this activity. A worksite evaluation and a work experience agreement should be completed with each worksite that is utilized and a signed copy of the work experience agreement should be given to all parties to ensure that the expectations are fully understood. A work experience may be a standalone career service or may be combined with training or other WIOA services. The program is designed for Adults and Dislocated Workers to train at least 20 hours a week but no more than 35 hours a week, subject to a maximum duration of 12 weeks or 420 hours, paid an hourly wage equivalent to the federal minimum wage or up to $ 9.00.

6. **Provision of ITAs** – Provide a description of how training services in WIOA § 134 will be provided through the use of ITAs. If contracts for the training services will be used, describe how the use of such contracts will be coordinated with the use of ITAs and how the local board will ensure informed customer choice in the selection of training programs regardless of how the training services are to be provided.

All training services provided by the Southwest Georgia Workforce Development Board are provided in accordance with the WIOA and any state or locally developed policies.

Individual Training Accounts (ITAs) are established on behalf of the participant. WIOA Title IB Adult, Dislocated Worker and Youth participants will use ITAs to purchase training services from eligible providers they select in consultation with the counselor or coordinator.

Individual Training Account services may be made available to employed and unemployed adults and dislocated workers who have met the eligibility requirements for career services and have been determined to be unable to obtain or retain employment leading to self-sufficiency through such services.

The participant must have a completed Individual Employment Plan (IEP) that indicates, through interview, evaluation or assessment, the participant's employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve the employment goals have been identified.

Selection of a training program must include the identification that the training is directly linked to occupations that are in demand in Local Workforce Development Area 17.

Individual Training Accounts are limited to participants who (29 U.S.C. § 2864 (d)(4)(B); 20 C.F.R. § 663.320):

- Are unable to obtain grant assistance from other sources (including Federal Pell and other federal grants) to pay the cost of their training; or
- Require assistance beyond that available under grant assistance from other sources (including federal Pell, GI Bill and other federal grants) to pay the cost of their training.
- Service providers and training providers must coordinate funds available and make funding

arrangements with partner agencies so that WIOA ITA funds supplement Pell and other grant sources to pay for the cost of training.

- Participants may enroll in ITA funded training while their application for a Pell Grant is pending provided that the service provider has made arrangements with the training provider and the participant regarding the allocation of the Pell Grant, if it is subsequently awarded. If a Pell Grant is awarded, the training provider must reimburse the service provider the ITA funds used to underwrite the tuition portion of the training costs from the PELL Grant.
- Program operators should consider all available sources of funds, excluding loans, in determining an individual's overall need for WIOA funds. Resources such as PELL, GI Bill and other federal grants should not be included in calculations of the level of WIOA assistance until the grant has been awarded.

Tuition is the sum charged for instruction and does not include fees, books, supplies, equipment and other training related expenses. Reimbursement is not required from the portion of Pell Grant assistance disbursed to the participant for education-related expense.

The Southwest Georgia Workforce Development Board has a monetary limit or cap on ITAs of $10,000 per program of study per participant during the duration of training. WIOA customers may select training that costs more than the maximum ITA level when other sources of funding are available to supplement the ITA (e.g., HOPE, Pell grants, and scholarships).

ITAs are awarded per semester, quarter or for uninterrupted training coursework. Second and subsequent ITAs will be awarded only for continuing classes in the educational or training institution initially attended, unless there is mutual and justifiable agreement between the service provider and the participant that another training institution or training program is necessary.

An individual who has been determined eligible and suitable for an ITA may select a training institution/program from the Georgia Eligible Training Provider List (ETPL) or from another state, provided that the training institution/program is listed on that state's Eligible Training Provider List, after consultation with a counselor or coordinator.

Payments may not be made to a training provider until the service provider ensures that the training provider selected is on the ETPL at time of payment for tuition and fees under WIOA ITAs.

The Southwest Georgia Workforce Development Board has developed a local policy that details how all other funds will be used prior to expending WIOA funds for coordinating WIOA funding. The local policy and procedure ensures that participants have applied for HOPE, Pell, GI Bill, and all other appropriate funding sources. WIOA participants may enroll in training while Pell, Hope, GI Bill, and other funding sources are pending as long as the appropriate arrangements have been made with the training institution regarding the allocation of all grants and funding sources.

Local policy requires the career counselors to conduct an analysis of the participant's financial needs (cost of attendance) to document a participant's total cost of attending training. The career counselor analyzes things such as the costs of tuition, fees, books, supplies, transportation, childcare, living expenses, and other appropriate personal and educational related expenses.

If it is determined through the analysis of the cost of attendance that the total cost of attending training exceeds the amount available through HOPE and WIOA funding, then Pell funds may be utilized by the participant for living and other appropriate personal expenses during the training period.

The documentation supporting this determination are included in the participant's case file, case notes, etc., for the purposes of auditing and/or monitoring.

Individual Training Accounts are designed to identify WIOA funded costs associated with the training cost of attendance. The cost of attendance may include tuition, fees, room and board, books, supplies, and other training related costs required for participation in a specific training program.

The ITA identifies the WIOA obligation for the participant and the participant will be able to access information about the account from the service provider. The LWDA ensures that the provider is on the ETPL at time of payment and that the payments are supported by appropriate documentation.

7. **Entrepreneurial Skills Training and Microenterprise Services** – Provide a description of how the area will coordinate and promote entrepreneurial skills training and microenterprise services.

The idea of being your own boss is a concept that is just as popular in Southwest Georgia as enrolling in a formal training program. The job seeker is interested in innovating methods of becoming self-sufficient through self-employment as well as exploring independent paths. The Southwest Georgia Workforce Development Board has identified several resources in the Region to assist these individuals to obtain their dream of becoming business owners. The University of Georgia Small Business Development Center services the following counties: Calhoun, Colquitt, Decatur, Dougherty, Early, Grady, Lee, Miller, Mitchell, Seminole, Terrell and Worth. The Small Business Development Center (SBDC) provides tools, training and resources to help small businesses grow and succeed. Designated as one of Georgia's top providers of small business assistance, the SBDC has 17 offices ranging from Rome to Valdosta to serve the needs of Georgia's business community. Since 1977, the network of partners has helped construct a statewide ecosystem to foster the spirit, support, and success of hundreds of thousands of entrepreneurs and innovators. The Mission of the UGA SBDC's is to enhance the economic well-being of Georgians by providing a wide range of educational services for small business owners and aspiring entrepreneurs.

The University of Georgia Small Business Development Center offers a wide variety of services. These services range from training, to consulting and international trade. The primary services include Accounting & Finance, Planning a Business, Access to Capital, Miscellaneous, Marketing a Business, Procurement for Business,

Managing a Business, Legal & Compliance, Business Training, Applied Research, International Trade and Minority Business.

The utilization of the Work Experience and On the Job Training programs will allow the center and its small business residents to leverage resources and thrive toward economic growth.

The Southwest Georgia Workforce Development Board will continue to reach out to coordinate and promote entrepreneurial skills training and microenterprise services.

8. **Coordination with Education Programs** – Provide a description of how the local board will coordinate education and workforce development activities carried out in the local area with relevant secondary and postsecondary education programs and activities to coordinate strategies, enhance services and avoid duplication of services.

The Southwest Georgia Workforce Development Board will continue to focus on developing and providing customers' pathways to high skill/high wage occupations through secondary and post- secondary education programs. The working relationships established with eligible training providers includes the alignment of programs and services to deliver training for in-demand occupations that move customers to self-sufficiency.

Adult Education and Family Literacy partners are well-positioned to fill the gaps in academic knowledge needed by individuals who want to transition to careers to secure better paying jobs. The Southwest Georgia Workforce Development Board's service delivery model is poised to enhance this experience by having career counselor out stationed at several TCSG locations where basic skill building and career /technical skills are combined. By providing these resources to adult education programs, or proximity to adult education instructors, collaborative models can be developed to improve career knowledge, and work readiness skills.

Removing barriers to employment is the intent of the WIOA and is shared by Education. As mentioned later in this plan, the Southwest Georgia Workforce Development Board intends to continuously work toward a seamless delivery of jobseeker and business services. The intent regarding Business Services is to re-engineer the services with a more intentional focus to delivering customized solutions, training, and qualified talent. This will encompass the need for broader customized solutions being offered to each business needs. The Board realizes that this can be accomplished through the integrated approach to delivering business services. The Board envisions a "Business Engagement Outreach Plan" that will coordinate the job openings and employment opportunities outreach efforts of education, workforce, employment services, vocational rehabilitation services, veteran services, older worker program services, and public assistance recipients – One Stop Partners, who share the common goal of employment that leads to self–sufficiency for its customers.

Other strategies to coordinate and enhance training services include the following:

- Board Committee review of all training services and supports to ensure quality/quantity is sufficient for the local demands with recommendations for any revisions subsequently

presented to the full Board;

- Board dialog and implementation of coordinated regional career fairs targeting high school students jointly sponsored by the Board, training institutions, and school districts;
- Board and staff membership on business/industry advisory councils at area training institutions;
- Representation from educational providers on the Board and committees;
- Updating the Eligible Training Provider List to offer local programs related to skill gaps and industry needs;
- Coordination between training institutions, Adult Education Programs and Career Center Coaches for participant referrals and payment processes;
- Coordination of services and support benefits between programs, partners and community organizations to ensure non-duplication while maximizing training assistance;
- Periodic communication between Adult Education Instructors and Career Center Staffs to ensure out-of-school youth are engaged and program coordination;

9. **Description of Supportive Services** – Provide a description of how the local board will coordinate workforce development activities carried out under this title in the local area with the provision of transportation, including public transportation, and other appropriate supportive services in the local area. Describe the coordination of transportation and other supportive services regionally, if applicable. Please include the region/local area Supportive Service Policies.

Supportive Services are defined as services such as transportation, childcare, dependent care, housing, and needs-related payments, that are necessary to enable an individual to participate in activities authorized under WIOA as outlined in WIOA § 3(59).

Supportive services are services which are reasonable and necessary to enable a WIOA participant who cannot afford to pay for such services to participate in career and training activities funded under WIOA. The provision of supportive services must be determined on an individual basis. Limited supportive services may be provided to individuals receiving Basic Career Services; however, such individuals must be enrolled as a WIOA participant and are subject to performance outcomes.

Follow-up career services are not a qualifying service for the recipient of supportive services; therefore, an adult/dislocated worker who is only receiving follow-up services may not receive supportive services. Supportive services may also not be used to extend the date of exit for performance accountability purposes. Supportive services, like follow-up services, do not make an individual a participant or extend participation (TEGL 19-16). Youth follow-up services also may include the supportive services as stated in 20 CFR § 681.580.

In order to ensure that supportive services are provided in the most consistent, effective and efficient manner throughout the State, the Technical College System of Georgia, Office of Workforce Development (OWD) will require each Local Workforce Development Area (LWDA) to develop a comprehensive supportive service policy, which receives local board approval prior to implementation. Each LWDA will develop a policy that complies not only with all applicable federal regulations, but also meets the requirements mandated by the

State Board and OWD. This process will provide more consistency in the provision and documentation of supportive services across the state, while allowing LWDAs to develop a policy which takes into account unique circumstances that are present in the area.

STATE POLICY

Reference: Technical College System of Georgia, Office of Workforce Development (OWD) Supportive Service Policy 3.4.4

LOCAL POLICY

1. FINANCIAL CAP

The Southwest Georgia Workforce Development Board's (WDB) financial cap for supportive services (inclusive of needs related payments) may not exceed $6,000 per participant for the approved training program duration.

2. ELIGIBILITY AND DETERMINATION OF NEED FOR SUPPORTIVE SERVICES

A. Supportive services may be provided to eligible WIOA adults, dislocated workers and youth participants when it is determined by the Career Counselor or appropriate staff that they are eligible for supportive services and are necessary to assist the participant with reaching his/her employment and training goals authorized under WIOA. Supportive services may be provided to eligible WIOA participants who:

1. Are enrolled/participating in WIOA career and/or training services; limited supportive services may be provided to eligible applicants (e.g., paying for birth certificate), before they are enrolled as participants, to permit participation in assessment activities;
2. Are unable to obtain supportive services through other programs providing such services; and
3. must have complied/comply with program regulations and policies during the period of training and/or enrollment.

Service providers should provide no further payments to participants that fail to participate without good cause.

The use of supportive services is encouraged to enable the hard-to-serve population to participate in longer-term interventions. The provision of supportive services must be determined on an individual basis and requires proof of expenditure in the participant's file.

3. DOCUMENTATION OF ELIGIBILITY AND DETERMINATION OF NEED FOR SUPPORTIVE SERVICES

This supportive service policy establishes a process by which documentation of a participant's eligibility and determination of need is collected and included in each participant's case file and their WorkSource Portal (formerly known as the Georgia Work Ready Online Participant Portal or (GWROPP)) profile.

