

**WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA)
YOUTH STATEMENT OF WORK
AND THE PROVISION OF WIOA SERVICES
PROGRAM YEAR 2026**

Overview

Under Title I of WIOA, funds are provided to states and local workforce areas through formula funding to deliver a comprehensive array of youth workforce development services: tutoring, alternative secondary school offerings, summer employment opportunities directly linked to academic and occupational learning, paid and unpaid work experiences, including internships and job shadowing, occupational skills training, leadership development, supportive services, adult mentoring, counseling, and follow-up services.

The intent of WIOA for youth programs is to move away from one-time, short-term interventions and implement a systematic approach that offers youth a broad range of coordinated services. Such offerings include opportunities for assistance in both academic and occupational learning, developing leadership skills, and preparing for further education, additional training, and eventual employment. Rather than supporting separate categorical programs, the youth sections of the WIOA Law are written to facilitate the provision of a menu of varied services that may be provided in combination or alone at different times during a youth's development.

- All participants in this program must be residents of Berkeley, Charleston, or Dorchester Counties and meet WIOA eligibility and entry guidelines established by the federal WIOA law and regulations, the South Carolina Department of Employment & Workforce, and Trident Workforce Development Board (TWDB). Any exception for the residency requirement must be approved by the BCDCOG Executive Director.
- The contractor is expected to follow WIOA law and final regulations, all TEGLS, State Instructions letters, and local policies. All participants in this program must be residents of Berkeley, Charleston, or Dorchester Counties and meet WIOA eligibility and entry guidelines established by the federal WIOA law and regulations, the South Carolina Department of Employment & Workforce, and TWDB.
- All decisions, including expenditures, must be supported with proper documentation.
- All expenditures must be reasonable and necessary. The program service provider will provide sufficient documentation to demonstrate compliance with WIOA, corresponding regulations, and relevant OMB circulars.
- 2 CFR part 200 emphasizes that while incentive payments are allowable under WIOA, the incentives must comply with the requirements in 2 CFR part 200.
- Youth incentives are allowed during follow-up as long as the incentives meet the requirement in 20 CFR 681.640 that requires, they are for recognition and achievement directly tied to training and work experience.
- Incentives for youth employment in follow-up must be directly related to employment received from the training that occurred while the participant was active in the WIOA youth program or employment directly related to work experience the participant received while active in the WIOA youth program.

- Travel accommodations must be within the GSA rates and guidelines.
- Region Travel or training must be pre-approved in writing by BCDCOG staff before travel or training. The request must demonstrate how the training or travel will directly benefit the local workforce area.
- Case notes should be created in SCWOS within 72 business hours after services have been rendered.
- All contract budgets must be approved including modified budgets or changes to budgets.
- TEGL 21-16 states *“There is one additional low-income category not included in WIOA Section 3(36) that applies only to youth. According to Section 129(