A. Documentation of the provision for supportive services:

1. Financial/physical need: There must be documentation in the case file that participants are incapable of providing these services for themselves. Examples of acceptable documentation include, but are not limited to the following: low income status as documented by family/household income determination, receipt of federal or state public assistance, UI benefits, documentation of skill upgrading that would lead to employment in a local or state in-demand occupation, documentation of lack of employment or underemployment, separation notice, birth certificates for children receiving childcare, and documentation of transportation distance to attend training.
2. Resource coordination: There must be documentation supporting that these services or funds for these services were not available from any other state and or federal grant/program/funding stream/agency. There should be an analysis of all federal/state/local resources available in the LWDAs and how they are being coordinated to promote the most efficient use of resources. Examples of acceptable documentation include, but is not limited to, the following: UI records or application for applicable state and federal funds.
3. Type of supportive service requested and how the supportive service will assist their participation in WIOA activities. An example of acceptable documentation includes, but is not limited to, an LWDA created supportive service request form.
4. Amount requested and justification for the amount being necessary and reasonable to enable participation in qualifying WOIA activities. Examples of acceptable documentation include, but are not limited to, an LWDA created supportive service request form, case notes in the WorkSource Portal and Supportive Service Expense Form.
5. Establishment of a timeframe that the supportive services will be provided to assist participation in WIOA activities. Examples of acceptable documentation include, but are not limited, to LWDA created supportive service request form and case notes in the WorkSource Portal .
   This documentation should be collected and included in the participant's case file and the participant's WorkSource Portal profile.
6. All supportive service information for participants must be approved and recorded in the Georgia Work Ready Online Participant Portal (Type of supportive service, amount, date of service etc.) prior to the participant receiving or obtaining the goods or services. Backdated requests for services will not be approved.

   A participant may waive WIOA payments (except for Work Experience) if accepting payment would mean the loss of benefits. The participant may request the payment to start at a later date but may not claim retroactive payments. Advances against future payments are not allowed.

   All supporting documentation for a participant's supportive services will either be scanned into the Georgia Work Ready Online Participant Portal or maintained in another system or physical case file (Participant time sheets, income determination, UI records, supportive service determination and justification statement, etc.).
7. All participant's supportive service information is required to be accurate in the WorkSource Portal. The budgeted amount, type of service and timeframe in which the supportive service was given must be accurate. No payment can be made to the

participant until that amount has been updated in the WorkSource Portal. Supporting documentation of the participants qualifying WIOA activity, for which the participant is receiving supportive services, should be included in the case file and scanned into the participants WorkSource Portal profile. Examples of this supporting documentation are but not limited to, in-training participant supportive service expense form signed by instructor/supervisor or documents proving participation in other types of career or training services.

4. ALLOWABLE SUPPORTIVE SERVICES PROVIDED

This section of the support services policy states what type or specific supportive services the WDB provides to adult, dislocated worker and youth participants.

Allowable supportive services provided during career and training services include, but are not limited to:

- Assistance with transportation;
- Assistance with childcare and dependent care;
- Assistance with housing;
- Needs-related payments (only available to individuals enrolled in training services and must be consistent with 20 CFR § 680.930-970;
- Reasonable accommodations for individuals with disabilities;
- Emergency auto repair (necessary for the participants to attend training and the most economical option for the participant's transportation needs.);
- Emergency healthcare and medical services (when necessary for the participants to participate in training.); and
- Legal aid Services.

Allowable supportive services that may be provided after training in order to obtain employment include, but are not limited to:

- Assistance with uniforms or other appropriate work attire and related tools, including eyeglasses and other essential equipment;
- Tools, work clothing, and boots/shoes required for employment;
- Drug testing required by employer;
- Financial counseling; and
- Auxiliary aides and services necessary for persons with disabilities to obtain and retain employment.

5. UNALLOWABLE SUPPORTIVE SERVICES

Payments are not allowed for titled or deeded items or when recovery of the expense is anticipated. Such items include:

1. Rent deposits or housing deposits;
2. Mortgage payments;
3. Car payments;
4. Purchase of vehicles; and
5. Fines.

6. PROCESS FOR PROVISION OF SUPPORTIVE SERVICES

The WDB or subrecipient will be providing the payment to the participant in the form of a check or direct payment.

A. Transportation Support Reimbursements

Participants may apply for transportation support reimbursements when extenuating circumstances are determined by the Career Counselor or appropriate staff. Transportation support is provided as needed to WIOA participants as a part of the supportive service payment system and is based on the travel to and from the training site.

The Career Counselor or appropriate staff must ensure all of the following are met:

- Participants must sign the Transportation Eligibility/Certification Form;
- Participants who own a vehicle and travel to/from training site may be reimbursed for transportation support; or
- Participant must be paying family/friend or transportation provider and submit information (re: payees' name/address/phone#) to the Career Counselor or appropriate staff who will verify the information;
- Other travel reimbursements must not be available through any other source;
- Participant accepts any liability associated with transportation.

Transportation support reimbursement of $ 8.00 per day will be allowed for WIOA participants based on the following criteria:

1. Training – Participant must live more than .5 miles one way from the training facility. Instructor signatures are required on monthly expense forms.
2. Transportation support reimbursements will be $8.00 per day for each day the participant attends training. Transportation which exceeds 50 miles per day one way either to the training facility or an assigned station by the training facility will be reimbursed at $ 12.00 per day for each day the participant attends training.
3. Transportation support reimbursements are conditional upon the availability of appropriate funds.
4. Transportation support reimbursements will not be provided prior to the date of WIOA enrollment as determined by Career Counselor or appropriate staff.
5. Participants will be counseled on budgeting and planning for future unforeseen hardships.

Documentation required for the participant file and the WorkSource Portal:

- WIOA Transportation Expense Form verified and signed by both the Instructor and Career Counselor or appropriate staff;
- Documentation showing mileage to training site(s)
- Voucher created from the WorkSource Portal; and
- Payroll coversheet

Public Transportation

For local communities that have appropriate public transportation available (i.e. bus system), the same steps would need to be performed by the Career Counselor or appropriate staff regarding determining and documenting eligibility and need for supportive services (Ref Sections #1, #2 and #3 above).

The WDB or subrecipient will be providing the payment to the participant in the form of a direct payment to the public transportation provider.

B. Dependent Care Support Reimbursements

Participants may apply for dependent care support reimbursements when extenuating circumstances are determined by the Career Counselor or appropriate staff. Dependent care support is provided as needed to WIOA participants as part of the supportive service payment system and is based on the number of days the participant attended training and had to pay a dependent care provider in order to attend.

The Career Counselor or appropriate staff must ensure all of the following are met:

- Participants must sign the Dependent Care Eligibility/Certification Form;
- Participant is the primary care provider of the dependent(s);
- The child/children are age 0-11; if children are above school age documentation must be submitted to verify need for after school care;
- Participant will provide copies of birth certificates of child/children;
- Participant has to pay for dependent care services in order to attend training;
- Participant accepts any liability associated with dependent care;
- Other dependent care reimbursements must not be available through any other source;
- The dependent care provider's name, address, phone, and actual cost per day will be furnished and verified by the Career Counselor or appropriate staff.

Dependent care support reimbursement will be allowed for WIOA participants based on the following criteria:

1. Training – Instructor signatures are required on monthly expense forms.
2. For a state licensed dependent care, the maximum childcare reimbursement will be the actual cost of dependent care up to $15 per day for 1 child and not to exceed the actual cost up to $30 per day for more than 1 child for each day the participant attends training and had to pay a care provider to attend. To prove and document the state licensed facility, a copy of the license, copy of the rate sheet of charges, and a letter from the provider affirming the dependents are registered and attending the facility will be required.
3. For children not in a state licensed dependent care, the cost of dependent care support reimbursement will be $ 6 per day for one child and $ 12 per day for 2 or more children for each day the participant attends training and had to pay a care provider to attend.
4. Dependent care support reimbursements will not be provided prior to date of WIOA enrollment as determined by the Career Counselor or appropriate staff.
5. Dependent care support reimbursements are contingent upon availability of funds.
6. Participants will be counseled on budgeting and planning for future unforeseen hardships

Documentation required for the participant file and the WorkSource Portal:

- Dependent Care Expense Form verified and signed by the Instructor and Career Counselor or appropriate staff;
- Dependent Care Verification Form signed by the care provider and Career Counselor or appropriate staff;
- Birth certificate(s), copy of state dependent care license, etc.
- Voucher created from the WorkSource Portal; and
- Payroll coversheet

C. Emergency Assistance – Auto repair, healthcare and medical services, rent or other (provided during career and training services)

The SWGA WDB may make a one-time emergency supportive service assistance payment (emergency healthcare/medical services, car repair, rent or other) may be provided on a one-time basis. The request must be for individuals who need assistance with a maximum limit of $500.00. The request must be for assistance necessary to successfully continue training activities.

Participants may request for emergency assistance during career and training services if necessary to attend training. The Career Counselor or appropriate staff should complete necessary form(s) and attach supplemental documentation as necessary (i.e. three quotes, copy of Driver's License, etc.) requesting funds as situations are identified.

Documentation required for the participant file and the WorkSource Portal:

- Original copy of invoice
- ITA Voucher for corresponding quarter or semester
- Social security number of payee is required if not a company
- Copy of valid driver's license (car repair only)
- Copy of certificate of title or copy of current tag receipt (car repair only)

Three bids/quotes from reputable vendors is required for assistance costing $500.00 or more (car repair, tools, or other applicable items).

D. Employment Related Expenses Provided After Training

Participants may apply for reimbursement for supportive services after training as required for employment as outlined below. The Career Counselor or appropriate staff should complete necessary form(s) requesting funds as situations are identified.

- Tools
  Required tools may be purchased for WIOA participants as required for employment.
- Work Clothing
  A maximum of $200 for work clothing may be purchased for WIOA participants as required for employment.
- Drug Testing Required by Employer
- Financial Counseling

- Auxiliary aides and services necessary for persons with disabilities to obtain and retain employment.

Documentation required for the participant file and the WorkSource Portal:

- Original copy of invoice
- ITA voucher for corresponding quarter or semester
- Social security number of payee is required if not a company
- Letter from employer indicating list of tools needed for position, drug testing required for position, etc.

Three bids/quotes from reputable vendors is required for assistance costing $500.00 or more (car repair, tools, or other applicable items)

The participant will complete monthly expense forms and obtain instructor signature(s) for verification. The Career Counselor or appropriate staff will verify and review expense form for accuracy.

Career Counselors or appropriate staff will be responsible to monitor the participant file to document the amount of supportive services paid and balance remaining to ensure that the maximum funding cap is not exceeded.

E. Needs Related Payments

Based on individual assessment and availability of funds, needs related payments may be awarded to eligible adult or dislocated worker participants. Needs related payments may be provided to participants based upon individual documented need to enable the participant to participate in training services and must be consistent with 20 CFR § 680.930-970.

Needs-related payments provide financial assistance to participants for the purpose of enabling them to participant in training, and are a supportive service authorized by WIOA § 134(d)(3). Unlike other supportive services, in order to qualify for needs-related payments, a participant must be enrolled in training.

A. Eligibility Requirements

Adults must:

1. Be unemployed.
2. Not qualify for, or have ceased qualifying for, unemployment compensation (UI); **AND**
3. Be enrolled in a program of training services under WIOA § 134(c)(3).

Dislocated Workers must:

1. Be unemployed, **AND** meet both of the following criteria:
    a. Have ceased to qualify for unemployment compensation (UI) or trade adjustment allowance under TAA; **AND**

b. Be enrolled in a program of training services under WIOA § 134(c)(3) by the end of the 13th week after the most recent layoff that resulted in a determination of the worker's eligibility as a dislocated worker, or, if later, by the end of the 8th week after the worker is informed that a short-term layoff will exceed 6 months;

OR

2. Be unemployed and did not qualify for unemployment compensation (UI) or trade readjustment assistance under TAA and be enrolled in a program of training services under WIOA § 134(c)(3).

Needs-related payments may be provided if the participant has been accepted in a training program that will begin within 30 calendar days. Extension of the 30-day period (to address appropriate circumstances) requires approval from the OWD.

B. Level of Needs Related Payments

- For adults, the weekly payment may not exceed the poverty level for an equivalent period.

- For dislocated workers, payments must not exceed the greater of either of the following levels:

1. For participants who were eligible for unemployment compensation as a result of the qualifying dislocation, the payment may not exceed the applicable weekly level of the unemployment compensation benefit:

OR

2. For participants who did not qualify for unemployment compensation as a result of the qualifying layoff, the weekly payment may not exceed the poverty level for an equivalent period.

The weekly payment level must also be adjusted to reflect any changes in total family income (20 CFR § 680.970).

10. **Coordination with Social Service Programs** – Provide a description of how the local board will coordinate with social service providers, including SNAP and TANF. The description should include the utilizations of both programs as a referral source.

The Department of Humans Services, (DHS) administers TANF and SNAP at the State level while services are delivered at the local level through the network of DFCS offices. DHS will incorporate employment and training aspects of the SNAP and TANF programs with the unified workforce system under WIOA through four primary mechanisms: integration across programs, a focus on youth, collaborative performance measures, and strengthened relationships with employers.

Integration Across Regional Programs

TANF and SNAP program goals align closely with WIOA's goals and outcomes as evidenced by varying levels of coordination that already exist across State regions. Moving forward, TANF and SNAP will work to co-locate staff at One-Stop Centers for enhanced service delivery and streamlined communication between WIOA partner programs. TANF staff will be increased strategically, starting in the metro areas, then moving where needed, to further provide integrated employment services to Georgia's citizens.

TANF and SNAP will also coordinate with other core partner agencies in providing support services to assist participants with completing their activities as well as coordinating common services to reduce duplication of services. This includes providing shared assessments, use of integrated case management systems, cross-training of program staff, and family-oriented policies. Currently, with subsidized employment and work experience, TANF and SNAP already provide work-based training strategies for adults and youth with barriers to employment. Staff will continue to promote this through integration with existing WIOA partner programs.

Similar to WIOA, TANF and SNAP identify employment barriers and promote the development and maintenance of community connections and resources that address basic skill deficiencies. These local collaborations already include WIOA partner programs, and TANF and SNAP will continue to expand this collaboration through a streamlined referral process for customers eligible for WIOA services.

Serving In-School/Out of School Youth and Those with the Most Significant Disabilities and Barriers

A focus on youth is a core principle of WIOA and continues to be a programmatic focus of DHS as well. TANF policy requires a work-eligible parent, who is less than 20 years of age and has neither a high school diploma nor a GED, to participate and achieve satisfactory attendance in one of the following activities: secondary school or its equivalent, and/or participate in education directly related to employment. Participation in these activities supersedes any requirement to participate in other work activities, though obtaining employment is always encouraged. In addition, one of the four key purposes of TANF is to engage youth in order to prevent and reduce the incidence of teen and out-of-wedlock pregnancies. As such, TANF will refer out-of-school youth to WIOA for services via a streamlined referral process.

SNAP provides services to adults ranging from ages 18-24 years. However, the program is also available to those up to age 49. The services are focused on training and assisting the SNAP recipient with achieving life-long, self-sufficiency. To achieve this, SNAP activities focus on barrier reduction, education, and job search/workplace skills training.

DHS programs will also integrate with WIOA and the workforce system through a focus on participants with significant disabilities. TANF has a large population of customers who claim a disability. This population is not exempt from work requirements and these customers will receive a VR assessment through WIOA as they are expected to find a work activity in which they can perform successfully.

Strong, Collaborative Performance Measurements

In support of the unified workforce system, one of DHS's primary goals is to provide necessary assistance on a temporary basis to needy families with children, to assist parents with job preparation, and to provide work opportunities and support services. As such, performance measurements include: measuring increases in family income, the number of families that achieve employment, decreases in the out-of-wedlock pregnancy rate (particularly teens), and decreasing TANF recidivism rates.

To support the achievement of these performance measures a TANF Family Service Plan (TFSP) is developed for each recipient who has a work requirement. The TFSP specifies the recipient's personal responsibilities, employment goal, and the steps necessary for the achievement of the goal. Participants with a work requirement are assessed for potential barriers to employment. SNAP has a tool called a Personal Work Plan, which is similar to, and performs the same function as theTFSP.

DHS will work with core partner agencies to help integrate performance measures across programs. This will involve tracking those participants who have obtained a post-secondary credential, secondary school diploma, or GED during participation or within one year after program exit and tracking the effectiveness in serving employers. Additionally, the federal performance indicator for TANF is the work participation rate and each state is required to have a participation rate of 50% for single parent households, and 90% for two-parent households. These outcome measures will help Georgia gain a holistic picture of its workforce system.

Strengthened Relationships with Employers

Job-driven and employer-focused outcomes remain core tenants of the WIOA program and Georgia's workforce system. TANF and SNAP will leverage current program components to support the Region's goal of increasing employer relationships and increasing positive outcomes. For example, all TANF participants are eligible to receive support services, but those who become employed and exceed income limits for TANF services remain eligible to participate in the Work WSP. The WSP provides support services that allows participants to transition to employment while still providing a safety net for up to a year. Within this program, TANF will provide employment services but will rely on WIOA services to direct the customers to the area of need in the local employment sector, match employment and education activities with career pathway models, and to increase the participant's qualifications. All SNAP Works participants also receive support services. SNAP support services are issued to the vendor or directly to the participant in support of their participation in an allowable activity.

In addition, TANF and SNAP will utilize WIOA services to engage employers and ensure that participants can access emerging job opportunities. This will connect the employment and training services to the needs of local employers, and increase work activities that focus on career pathways for participants. Finally, when creating support plans with participants, TANF and SNAP will utilize information gleaned from OWD about the local employment needs and career pathways available.

Coordination with Core Partners:

1. **Description of the Workforce System** – Provide a description of the workforce development system in the local area that identifies all relevant programs and how the local board will work with the entities to carry out both core and other workforce development programs to deliver well aligned services in support of the strategies identified in the state plan. This should include programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.).

The Southwest Georgia Workforce Development Board One-Stop Delivery System includes all the required WIOA core program partners (WIOA Adult, Dislocated and Youth, Wagner-Peyser, Adult Education and Literacy and Vocational Rehabilitation). Partners co-located and contribute to infrastructure cost based on Memorandum of Understanding and Resource Sharing Agreements that are currently in place.

The Southwest Georgia Workforce Development Board will work collaboratively with the core partner's programs, Adult, Dislocated Worker and Youth, Adult Basic Education, Vocational Rehabilitation, and Wagner-Peyser – to effectively serve job seeker and employers, and leverage resources to meet successful outcomes. The alignment of core programs will include: collaborating to learn about each core partner's programs, processes, and goals; establishing career pathways aligned to high growth industries, and developing an outreach and awareness campaign to educate career seekers regarding career options; developing strategies for a common intake and dual enrollment process to include common assessment and streamlining access to necessary training; coordinating and combining career guidance, education and training, and support services through community resources; and preparing individuals for careers that are in demand.

The Southwest Georgia Workforce Development Board will revisit and/or create Memorandum of Understanding (MOUs) with core partner agencies that will detail specific referral and assessment processes, strategies to leverage resources and avoid duplication. Additionally, opportunities for co-enrollment in GED preparation courses and occupational skills training. The Southwest Georgia Workforce Development Board has piloted co-enrollment with Albany Technical College and will continue to expand this concept. As processes are evaluated and re-engineered, the Southwest Georgia Workforce Development Board will work with the MOUs to ensure support for specific WIOA activities with Wagner Peyser, Adult Education and Family Literacy Services, and Vocational Rehabilitation to increase coordination. The re-engineering process will address confidentiality issues, identify resource sharing opportunities, and avoid duplication of services. Each partner will be actively involved in the planning and sharing of resources to enable dual enrollment to assist customers to upgrade skills and/or achieve the high school or GED credentials.

In our holistic approach, the Southwest Georgia Workforce Development Board will require the One Stop Operator to coordinate and provide training opportunities to One Stop Center staff on understanding WIOA core programs and how they operate. Quarterly presentations and updates will be required by partners. Other learning opportunities will be arranged to foster relationships that support co-enrollment and leveraging of

services through referrals. Fostering these relationships will lead to improved services to customers who are connected to partners with specific expertise needed for greater successful outcomes.

The Southwest Georgia Workforce Development Board will seek and work with other community organizations in the Region to better understand and coordinate resources that support readiness and training activities.

The Southwest Georgia Workforce Development Board intends to continuously improve the development of a one-stop delivery system that is (Employer) demand-driven – services are provided to connect talent to the business by referral or by providing training options where necessary to prepare those individuals skills building or skills upgrades to enter a targeted industry.

The Southwest Georgia Workforce Development Board intends to develop a One-Stop Delivery System that is coordinated – services are coordinated with core and community partners to develop holistic, effective and relevant solutions that meet high expectations.

The Southwest Georgia Workforce Development Board intends to develop a One-Stop Delivery System that is custom – services are customized to needs of the business or individual customer that meets high expectations.

Alignment with the Carl Perkins Act funds are used within Georgia to fund vocational – technical education. The Perkins Act defines vocational-technical education as organized educational programs offering sequences of courses directly related to preparing individuals for paid or unpaid employment in current or emerging occupations that don't require a baccalaureate or advanced degree. Programs include competency-based applied learning which contributes to an individual's academic knowledge, higher – order reasoning, problem solving skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. Carl Perkins Act Funds are allotted between the Georgia Department of Education (GaDOE), as the secondary-level recipient, and TCSG, as the post-secondary recipient. GaDOE, in accordance with the Perkins Act, will distribute funds on an annual basis to eligible recipients according to several allocation factors. The majority of the funds are distributed based on two main factors:

Local population of school-age children relative to state population of school-age children; and percentage of local system enrollees whose families qualify for free/reduced school lunch.

An additional portion of the funds may be withheld from allocation under the above formula and may be allocated based on a combination of factors that include, but are not limited to, the following:

- Rural or urban designations;
- Local percentage of Career, Technical and Agricultural Education (CTAE) enrollees, and
- Local number of CTAE enrollees

Carl Perkins Act secondary funds may only be used for students in grades 7 – 12 and only for new programs or

improvement of existing programs. Carl Perkins Act also encourages state and local recipients to ensure that students are engaged in programs related to high-skill, high-wage, or high-demand occupations.

TCSG, in accordance with Section 132(a) of the Perkins Act, distributes postsecondary Perkins funds to eligible institutions within the state by a formula which allocates funding proportionately to the college's percent of the statewide total of Pell grant recipients. No grant provided to any institution under this section shall be for an amount less than $50,000. Any amount which is not allocated pursuant to Section 132(c) (2) shall be redistributed to eligible institutions in accordance with provisions of this section.

From amounts made available under subsection 112(a)(1), TCSG will allocate up to a 10% reserve to each eligible recipient as allowed under Section 112(c)(1) of the legislation. The reserve will be allocated using the percentage of rural areas in the State. Rural areas will be determined by the percent rural population for the college's service area according to 2000 census data.

2. **Coordination with Wagner-Peyser** – Provide a description of plans and strategies for, and assurances concerning, maximizing coordination of services provided by the state employment service under the Wagner-Peyser Act (29 U.S.C. 49 et seq.) and services provided in the local area through the one-stop delivery system, to improve service delivery and avoid duplication of services.

According to the U.S. Department of Labor, the Wagner-Peyser Act, established in 1933 and amended in 1998, is a nationwide system of public employment offices that are part of the One-Stop Delivery System. "The Employment Service focuses on providing a variety of employment-related labor exchange services including but not limited to job search assistance, job referral, and placement assistance for job seekers; re-employment services to unemployment insurance claimants; and recruitment services to employers with job openings."

Under the current system, Wagner-Peyser (WP) services are offered at the Georgia Department of Labor (GDOL) offices in Albany, Bainbridge, Cairo, Moultrie and Thomasville.

The coordination of service delivery is a primary principle of WIOA, which brings together the core programs of federal investment in skill development. GDOL embraces WIOA's primary goal of service delivery integration to provide a more seamless experience for participants in federal skills development and employment services programs, as indicated below:

- Providing information to GDOL customers on community resources, labor market information, GED, occupational training, OJT and supportive services that make training possible to enhance an individual's ability to return to work;

  As the "front door" to the workforce system, staff from the Career Centers throughout

the Region identify customers' needs, assist them with UI, employment and reemployment assistance, trade services, automated resources, workshops and referrals to more intensive services such as training, which are provided by WIOA through LWDBs, and other partners.

WAGNER-PEYSER ASSURANCES

The State of Georgia hereby certifies the following: Common Assurances:

1. The Wagner-Peyser Employment Service is co-located with One-Stop Centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time. (sec 121 (e)(3).
2. The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW One-Stop Centers;
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; and
4. State agency merit-based public employees provide Wagner-Peyser Act – funded labor exchange activities in accordance with Department of Labor regulations.

3. Coordination with Adult Education

All Adult Education participants are referred to the Technical College System of Georgia (TCSG) facility in their local area. The TCSG provides to Adult-Education participants opportunities for: learning basic literacy skills, placement and retention in employment and workplace programs, obtaining a High School Equivalency (HSE), enrolling in post-secondary education programs, English Learning Acquisition (ELA), and civics instruction. The referral process to the TCSG is especially helpful in the rural areas (Long, Effingham, Screven) of the Region. So that these areas are provided with Adult Education Programs, eligible participants are referred to the local technical college system for adult education first; if there is a gap in services, the SWGA WDB may step in to assist individuals. The Technical College System of Georgia (TCSG) oversees the state's technical colleges, adult literacy programs, and a host of economic and workforce development programs.

The Technical College System of Georgia is organized around specific functional units directly serving the public. These units are supported by the system's administrative staff.

Technical Education

TCSG's educational and training programs are available across Georgia through our 22 Technical Colleges and 85 campus locations. TCSG offers over 600 individual majors to choose from. These majors range from one semester Certificates to Diplomas and Associate Degrees that can take over two years to complete. In 2018, TCSG

enrolled just over 137,208 students and had almost 33,904 graduates.

Adult Education

Adult Education provides basic literacy and GED training through a variety of training providers and at over 200 locations throughout the state. Improvement in collaboration with WIOA and the One-Stop System should increase access to GED services.

The Southwest Georgia Workforce Development Board will continue to work closely with the adult education providers in the Region to coordinate services and where appropriate, co-enroll participants into partner programs to increase the range of the customer's experience.

4. **Coordination with Vocational Rehabilitation** – Provide a description of the cooperative agreement between the local Georgia Vocational Rehabilitation office and the local board which describes efforts made to enhance the provision of services to individuals with disabilities and to other individuals, cross-train staff, provide technical assistance, share information, cooperate in communicating with employers and other efforts at cooperation, collaboration and coordination.

Education, employment, and training services provided by Vocational and Rehabilitation Services include a variety of individual services to persons with disabilities in preparation for employment in the competitive labor market and to employers seeking to retain valuable employees with disabilities or hire qualified individuals.

Services provided to jobseekers include: counseling, assistive technology, job placement, vocational assessment, medical evaluations, work adjustments, and physical restoration services. Services focused on employer activities include: candidate identification, jobsite coaching, helping an employer identify the right solutions/accommodations for employees to be effective on the job through onsite job assessments, and providing technical support and training on those accommodations to ensure long-term success.

Vocational Rehabilitation (VR) services are provided by a skilled regional rehabilitation team with representatives from the appropriate disciplines and externally from community resources as needed. The Southwest Georgia Workforce Development Board supports the VR Program belief that cooperation and collaboration is necessary to maximize resources and address all aspects impacting individuals with disabilities in gaining or maintaining employment in Southwest Georgia. The VR Program is strongly allied with partners of the regional workforce development system and maintains many other Resource Sharing, Memorandum of Understanding, and other cooperative agreements and working partnerships with entities outside the core workforce development system.

To ensure participants, employers and businesses are engaged, GVRA will continue to focus on delivering activities already occurring within the regional workforce system as well as expand current efforts in a more

organized and integrated manner to better serve individuals with disabilities.

Performance, ETPL and Use of Technology:

1. **Description of Performance Measures** –Provide a description of the local levels of performance negotiated with the Governor and chief elected official pursuant to WIOA § 116(c), to be used to measure the performance of the local area and to be used by the local board for measuring the performance of the local fiscal agent (where appropriate), eligible providers under subtitle B and the one-stop delivery system, in the local area.

Performance accountability measures apply across the core programs and assess the effectiveness of States and local areas in achieving positive outcomes for individuals served by those programs. WIOA mandates six performance measures for its core programs. Performance measures are calculated using the following methodology:

Employment Rate Quarter 2 - Measures the percentage of participants who are in unsubsidized employment during the second quarter after exit from the program. For youth, the measure also includes the percentage of who was in education or training activities during the second quarter after exit.

Employment Rate Quarter 4 - Measures the percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program. For youth, the measure also includes the percentage of who was in education or training activities during the fourth quarter after exit.

Median Earnings Quarter 2 - Measures the median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.

Credential Attainment Rate - Measures the percentage of participants who obtained a recognized post-secondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year of exit from the program.

In-Program Measurable Skill Gains - Measures the percentage of participants who, during a program year, are in an education or training program that leads to a recognized post- secondary credential or employment and who are achieving measurable skill gains, which are defined as documented academic, technical, occupational, or other forms of progress toward such a credential or employment.

Effectiveness in Serving Employers - USDOL has not yet determined a definition for this measure.

One way the State ensures effectiveness of local areas is through yearly performance negotiations. During performance negotiations the OWD data and information team studies each LWDA's previous year's performance. The data and information team also consults with the programs team to identify considerations that could affect performance in a positive or negative manner. These considerations could include, but are not limited to, the following: the receipt of additional grant funding, commitment to serve "hard-to-serve" populations, an increased number of layoffs in the area, etc. Using this information, the data and information team prepares customized reports for each LWDA. Every year LWDAs are encouraged to show continual improvement, which is reflected in the goals that OWD negotiates. Should LWDAs feel that their final negotiated rates are unattainable, OWD programs staff offer technical assistance with program design and exit strategy.

The State's data and information team also monitors performance year-round, and LWDAs are given an opportunity to renegotiate their performance levels if they are under-performing based on special and /or unforeseen considerations. OWD staff will also take a proactive stance, making every effort to intervene early if quarterly performance data suggest that an LWDA is struggling with a measure. This type of support ensures that program design changes can be made in time to rectify issues and ensure final performance measures are met.

OWD utilizes the WorkSource Portal (formerly known as the Georgia Work Ready Online Participant Portal (GWROPP)) to store participant information and to enroll WIOA participants. The system collects information which can be utilized by LWDA case managers and management to provide systems reports on LWDA performance. LWDAs can produce reports on hard-to-serve populations as well as pre-determine performance measure achievement. This self-assessment by LWDAs is encouraged and the WorkSource Portal (formerly known as the GWROPP) is used extensively by OWD for performance monitoring.

WIOA performance percentages were negotiated with TCSG-OWD. Negotiated levels for 2018 and 2019 are included as Attachment 2

Southwest Georgia WIOA PY 18

Performance Report

WorkSource Southwest Georgia PY18 WIOA Performance

Local Area WorkSource Southwest Georgia (Area 17)													
Performance Measure		PY18-Q1		PY18-Q2		PY18-Q3		PY18-Q4		PY 18		Negotiated Level	Overall % of Goal-Local PY18 Performance
	Performance Group	Num/Den	Rate	Num/Den	Rate	Num/Den	Rate	Num/Den	Rate	Num/Den	Rate		
Employment Rate - 2nd Quarter after Exit	Adults	23/24	95.8%	21/23	91.3%	60/62	96.8%	81/93	87.1%	185/202	91.6%	**83.0%**	**110.3%**
	Dislocated Workers	5/5	100.0%	5/7	71.4%	7/7	100.0%	11/14	78.6%	28/33	84.8%	**81.0%**	**104.8%**
Employment Rate - 4th Quarter after Exit	Adults	--	--	0/1	0.0%	22/24	91.7%	20/23	87.0%	42/48	87.5%	**82.0%**	**106.7%**
	Dislocated Workers	1/1	100.0%	2/2	100.0%	5/5	100.0%	5/7	71.4%	13/15	86.7%	**84.0%**	**103.2%**
Median Earnings (Q2)	Adults	23	$9,447	21	$4,419	60	$6,725	81	$9,249	185	$7,734	**$6,500**	**119.0%**
	Dislocated Workers	5	$6,177	5	$3,893	7	$11,117	11	$6,580	28	$6,379	**$6,250**	**102.1%**
Credential Attainment	Adults	--	--	0/1	0.0%	16/23	69.6%	11/13	84.6%	27/37	73.0%	**71.0%**	**102.8%**
	Dislocated Workers	1/1	100.0%	1/1	100.0%	4/5	80.0%	3/4	75.0%	9/11	81.8%	**66.0%**	**124.0%**
Edu./Employment Rate - 2nd Quarter after Exit	Youth	21/25	84.0%	23/23	100.0%	--	--	43/48	89.6%	87/96	90.6%	**61.0%**	**148.6%**
Edu./Employment Rate 4th - Quarter after Exit	Youth	3/4	75.0%	15/19	78.9%	21/25	84.0%	19/23	82.6%	58/71	81.7%	**62.0%**	**131.8%**
Credential Attainment	Youth	2/3	66.7%	10/18	55.6%	24/25	96.0%	17/17	100.0%	53/63	84.1%	**78.0%**	**107.9%**

Looking at the above performance data, WorkSource Southwest Georgia is meeting all required Performance Measures. Measurable Skills Gain will continued to be monitored and tracked for reporting.

Georgia Vocational Rehabilitation Agency (GVRA)

The Vocational Rehabilitation (VR) program is assessed primarily on its ability to meet or exceed the performance levels negotiated with the Rehabilitation Services Administration (RSA) for each fiscal year. For the PY2020 - PY2021 years, Vocational Rehabilitation is, for the majority, establishing baselines for the WIOA performance indicators as seen below.

Vocational Rehabilitation Program

	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiate Level
Employment Rate (2nd Quarter after Exit)	Baseline	Baseline	Baseline	Baseline
Employment Rate (4th Quarter after Exit)	Baseline	Baseline	Baseline	Baseline
Median Earnings (2nd Quarter after Exit)	Baseline	Baseline	Baseline	Baseline
Credential Attainment Rate	Baseline	Baseline	Baseline	Baseline
Measurable Skill Gains	20%	**25.8%**	20%	**28.5%**

Adult Education

The Adult Education program is assessed primarily on its ability to meet or exceed the federal benchmarks negotiated with the Office of Career, Technical, and Adult Education before the start of each fiscal year. Each of the measures has a target percentage that is based upon prior program performance and a comparison of the state with national averages. The data for the PY2018 Statewide Performance Report is included below.

Statewide Performance Report - WIOA Title II Adult Education Program PY 2018

PROGRAM		TITLE (select one):			
STATE: GEORGIA	Title I Local Area:	Title I Adult	☐	Title II Adult Education	☒
REPORTING PERIOD COVERED (Required for current and three preceding years.)		Title I Dislocated Worker	☐	Title III Wagner-Peyser	☐
From (07/01/2018):	To (06/30/2019):	Title I Youth	☐	Title IV Vocational Rehabilitation	☐
		Title I and Title III combined	☐		

SUMMARY INFORMATION

Service	Participants Served (Cohort Period: 07/01/2018 - 06/30/2019)	Participants Exited (Cohort Period: 04/01/2018 - 03/31/2019)	Funds Expended (Cohort Period: 07/01/2018 - 06/30/2019)	Cost Per Participant Served (Cohort Period: 07/01/2018 - 06/30/2019)
Career Services	38,924	31,866	$4,498,021.50	$115.55
Training Services	0	0	$0.00	$0.00

Percent training-related employment[1]:	Percent enrolled in more than one core program:	Percent Admin Expended:
	5.74%	

BY PARTICIPANT CHARACTERISTICS

		Total Participants Served (Cohort Period: 07/01/2018 - 06/30/2019)	Total Participants Exited (Cohort Period: 04/01/2018 - 03/31/2019)		Employment Rate (Q2)[2] (Cohort Period: 07/01/2017 - 06/30/2018)		Employment Rate (Q4)[2] (Cohort Period: 07/01/2017 - 12/31/2017)		Median Earnings (Cohort Period: 07/01/2017 - 06/30/2018)	Credential Rate[3] (Cohort Period: 07/01/2017 - 12/31/2017)		Measurable Skill Gains[3] (Cohort Period: 07/01/2018 - 06/30/2019)	
					Num	Rate	Num	Rate	Earnings	Num	Rate	Num	Rate
Total Statewide		38,924	31,866	Target								23,552	56.00%
				Actual	12,396	40.88%	12,609	40.70%	$3,756.21	1,746	43.38%	20,789	53.40%
Sex	Female	22,607	18,045		7,325	39.83%	7,404	39.35%	$3,454.04	954	44.16%	12,123	53.62%
	Male	16,317	13,821		5,071	42.51%	5,205	42.80%	$4,361.05	792	42.48%	8,666	53.11%
Age	< 16	N/A	N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	16-18	6,628	5,587		1,642	39.69%	1,055	38.74%	$1,785.09	544	42.20%	4,024	60.71%
	19-24	8,185	7,250		3,572	47.08%	4,101	46.32%	$2,946.87	665	45.23%	4,079	49.83%
	25-44	16,865	13,937		5,404	40.92%	5,600	40.92%	$4,742.23	454	42.62%	8,600	50.99%
	45-54	4,261	3,070		1,219	38.05%	1,246	37.68%	$5,657.71	62	42.46%	2,380	55.85%
	55-59	1,299	882		340	35.94%	368	34.58%	$5,901.07	12	41.37%	728	56.04%
	60 +	1,686	1,140		219	17.67%	239	17.78%	$4,000.00	9	36.00%	978	58.00%
Ethnicity/Race	American Indian or Alaskan Native	352	272		66	33.50%	59	32.96%	$3,257.04	9	42.85%	169	48.01%
	Asian	3,559	2,816		639	22.00%	700	21.98%	$5,577.80	40	42.10%	2,185	61.39%
	Black or African American	14,853	12,347		5,745	50.00%	5,858	50.26%	$3,497.98	500	41.45%	7,234	48.70%
	Hispanic or Latino	8,614	6,631		2,061	30.69%	1,955	29.42%	$5,549.69	151	38.61%	4,658	54.07%
	Native Hawaiian or Other Pacific Islander	70	65		31	44.28%	23	38.33%	$4,558.03	4	33.33%	39	55.71%
	White	10,497	8,918		3,518	42.97%	3,708	43.29%	$3,186.52	967	45.22%	6,006	57.21%
	Two or More Races	979	817		336	44.50%	306	44.60%	$2,651.26	75	46.58%	498	50.86%

BY EMPLOYMENT BARRIER[4]													
PY 2018 Statewide Performance Report continued for Georgia													
	Total Participants Served (Cohort Period: 07/01/2018 - 06/30/2019)	Total Participants Exited (Cohort Period: 04/01/2018 - 03/31/2019)		Employment Rate (Q2)[2] (Cohort Period: 07/01/2017 - 06/30/2018)		Employment Rate (Q4)[2] (Cohort Period: 07/01/2017 - 12/31/2017)		Median Earnings (Cohort Period: 07/01/2017 - 06/30/2018)	Credential Rate[3] (Cohort Period: 07/01/2017 - 12/31/2017)		Measurable Skill Gains[3] (Cohort Period: 07/01/2018 - 06/30/2019)	
				Num	Rate	Num	Rate	Earnings	Num	Rate	Num	Rate
Total Statewide	38,924	31,866	Target								23,552	56.00%
			Actual	12,396	40.88%	12,609	40.70%	$3,756.21	1,746	43.38%	20,789	53.40%
Displaced Homemakers	777	658		170	40.09%	237	36.91%	$2,668.02	31	49.20%	375	48.26%
English Language Learners, Low Levels of Literacy, Cultural Barriers	38,924	31,866		12,396	40.88%	12,609	40.70%	$3,756.21	1,746	43.38%	20,789	53.40%
Exhausting TANF within 2 years (Part A Title IV of the Social Security Act)	130	104		28	33.33%	42	34.14%	$2,864.63	~	~	71	54.61%
Ex-offenders	1,645	891		248	38.33%	415	39.67%	$3,240.36	58	31.86%	762	46.32%
Homeless Individuals / runaway youth	437	387		87	43.93%	96	36.09%	$2,397.60	16	43.24%	208	47.59%
Long-term Unemployed (27 or more consecutive weeks)	4,550	2,611		749	36.20%	1,531	36.44%	$2,596.18	225	37.62%	2,353	51.71%
Low-Income Individuals	11,058	8,716		2,475	43.29%	3,734	43.13%	$2,963.85	459	44.82%	5,524	49.95%
Migrant and Seasonal Farmworkers	152	136		35	42.68%	59	52.21%	$3,087.00	5	25.00%	82	53.94%
Individuals with Disabilities (incl. youth)	2,382	2,699		620	31.99%	864	33.61%	$2,544.87	92	35.65%	1,297	54.45%
Single Parents (Incl. single pregnant women)	5,256	4,472		1,777	53.29%	2,550	52.36%	$3,186.39	225	43.18%	2,309	43.93%
Youth in foster care or aged out of system	346	306		72	40.09%	100	36.91%	$1,882.94	26	46.42%	187	54.04%

[1]Applies to Title I only.
[2]This indicator also includes those who entered into a training or education program for the Youth program.
[3]Credential Rate and Measurable Skill Gains do not apply to the Wagner-Peyser program.
[4]Barriers to Employment are determined at the point of entry into the program.
~ Data were suppressed to protect the confidentiality of individual participant data.

Public Burden Statement (1205-0526)
Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Respondent's reply to these reporting requirements is mandatory (Workforce Innovation and Opportunity Act, Section 116). Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate to the Office of Policy Development and Research • U.S. Department of Labor • Room N-5641 • 200 Constitution Ave., NW, • Washington, DC • 20210. Do NOT send the completed application to this address.

2. **One-Stop System Performance and Assessment** – Provide a listing of locally/regionally developed one-stop performance standards and describe the criteria used to develop the performance standards. Describe how the one-stop system and regional service delivery is assessed by the local board.

The One-Stop Centers are monitored annually by WDB staff to evaluate the level of compliance with the criteria. Evaluations are based on interviews with One-Stop Managers and extensive data provided about services to customers. Recertification of the One-Stops occurs on a biennial schedule, based on the monitoring reviews. All monitoring results and recertification recommendations are reported to the WDB/ Commissioner Chief Local Elected Official (CCEO) for approval. All centers have been certified based upon state/federal guidelines.

Each partner agency is responsible for ensuring that its legislated programs, services, and activities are provided in accordance with its goals, objectives, and performance measures. Each partner agrees to work to support the achievement of the One-Stop Center/System performance measures, goals, and objectives which include applicable WIOA measures and those additional measures established by the WDB, consortium and/or the local one- stop center's management team.

The One-Stop Operator, WDB/CCEO and/or their designated staff, and officials from the State/Federal entities have the right to monitor the One-Stop System and One-Stop Center activities to ensure that performance goals are being met; that appropriate procedures, controls, and records are maintained; and that terms and conditions of all Memorandum(s) of Understanding (MOU) and Agreement(s) are being fulfilled.

3. **ETPL System** – Describe the regional Eligible Training Provider System, including the elements listed below.

a. Provide a description of the public notification to prospective providers.

Training providers who are not already listed on the State of Georgia approved Eligible Training Provider List and are not currently debarred, or who are on the State approved Eligible Training Provider List but wish to submit new and/or additional programs, may submit their programs for approval to the Board at any time for consideration. Periodically, potential training providers may be notified about the application process through solicitations, television, and website and area wide newspaper announcements.

b. Provide a description of how the board(s) evaluates providers and proposed training programs for initial eligibility, based on (at a minimum) criteria of proven effectiveness, local employer/industry demand, accreditation and customer accessibility.

A complete WorkSource Southwest Georgia – Georgia Eligible Training Provider (ETP) Application package including the evaluation criteria used is provided to the potential provider or the existing provider proposing a new program. The application package includes a list of requirements such as provision of

documentation for accreditation/authorization, provision of a FEIN, evidence of local employer/industry demand as well as the evaluation criteria utilized including, but not limited to, appropriateness/outcomes, proven effectiveness (i.e., past performance), and capability of the training organization (including customer accessibility). Board staff will complete a Pre-Award Checklist (which includes an ADA Compliance site visit) prior to recommendation for inclusion on the Eligible Training Provider List (ETPL).

The Executive/Finance Committee may approve, not approve, or conditionally approve, or delay approval the decision and request additional information. The Executive/Finance Committee decision will be taken to the Board for final approval or disapproval. The Board in turn will make a recommendation to TCSG - OWD for statewide review and approval. TCSG – OWD will notify the Board regarding eligibility and publish the state approved listing of eligible WIOA providers electronically.

New providers will be limited and existing providers proposing new programs may be limited to a specified enrollment of participants until performance can be reviewed. When a new provider has reached the specified participant enrollment limit, the Board staff will conduct a review of the provider's success in achieving local Board performance measures. The performance data will then be brought back before the Board to determine the program's further inclusion/slot limit. No additional participants will be referred to a new provider until the review is completed. All applicants will be notified in writing of the decision of the committee, in accordance with established Board appeals procedure.

c. Provide a description of the formal appeals process for aggrieved ITA customers and providers of unapproved training programs.

The ITA customers or training providers (or prospective ITA customers or training providers) may obtain the Southwest Georgia Workforce Development Board Grievance Procedures, which offer informal and formal resolution process regarding any issues or complaints they may have.

d. Provide a description of the ongoing process used to update the data on the eligible providers list (exclusive of the state-conducted continued eligibility process).

Provider information including program cost as well as performance data will be monitored continually by Board staff. Providers are also asked to provide updated program information (formally in writing) as needed. It is the LWDB's responsibility for making ETP removal determinations for programs originally approved by the LWDB for inclusion on the ETPL under the following conditions: supplying inaccurate information, substantial violation (state defined), failure to meet performance standards and other specified removal items.

The Local Workforce Development Board (LWDB) will be responsible for local provider policies and processes. **WDB limits new providers to ten referrals until satisfactory performance outcomes are obtained.**

Training assistance provides reimbursement only for tuition and other approved individual training costs such as books, supplies and entrance fees.

The application does not include On-the-Job Training, Customized Training, and training for special target populations, standalone job readiness, life skills training and youth services.

The solicitation seeks application for funding in a variety of skills training areas. A list of Demand Occupations in the Southwest Georgia Area is attached (Attachment A). As the list includes a variety of occupations requiring various skills levels each customer will be provided with wage rates of specific occupations. Training in areas not listed may be considered, if the institution can demonstrate an employer need for trainees (e.g. employer references, etc.)

Training programs included in the application must exist at the time of application and be approved by the NPEC; the program(s) must be currently available to the general public and not solely dedicated/availed to WIOA customers.

1. To be considered for review, each program must have at least five (5) students who have completed a program of study and obtained training related employment, with documentation available on their employment status. Newly formed programs should wait to apply until this has occurred. New programs without documented completion and employment records will not be reviewed.
2. Description of how 'program of study' performance data will be tracked and recorded necessary for recertification

3. Respond to all questions. If the question does not apply indicate "not applicable". When referring to a catalog or brochure, indicate, "See attached catalog".
4. The name of the training institution is the legal name of the entity.

5. All applications must include the current federal tax identification number

6. The contact person is the individual who may answer questions concerning the application.

7. Program descriptions should be completed for <u>each</u> program or course of study. If a provider catalog contains the information requested, please attach.

8. If the application is submitted via e-mail, it will be necessary to mail a provider certification as well as a catalog of courses of study, or reference website, if available online.

New Training Providers/Programs:

All providers that were not previously approved as an eligible training provider under WIA (except Registered Apprenticeship programs) must submit required information to be considered for initial eligibility under WIOA. Under WIOA, providers may receive initial eligibility for only one year for a provider specific program.

Apprenticeship Programs registered under the National Apprenticeship Act (NAA) are exempt from initial eligibility procedures. Registered apprenticeship programs must be included and maintained on the list of eligible providers of training services as along as the corresponding program remains registered. See Section on Registered Apprenticeship Programs)

For providers seeking initial eligibility, verifiable program specific performance information must be provided. Applicants must provide the following:

1. A detailed description of each training program to be considered
2. Performance information for each training program will include (See Required Performance Information below)
   a. Median earnings
   b. Average wage at placement
   c. Attainment of Post-Secondary Credential
   d. Completion rate
   e. Employment rate
   f. Training Related Employment Rate
3. Describe in detail provider partnerships with business
4. Describe the recognized post-secondary credential attained after training completion
5. Describe how the training program(s) aligns with in demand industries and occupations
6. A provider must also comply with the following to be considered for inclusion on the ETPL:
   a. In business for at least 6 months prior to the initial application and have a current business license or proof of active compliance with the Secretary of State Corporations Division.
   b. Training must be available to the general public, have published catalog price structures and each program must have completed and placed in training related employment at least 5 students per program.
   c. Current of all federal and state taxes (Must supply certification from accounting/tax firm of current tax standing regarding federal and state taxes, including Unemployment Insurance taxes).
   d. In statutory compliance with the laws of the state related to the operation as a training of education institution. Proprietary colleges or schools operating in Georgia are required by the Nonpublic Post-Secondary Educational Institution Act of 1990 to have a certificate of authorization from the NPEC before beginning operation of advertising in the state.
   e. Provide documentation of current accreditation/authorization.

f. In good standing with the Better Business Bureau with no outstanding complaints.
g. Not be found in fault in criminal, civil or administrative proceeding related to its performance as a training or educational institution. Must disclose any pending criminal, civil or administrative proceeding as either a defendant or a respondent.
h. Disclose any and all conflicts of interest with state or local LWDB staff or Board members, including but not limited to family ties (spouse, child, parent), fiduciary roles, employment or ownerships interests in common.
i. Include a current federal tax identification number.

STUDENTS PAST PERFORMANCE INFORMATION – past 12 months period	**Minimum Standard**	**Definition**
Must pass two of six Measures		
Median Earnings	**$11.50**	**The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program**
Average Wage at Placement	**$10.70**	**Average wage at placement of completers obtaining employment during the above period**
Attainment of Post-Secondary Credential	**60%**	**The percentage of program participants who obtain a recognized post-secondary credential or a secondary school diploma or its recognized equivalent during participation in or within 1 year after exit from the program**
Completion Rate	**70%**	**Program completion rate for student completing all coursework and exams**
Employment Rate	**70%**	**Employment rate for all students completing the program coursework**
Training-Related Employment Rate	**70%**	**Percent of completers exiting the program who have obtained training-related employment**

Currently Approved Eligible Training Providers (ETPs) Proposing New Training Programs:

For approved training providers proposing new training programs, the following procedures should be followed in order to qualify for one year of initial eligibility. Approved Training Providers seeking initial eligibility for a new program shall provide the LWDB with a narrative as part of their application which must include the following verifiable program specific performance information:

1. Provide information on a substantially similar training program (in the same industry) indicating whether that program satisfied the following indicators of performance:

a. Unsubsidized employment during the second quarter after exit,
b. Unsubsidized employment during the fourth quarter after exit,
c. Median earnings,
d. Credential attainment,
e. Average wage at placement, and
f. Training related employment rate;

2. A descriptive narrative with information on the proposed training program's ability to satisfy the following indicators of performance:
   a. Unsubsidized employment during the second quarter after exit,
   b. Unsubsidized employment during the fourth quarter after exit,
   c. Median earnings,
   d. Credential attainment,
   e. Average wage at placement, and
   f. Training related employment rate;
3. Information concerning whether the provider is in a partnership with business. This could include information about the quality and quantity of employer partnerships:
4. Information that addresses alignment of the training services with in-demand industry sectors and occupations, to the extent possible.
5. LWDAs must re-verify that the Approved Training Provider's proposed new program complies with the following to be considered for one-year inclusion on the State ETPL
   a. Approved Training Provider must have been in business for at least six months prior to the initial application and must have a current business license or proof of active compliance with the Secretary of State Corporations Division;
   b. Training programs must be available to the general public and have published catalog price structures;
   c. Training facilities must comply with ADA requirements for accessibility and reasonable accommodation;
   d. Approved Training Provider must be current on all federal and State taxes (must supply certification from accounting/tax firm of current tax standing regarding federal and State taxes, including Unemployment Insurance taxes);
   e. Approved Training Provider must be in statutory compliance with the laws of the State related to operation as a training education institution. Proprietary colleges or schools operating in Georgia are required by the Nonpublic Post-Secondary Educational Institution Act of 1990 to have a certificate of authorization from the NPEC before beginning operation or advertising in the state;
   f. Approved Training Provider must provide documentation of current accreditation/authorization;
   g. Approved Training Provider must not have been found at fault in criminal, civil,

or administrative proceeding related to its performance as a training or educational institution and must disclose any pending criminal, civil, or administrative proceeding as either a defendant or a respondent;

h. Approved Training Provider must disclose any and all conflicts of interest with State or LWDB staff or board members including, but not limited to, family ties (spouse, child, and parent), fiduciary roles, and employment or ownership interests in common; and,

i. All applications must include a current federal tax identification number.

PROVIDER/PROGRAM APPLICATION RESPONSIVENESS CHECKLIST

IF ORGANIZATION IS UNABLE TO MEET ANY REQUIREMENTS OF THE RESPONSIVENESS CRITERIA LISTED BELOW, THE PROGRAMS WILL NOT BE REVIEWED AND WILL BE CONSIDERED NON-RESPONSIVE.

REQUIREMENTS

- Must be in statutory compliance with the laws of this state as related to its operation as a training or educational institution; Proprietary colleges or schools operating in Georgia are required by the Nonpublic Post-Secondary Educational Institution Act of 1990 to have a certificate of authorization from the NPEC before beginning operation or advertising in the state
- Must have been in business for at least six months prior to initial application and maintain legal active status to conduct business, evidenced by a current business license and/or proof of active compliance with the Secretary of State Corporations Division (attach to application).
- Must supply certification from accounting/tax firm of current tax standing regarding Federal and State taxes, including Unemployment Insurance (UI) taxes
- Must be in good standing with the Better Business Bureau with no outstanding complaints.
- Must not be found in fault in criminal, civil, or administrative proceeding related to performance as a training or educational institution. Must disclose any pending criminal, civil or administrative proceeding as either a defendant or a respondent (sign Debarment Statement, Attachment C).
- Training programs must be available to the general public and have published catalog price structures
- Must provide documentation of current accreditation/authorization
- Must disclose any and all conflicts of interest with State, or local LWDB staff or Board Members, including, but not limited to family ties, (spouse, child, parent), fiduciary roles, employment, or ownership interests in common
- All applications must include the current federal tax identification number (the number used to file employee income taxes with the Internal Revenue Service)

- Training facilities must comply with Americans with Disabilities Act (ADA) requirements for accessibility and reasonable accommodation *(Note: WorkSource Southwest Georgia Staff will perform an ADA compliance inspection prior to approval)*
- For New Training Providers/Programs to be considered for review, each program must have proven outcomes and have successful program completions and training related employment for at least five students per program, Performance data documentation must be provided. Newly formed programs should wait to apply until this has occurred. New programs without documented completion and employment records will not be reviewed.
- For Approved Eligible Training Providers proposing new training programs, provide information on a substantially similar training program (in the same industry) indicating whether that program satisfied the following indicators of performance: Unsubsidized employment during the second quarter after exit, Unsubsidized employment during the fourth quarter after exit, Median earnings, Credential attainment, Average wage at placement, and Training related employment rate **and** provide a descriptive narrative with information on the proposed training program's ability to satisfy the above same indicators of performance

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TRAINING PROGRAM CRITERIA

- Training skills are specific and in demand in the labor market
- A recognized post-secondary credential is attained after program completion; The program/s are existent, ongoing and continuous
- The training programs are open to the general public, have published catalog price structures and are not solely dedicated/availed to WIOA customers
- Job search and/or placement assistance is provided by the organization
- The organization does not appear on current federal, state or local debarment and suspension lists
- The provider assures that the proposed training facility is handicapped accessible or are reasonable accommodations made for provision of services to handicapped individuals.

NPEC AND/OR OTHER ACCREDITATION/AUTHORIZATION

All program requests must be currently approved by NPEC (Include copy of NPEC certification for each program)

Proprietary colleges or schools operating in Georgia are required by the Nonpublic Post-Secondary Educational Institutions At of 1990 (NPEIA) to have a certificate of authorization from

the Georgia Nonpublic Post-Secondary Education Commission (NPEC) before beginning operation or advertising in the state. This certificate must be renewed annually. The NPECs' primary purpose is to ensure that each authorized college or school is educationally sound and financially stable.

Nonpublic Degree Granting Post-Secondary Educational Institutions in Georgia - The Nonpublic Post-Secondary Educational Institutions Act of 1990 provides that a post-secondary educational institution must apply for and be granted a Certificate of Authorization before beginning operation or advertising in Georgia. NPEC must authorize each degree program. Following initial authorization, the institution's Certificate must be renewed annually. Any institution operating or advertising to begin operation without acquiring the necessary Certificate of Authorization is in violation of Georgia law, and shall be subject to civil penalties.

Nonpublic Non-Degree Granting Post-Secondary Institutions in Georgia – Any instructional program defined as a proprietary school according to the Nonpublic Post-Secondary Educational Institutions Act of 1990 must apply for and be granted a Certificate of Authorization before beginning operation or advertising in Georgia. Following initial authorization, the institution's Certificate must be renewed annually. Any institution operation or advertising to begin operation without acquiring the necessary Certificate of Authorization is in violation of Georgia law, and shall be subject to civil penalties.

NPEC allows exemptions when another governmental agency is providing oversight. For example, the Georgia Department of Safety provides oversight of Truck Driver Training Programs. Proprietary schools interested in becoming a WIOA ITA provider will need to contact NPEC to begin the authorization process.

For additional information concerning NPEC, please contact:
Carl Camann, Deputy Director
Nonpublic Post-Secondary Education Commission
2082 East Exchange Place, Suite 220
Tucker, GA 30084
(770) 414-3300
http://www.gnpec.org

e. Provide a description of any regional policies or agreements for ITAs or training providers.

This policy addresses the use of WIOA Title I funds for training services provided through Individual Training Accounts (ITA). Training services means any WIOA-funded and non-WIOA funded training service. Individuals with other employment issues shall be afforded opportunities for participation in training activities designed to improve participation in the workforce and lead to higher earnings for individuals who successfully complete them. Training activities for persons in these groups will be provided in the context of the state's vision to provide universal access for all participants.
The authority for this policy derives from the Workforce Innovation and Opportunity Act of 2014 (WIOA) which provides that, with limited exceptions, WIOA training services for Adults and Dislocated Workers

will be provided through the use of Individual Training Accounts (ITA's). The WIOA Final Regulations describe the authority of local workforce boards with respect to ITA's.

STATE POLICY.

Reference Georgia Department of Economic Development Policy and Procedure Section 3.4.1.1 INDIVIDUAL TRAINING ACCOUNTS (ITA)

LOCAL POLICY.

1. Training Services may be provided to Adults and Dislocated Workers:

    a. Who have met the eligibility requirements for career services and have been determined to be unable to obtain or retain employment leading to self-sufficiency through such services;

    b. Have been determined to be in need of training services and to have the skills and qualifications to participate successfully in the selected program of training services;

    c. Who have a completed Individual Employment Plan (IEP) that indicates, through interview, evaluation or assessment, the participant's employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve the employment goals that have been identified.

    d. Who select programs of training services that are directly linked to the employment opportunities in the local area involved or in another area in which individuals receiving such services are willing to relocate; and

    e. Who are unable to obtain other grant assistance for such services, including Federal Pell Grants; or

    f. Require assistance beyond that made available under other grant assistance programs, including Federal Pell Grants, GI Bill and other federal grants to pay the cost of training; and who are determined to be eligible in accordance with the priority for services criteria and the service provider's determination of funds available to provide the service.

    g. Training services may be provided to an individual who otherwise meets the requirements as noted above while an application for a Federal Pell Grant is pending, except that if such individual is subsequently awarded a Federal Pell Grant, the training provider must reimburse the service provider the WIOA funds used to pay the **tuition** portion of the training costs from the PELL Grant. **Tuition** is the sum charged for instruction. Fees, books, supplies and other training related expenses are not considered tuition. [20 CFR Part II. Summary & Explanation pp. 49328 & 49329]

2. Training services shall be provided through providers listed on the Eligible Training Provider List (ETPL) unless noted otherwise in the following list of training services. Out-of-state and on-line training provider programs must be on their state's ETPL; and, if not on that state's list, the service provider must determine the reason. If the provider has been determined not eligible by another state, then they cannot be added to Georgia's ETPL, and cannot be used as a training

provider. If there is another reason they are not on their state's list (i.e. an overly cumbersome application process, etc.) then, they can be added to Georgia's ETPL through normal application process. **ETPL verification printout shall be documented in the participant's file.** Through GDECD, WD, the Eligible Training Provider List is accessible at https://www.workreadyga.org/.

3. Training services may include:

   a. Occupational skills training, including training for nontraditional employment and for training programs operated by the private sector; (requires ETPL approval)

   b. On-the-job training; (does not require ETPL approval)

   c. Incumbent worker training; (does not require ETPL approval)
   d. Programs that combine workplace training with related instruction, which may include cooperative education programs; (requires ETPL approval)

   e. Training programs operated by the private sector; (requires ETPL approval)

   f. Skill upgrading and retraining; (requires ETPL approval)

   g. Entrepreneurial training; (requires ETPL approval)

   h. Apprenticeship; (USDOL RA Programs automatic ETPL eligibility)

   I. Transitional Jobs (does not require ETPL approval)

   j. Job readiness training; (does not require ETPL approval)

   k. Adult education and literacy activities provided in combination with services described in any of clauses (i) through (vii) of WIOA Section 134 (c)(3); (does not require ETPL approval)

   l. Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training. (does not require ETPL approval)

4. Coordination of Funds

   WIOA funding will be coordinated with all other available funding sources such as HOPE, Pell, and GI Bill.

   WIOA funds will be used to supplement rather than supplant Pell Grant, HOPE Grant/Scholarship awards and other funding sources such as, but not limited to, the GI Bill.

   Participants interested in an Individual Training Account (ITA) must apply or must have applied for HOPE, Pell, GI Bill, and all other appropriate funding sources prior to issuance of an ITA.

   WIOA participants may enroll in training while Pell, Hope, GI Bill, and other funding sources are pending as long as the appropriate arrangements have been made with the training institution

regarding the allocation of all grants and funding sources.

Service Provider staff must conduct an analysis of the participant's financial needs (cost of attendance) to document a participant's total cost of attending training. This analysis includes, but is not limited to, the costs of tuition, fees, books, supplies, transportation, childcare, living expenses, and other appropriate personal and educational related expenses. The documentation supporting this determination should be maintained in the participant's case file.

If it is determined through the analysis of the cost of attendance form that the total cost of attending training exceeds the amount available through HOPE and WIOA funding, then Pell funds may be utilized by the participant for living and other appropriate personal expenses during the training period.

5. Training Payments

   The service provider must verify and pay tuition and other training costs in accordance with the training provider's documented payment policy or terms. WIOA funding may be used for any expenses considered to be part of the cost of attendance that cannot be met from the PELL or other grant assistance. In situations of co-enrollment with other WIOA or non-WIOA programs, staff will coordinate with the training provider and other program(s) to ensure the participant's training needs are met and there is no duplication of services. WIOA funding shall always be a supplement to other grant assistance.

6. Local parameters for Service

   a. Training must be in occupations identified in the local area's Demand Occupations List/Southwest Georgia WIOA Plan as growth and/or demand occupations or documentation of employment prospects for areas not listed should be provided.

   b. Training must result in an employment wage sufficient to attain self-sufficiency, and/or career progression toward self-sufficiency without the aid of public assistance.
   c. Programs should not exceed 104 weeks (two years). Exceptions to this policy may be approved on a case-by-case basis and requests should include evidence that financial support is available during extended training periods.

   d. In general, all training programs must be within a reasonable commute of the WIOA local area that may include out-of-the-area and out-of-state training institutions. Out-of-the-area training programs that are not within commuting distance to the WIOA local area may be approved on a case-by-case basis. All approved training must be located within the contiguous United States.

   e. All applicants must apply for the Pell Grant and/or HOPE Scholarship program, if eligible. Depending on the need and availability of WIOA funding, PELL funds may be combined with WIOA funds to cover total expenses.

   f. WIOA funding may be provided for college level instruction only if all of the following conditions have been met:

1. The participant must be accepted into a certificate, degree, or diploma program, and the course of study must be occupation-specific (i.e., radiological technician, accounting, teacher certification). No funds shall be provided for general academic programs (i.e., General Studies, Bachelor of Art, etc.)

2. Total course of study will take no longer than 104 weeks (2 years) to complete and be a certificate, diploma, or degree program.

3. The participant must demonstrate that s/he has the financial resources to attend long-term training.

4. Continuing Education and other similar courses will be approved if the following conditions apply:
   - The participant must have a specific occupational/employment goal.
   - The participant must present evidence describing how the proposed training will increase his/her employment marketability.

g. ITAs may be utilized for expenses related to training, including, but not limited to: books, tuition, fees, supplies, tools, uniforms and shoes, certification, licensing, testing fees, drug testing for entrance into training, medical requirements for training entrance, etc.

h. Participants accepted on a provisional basis may receive assistance on a case-by-case basis.

i. ITAs will not be used for payment of late fees caused by participant error or delay. The participant will be responsible for these fees, as s/he is responsible for other fines or penalties.

j. The maximum amount for an ITA per participant is a maximum amount of $ 10,000 excluding supportive services. (Supportive Services Caps can be found in SWGA WDB Policy #25 – Supportive Services)

k. A participant "pick-up" is defined as any person currently enrolled in a technical school or college level training program using non-WIOA funds and find themselves in need of WIOA funding assistance to complete training, either to augment or replace funding that has been lost. The participant must meet the criteria as defined within this policy in addition to the criteria set forth in the section below.

7. "Pick Up"

A participant "pick-up" is defined as any person currently enrolled in a technical school or college level training program using non-WIOA funds and find themselves in need of WIOA funding assistance to complete training, either to augment or replace funding that has been lost. The participant must meet the criteria as defined within this policy in addition to the criteria set forth in this section.

a. Pick up may only be available for students *enrolled* in a state, technical or private schools on the Eligible Training Provider List (ETPL).

b. All "pick-ups" must have at least one semester remaining in his/her program of study.

c. "Pick-ups" must currently be in school full-time and have a minimum GPA of 2.0

d. Schools for which financial obligations are fully completed at onset of training will not be considered, since all financial agreements have already been established prior to WIOA request. Policy prohibits paying an outstanding balance for a school's cost for which an individual has already made personal commitment for payment.

e. All "pick-ups" must have appropriate WorkSource Staff approval. Appropriate documentation and explanation of the inability of the individual to continue due to financial constraints or other reasons must be provided with the request. This includes an explanation of why the previous funding method is now inadequate.

f. "Pick-ups" may not be required to complete a full array of career services if they are enrolled in Georgia Technical College, University System or private institution where they have evidence of prior testing or have a current transcript and are in good standing at the institution. Individuals will be required to provide adequate labor market information to justify that training-related employment is likely for individuals with similar work histories and education.

Under extenuating circumstances, the service provider may request an exception on a case-by-case basis by presenting the specific situation to WDB management for review.

f. Provide a description of the process to track and manage all ITA activity.

The Board will utilize data from actual performance in order to determine the success/deficiency of each provider. Data collection will be on-going and current and will allow the Board to make these determinations accurately and in a timely manner. Should a provider appear to not be meeting the negotiated performance measure, steps will be taken to assist the provider with meaningful data results that will indicate what area(s) the provider should concentrate on in order to meet requirements.

All Providers will be held accountable for their outcomes. Actual data from the Provider will be compared to WIOA registrant data. Should a discrepancy be found between the two, steps will be outlined as to what procedures will take place to rectify the discrepancies. If a provider's program fails to meet minimum established local Board performance levels, the Board may restrict funding of the program, although it remains eligible on the State EPL.

The Southwest Georgia Workforce Development Board's ITA financial activity is procured along with the Adult and Dislocated Worker Career Services. The awarded contractor is responsible for utilizing an ITA Financial Management Information System to manage the accurate and proper tracking of expenses related to ITAs to ensure expenditures do not exceed obligated amounts.

By tracking expenditures at customer levels, the Board is in a position to conduct performance outcome and financial impact comparisons at demographic, training institution, program of study, county, cost item, etc. levels.

g. Provide a description of local board policy on use of statewide eligible training provider list (including financial and duration limits, out-of-area training, service to out-of-area customers, etc.).

Local Board policy limits tuition and other costs, excluding supportive services (may not exceed $6,000 per participant for the approved training program duration), up to a maximum of $10,000 for a maximum of 104 weeks or two-year training.

The local area will establish ITAs with a few providers outside of the 14- county area if they are within a reasonable distance of the service area and are on the State ETPL. Service to out-of-area customers is limited to Dislocated Workers who were laid off by an employer within the Region.

h. Provide a description of how registered apprenticeship programs are added to the ETPL.

Registered Apprenticeship (RA) programs are not subject to the same application and performance information requirements, or to a period of initial eligibility or initial eligibility procedures, as are other providers because they go through a detailed application and vetting procedure to become an RA program sponsor with the U.S. Department of Labor.

The Technical College System of Georgia – Office of Workforce Development (OWD) will work with the federal Office of Apprenticeship (OA) to develop a mechanism via which all RA programs within the state will be contacted regarding their interest in inclusion on the ETPL. The LWDB will follow all policies and guidance provided by the OWD concerning RA programs.

4.Implementation of Technology – Provide a description of the technology used to enhance customer (participant and business) experience and any additional data analytics used to enhance planning and measure outcomes beyond mandated performance measures.

Currently, the WorkSource Southwest Georgia Development Board (WDB) utilizes the state WorkSource Portal (formerly known as the Georgia Work Ready Online Participant Portal (GWROPP)) for service tracking and data management.

The Southwest Georgia Workforce Development Board will seek to introduce technology to enhance customer (participant and business) experience to include data analytics to enhance planning and measure outcomes beyond mandated performance measures. This plan will be revisited and revised as progress is made as appropriate.

State Initiatives and Vision:

1. **State Branding** – Provide a description for how the area will adopt and utilize the state brand.

In order to achieve a coordinated and unified identity across the One-Stop System, the LWDA incorporated the state's branding standards into all signage, print and e-media materials used for training, marketing, and communication purposes. The LWDA marketing campaign was coordinated with the state branding roll-out, using consistent logo, colors, and message to create awareness of, and provide information about the services provided and funded by WorkSource Southwest Georgia and WIOA.

2. **Priority of Service** – Describe how the region will identify and administer the state's priority of service policy. Identify if the region will add target populations in addition to one's specified by state and federal policy.

Priority of service is not an eligibility criterion. Priority of service is a means to ensure emphasis on providing services to these populations (WIOA Commentary 6. Subpart E). Priority of service applies regardless of the amount of funds available in a local area.
Individualized career services and training services must be given on a priority basis, regardless of funding levels, to:

A. Public assistance recipients and other low-income adults; and
B. Individuals who are basic skills deficient.

Veterans under WIOA § 3 (63) (A) receive priority of service as described in the Jobs for Veterans Act (38 U.S.C. 4215 (2)). Veterans and eligible spouses of veterans who otherwise meet the eligibility requirements for adult programs must receive the highest priority for services. TEGL 19-16 references TEGL 10-09 regarding order of priority for veterans and eligible spouses. TEGLs 05-03 and 10-09 implemented veterans priority of service requirements. Priority must be provided in the following order:

- First, to veterans and eligible spouses who are also recipients of public assistance, are low income individuals, or who are basic skills deficient. Military earnings are not to be included as income for veterans and transitioning service members.
- Second, individuals who are not veterans or eligible spouses who meet WIOA priority criteria.
- Third, to veterans and eligible spouses who are not included in WIOA's priority groups.
- Last, to individuals outside the groups given priority under WIOA.

LOW INCOME INDIVIDUALS

An individual who meets any one of the following criteria, as applicable, satisfies the low-income requirement for WIOA adult services:

A. Receives, or in the past six months has received, or is a member of a family that is receiving, or in the past six months has received, assistance through SNAP, TANF, or the Supplemental Security Income (SSI) program, or state or local income-based public assistance;

B. Is a member of a family with a total family income that does not exceed the higher of – (I) the HHS poverty line; or 70 percent of the United States Department of Labor (USDOL) Lower Living Standard Income Level (LLSIL)cent Lower Living Standard Income Level;

C. Is a homeless individual, as defined in § 41403 (6) of the Violence Against Women Act of 1994, or a homeless child or youth as defined in § 725 (2) of the McKinney-Vento Homeless Assistance Act;

D. Receives or is eligible to receive a free or reduced-price lunch under the NSLA

E. Is a foster youth, on behalf of whom state or local government payments are made; or

F. Is an individual with a disability whose own income meets income requirements, even if the individual's family income does not meet the income requirements of the income eligibility criteria for payments under any federal, state, or local public assistance program.

BASIC SKILLS DEFICIENT

An individual who is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society satisfies the basic skills deficient requirement for WIOA adult services. In assessing basic skills, assessment instruments that are valid and appropriate for the target population must be used and reasonable accommodation must be provided in the assessment process, if necessary, for individuals with disabilities.

TRANSITIONING MILITARY SERVICE MEMBERS

Still-active, transitioning military service members may qualify for Dislocated Worker services. While these individuals may be eligible to receive WIOA Dislocated Worker services and funds, they would not be considered 'veterans' for the purposes of DOL reporting or be eligible for Priority of Service. For the purposes of serving still-active transitioning service members under the "notice of termination or layoff" eligibility criterion, documentation must align with the DOL

Data Element Validation (DEV) requirement for "Date of Actual Qualifying Dislocation." Military Personnel are eligible to begin receiving Dislocated Worker Program services upon receipt of discharge orders (Effective Termination of Service "ETS" Orders or DD- 2648-ACAP Transition Checklist).

Length of service to qualify an individual for such discharges or separations under WIOA guidance may be as few as one day of service. Qualified individuals can receive services up to 18 months prior to retirement or 12 months before normal separation. If a transitioning service member successfully reenlists into active military duty, then that service member is no longer eligible for services.

ADULT AND DISLOCATED WORKER ELIGIBILITY

A. To be eligible to receive WIOA services as an adult in the adult and dislocated worker programs, an individual must:

1. be 18 years of age or older;
2. be a citizen or noncitizen authorized to work in the United States; and
3. meet Military Selective Service registration requirements (males who are 18 or older and born on or after January 1, 1960, unless an exception is justified).

B. Additional Eligibility Requirements for Adults.

1. Adults must be either unemployed or underemployed
2. Adults must have a prior six month personal or family income that is at or below 200% of the LLSIL (Reference local Lacks Self Sufficiency Policy).
3. Individuals who are underemployed include persons who are employed less than fulltime and are seeking full-time employment; are employed in a position not commensurate with the individual's demonstrated level of educational attainment and skills; are working full time and meet the definition of low income, according to LWDB policies; or are employed, but whose current job earnings are not sufficient compared to their previous earnings.

Dislocated Worker Eligibility

A. To be eligible to receive services in the dislocated worker programs, an individual must:
1. Be a citizen or noncitizen authorized to work in the United States; and
2. Meet Military Selective Service registration requirements (males who are 18 or older and born on or after January 1, 1960, unless an exception is justified).

B. Additional Eligibility Requirements for Dislocated Workers.

A dislocated worker is defined as an individual who meets one of the following categories:

Category I - Has been terminated or laid off through no fault of their own or who has received a notice of no-fault termination or layoff from employment and is eligible for or has exhausted entitlement to unemployment compensation and is unlikely to return to a previous industry or occupation;

Category II - Has been terminated or laid off through no fault of their own, or who has

received a notice of no-fault termination or layoff from
employment and has been employed for a duration sufficient to demonstrate, to the appropriate entity at a One-Stop Center, attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that was not covered under a state's unemployment compensation law and is unlikely to return to a previous industry or occupation.

Category III - Has been terminated or laid off through no fault of their own, or has received a notice of no-fault termination or layoff, from employment
as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise;
Category IV - Is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; or for
purposes of eligibility to receive services other than training services, career services or support services, is employed at a facility at which the employer has made a general announcement that such facility will close;

Category V - Was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic
conditions in the community in which the individual resides or because of natural disasters. This includes individuals working as independent contractors or consultants but not technically employees of a firm.

Category VI - Is a **displaced homemaker**, as defined in WIOA § 3 (16). A displaced homemaker is an individual who has been providing unpaid services
to family members in the home and who:

(a) Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment; and

(b) Has been dependent on the income of another family member
but is no longer supported by that income; or

(c) Is the dependent spouse of a member of the Armed Forces on active duty and whose family income is significantly reduced because of a deployment, a call or order to active duty, a permanent change of station, or the service-connected death
or disability of the member.

Category VII - The individual is the spouse of a member of the Armed Forces on active duty (as defined in section 101(d) (1) of title 10, United States
Code, who:

(a) has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of such member; or

Category VIII - The individual is the spouse of a member of the Armed Forces on active duty (as defined in section 101(d) (1) of title 10, United States
Code, who:

(b) is unemployed or underemployed and experiencing difficulty obtaining or upgrading employment.

Category XIII (State-Defined Dislocated Worker Eligibility) – The individual is underemployed, which is defined as:

(a) A person who was laid off from a previous employer, but has found employment earning wages that are 85% or less of the salary that was paid at the employer of dislocation; and/or

(b) A person who is in employment that uses significantly less skills or abilities than the job of dislocation and is not commensurate with the individual's demonstrated level of educational attainment.

**Note: An individual who may have been separated for cause, filed an appeal to unemployment insurance (UI) and was determined to be 'no-fault' and eligible for UI (based on that employer's contributions) may be eligible as a dislocated worker*

SEPARATING SERVICE MEMBERS

If an individual is a separating service member from the Armed Services with a discharge other than dishonorable, the separating service member qualifies for dislocated worker activities based on the following criteria:

a. The separating service member has received a notice of separation (DD214) from the Department of Defense or other documentation showing a separation or imminent separation from the Armed Forces to satisfy the termination or layoff eligibility criteria (These documents must meet the requirement that the individual has received a notice of no-fault termination or layoff, to meet the required dislocated worker definition);
b. The separating service member is eligible for or has exhausted of unemployment compensation for Ex-service members (UCX); and
c. As a separating service member, the individual meets the eligibility criteria that the individual is unlikely to return to a previous industry or occupation in the military. (TEGL 19-16).

In order to be consistent in the determination of customers as a specific Category of

Dislocation, the State and LWDB 17 have defined some criteria for dislocated workers:

DISLOCATED WORKER DEFINITION CRITERIA

1) Demonstrating sufficient attachment to the workforce:

a) An individual who is not eligible for unemployment compensation but was employed for at least 3 consecutive months during the past 12 months of the most recent layoff.

b) A seasonal worker who had been employed 30 out of the last 52 weeks of the most recent layoff.

2) Unlikely to return criterion:

a) An individual who has worked in a declining industry/occupation as

documented on state and locally developed labor market information such as Georgia Labor Market Explorer, Burning Glass or EMSI (local high demand as well as declining occupation lists must be developed by an appropriate entity such as the local workforce board, local Chamber of Commerce, economic development agency, a qualified consultant/educational entity, or other valid public use quality source of labor market information);

b) A plant closure or substantial layoff (within the labor market area in the same industry or occupation) has occurred in the last six months;

c) An individual that has been actively seeking but unable to find employment in their previous industry or occupation for a period of ninety (90) days or more;

d) An individual was "separated" from active military duty under conditions other than dishonorable;

e) A spouse of active military personnel who must leave their job in order to follow their spouse to their new permanent station and meets the definition of "unlikely to return" to previous industry/occupation;

f) An individual who worked in an industry or occupation for which there are limited job orders in Employ Georgia at the time of eligibility determination as documented by the Local Workforce Development Area (LWDA);

g) An individual who is not sufficiently educated and/or does not have the necessary skills for reentry into the former industry or occupation, as
documented through an assessment of the individual's educational achievement levels (Since a WIOA fund assessment cannot be conducted until after WIOA

eligibility, a self-assessment or prior assessment of skills by another qualified entity may be used);

h) An individual has had a lack of job offers as documented by the LWDA, rejection letters from employers in the area or other documentation of unsuccessful efforts to obtain employment in the prior industry or occupation;

i) An individual cannot return to their previous industry or occupation because of physical or other limitations which would prevent reentry into the former industry or occupation, as documented by a physician or other applicable professional (e.g. psychiatrist, psychiatric social worker, chiropractor, etc.)

Note: Individuals laid off on a temporary basis with a specific return date and/or determined by UI to be attached to an employer (leave of absence, etc.) do not meet the criteria of unlikely to return to work in a previous industry or occupation

3) Substantial Layoff criterion:

a) Any reduction in workforce which is not the result of a plant, facility, or enterprise closure which results in an employment loss at a single site of employment during any 30-day period that represents at least one of the following:

i. The closure of an entire department

ii. The elimination of an entire class or occupation(s)

iii. Cessation of production on a product or manufacturing line

iv. The termination of at least 25% of all employees who worked 20 or more hours per week

v. The termination of at least 50 employees who comprised at least one third of layoff employer's workforce

4) General announcement of plant closing:

a) A federal and/or state WARN Notice

b) A published or electronically generated report, publication or article generated from Georgia Department of Labor or State or local LMI monthly or quarterly report

5) Unemployed as a result of general economic conditions in the community in which the individual resides:

a) The local unemployment rate reaches 2 percentage points higher than national unemployment rate

b) A dominant local industry experiences a downsizing of 500 or more employees

6) Unemployed as a result of a natural disaster:

a) An individual who lost employment as a result of a natural disaster as declared by Federal Emergency Management Agency (FEMA) or the Governor of the State of Georgia.

7) Displaced homemaker experiencing difficulty in obtaining or upgrading employment:

a) An individual who has been providing unpaid services to family members in the home, and

i. who has been dependent on the income of another family member but is no longer supported by that family member's income, and

ii. is unemployed or underemployed and experiencing difficulty in obtaining or upgrading employment.

ELIGIBILITY FOR TRAINING SERVICES

Under 20 CFR § 680.210 training services may be made available to employed and unemployed adults who:

A. Are determined (by the one-stop operator) after an interview, evaluation, or assessment and career planning to be:

1. Unlikely or unable to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment through career services,

2. In need of training services to obtain or retain employment leading to economic self-sufficiency or wages comparable to or higher than wages from previous employment, and

3. Have the skills and qualifications to participate successfully in training services;

B. Have selected a program of training services that is directly linked to employment opportunities (ref: local Demand Occupation List) in the planning region or in another area to which the individual is willing to commute or re-locate; and

C. Are unable to obtain grant assistance from other sources to pay the costs of training, including HOPE, Pell, and TAA, or require WIOA assistance in addition to the other sources of grant assistance.

3. **Alignment with State Goals** – Describe how the area/region will align with each of the goals listed in the State Unified Plan.

a. Utilize sector partnerships to inform and guide strategic workforce development strategies and enhance partnership coordination.

The development of the k-12 workforce pipeline is a collaborative effort of k-12 systems, local government and industry, and state partners. All are aligned and in agreement of the sector strategy goal of beginning the workforce pipeline in high school through engagement with students, parents, and educators and continuing it through post-grad for those who are unemployed and recently graduated.

b. Further develop regional integration to ensure streamlined services to both businesses and individuals.

WorkSource NEGA works through its collaborative network to ensure streamlined services and non-duplication, except where the demand for services warrants multiple, similar efforts as with the need for short-term training vs. full diploma or degreed certifications.

c. Utilize the workforce system to increase statewide prosperity for rural and urban communities.

The two training trailers available for teaching students (and adults) are available for teaching applied and soft skills anywhere in the Region. A process has been developed to request use of the trailers. The curriculum can be taught by industry or a provider selected by the local community based on the needs of that community. These training trailers combined with the mobile units that can be used for resume writing and job interviewing skills allow for the majority of the essential core services to be offered anywhere, anytime based on the needs of the community.

d. Align the workforce system with education systems at all levels.

Significant work has been done over the past two years to connect with the education system in the Region and to align workforce efforts. This is the central focus of the sector strategy – see the sector strategy description above.

e. Alleviate a tightened labor market by increasing the participation of strategic populations in the workforce system.

We are anticipating significant changes in the labor market post-COVID-19. Prior to the pandemic, unemployment was exceptionally low, but will likely be much higher as we enter into a likely recession. Regardless, our strategy has been to both build a workforce to enter high-demand jobs in modern manufacturing, healthcare, hospitality, and other sectors while working with the technical colleges and short-term training providers to offer opportunities to obtain both the minimal skills needed to obtain an entry-level job and/or the full certification diploma and work experience needed to begin a career in one of the higher demand fields

Attachment 1: Local Workforce Development Board Listing

Member Name	Title	Entity	Board Category
Donna Williams	Owner	Business	Private
Gloria Jenkins	Counselor	Colquitt (Decatur County Board of Education)	Private
Celia Bostwick	President	Blakley/Early County Chamber of Commerce	Private
Karen Rackley	President	Sylvester/Worth County Chamber of Commerce	Private
Nathaniel Thomas	Owner/President	Thomas and Sons Home for Funerals	Private
Torey Wingate	Owner	Sour Branch Creek	Private
Gabriel Lord	Talent Strategist	Phoebe Putney Hospital	Private
Buddie Jordan	Owner/President	Jordan Corporation	Private
Tommy Hill	Owner/President	GIC, Inc.	Private
Ernest Cloud Jr	Owner/President	Funeral Business	Private
LaTonja Dodson-Greene	Director Cardio. Services	Phoebe Sumter Medical Center	Private
Anthony Cooper	President	Cooper Heating and Air	Private
Rob Collins	Owner	Neo's Technologies	Private
Charlie Sol	President	Blakley Baptist Association	CBO
Eddie Pratt	Business Manager	Organized Labor Union	Organized Labor
Allan York	Business Manager	Organized Labor Union	Organized Labor
Cathy Manuel	Service Manager	Rehabilitation Services	Vocational Rehabilitation
Brenda Arnold	Coordinator of Colquitt County Yes! Program	Southwest Georgia Community Action Council	CBO
Dr. John Marria	Executive Director	Cairo Housing Authority	HUD
Cory Thomas	City Manager	City of Colquitt	WIOA
Kenderson Hill	Deputy	Turner Job Corp	Job Corp
Judy Jimmerson	VP Career Service	Albany Technical College	Adult Ed.
Cole Posey	Economic Development	Southern Regional Technical College	Post-Sec. Ed.
Lynn Jones	Regional Coordinator	GDOL	Economic Development
Kevin Coker	Business Representative	The Joseph W Jones Ecological Research Center	Private

Attachment 2: Local Negotiated Performance

PY18 and PY19 Local Negotiated Performance Goals

Area 17

Adult Program	**PY 18 Goal**	**PY 19 Goal**
Employment Rate 2nd Quarter After Exit	83%	84%
Employment Rate 4th Quarter After Exit	82%	83%
Median Earnings 2nd Quarter After Exit	$6,500	$6,500
Credential Attainment within 4 Quarters After Exit	71%	72%
Dislocated Worker	**PY 18 Goal**	**PY 19 Goal**
Employment Rate 2nd Quarter After Exit	81%	82%
Employment Rate 4th Quarter After Exit	84%	84%
Median Earnings 2nd Quarter After Exit	$6,250	$6,250
Credential Attainment within 4 Quarters After Exit	66%	67%
Youth	**PY 18 Goal**	**PY 19 Goal**
Edu./Employment Rate 2nd Quarter After Exit	61%	61%
Edu./Employment Rate 4th Quarter After Exit	62%	63%
Credential Attainment within 4 Quarters After Exit	78%	79%

Attachment 3: Comments that Express Disagreement

Comment
Originating Entity:
Comment:

Comment
Originating Entity:
Comment:

Comment
Originating Entity:
Comment:

Attachment 4: Signature Page

The undersigned hereby agree to adhere to all applicable federal, state, and local laws, regulations, and policies in performing any duty associated with the funds made available to under the Workforce Innovation and Opportunity Act.

Melody Pierce

Executive Director, WorkSource Southwest Georgia - Local Workforce Development Area 17

Signature: _____

June Merritt, Commissioner Chief Local Elected Official

Signature: _____

Torey Wingate

Chair, Southwest Georgia Workforce Development Board

Signature: _____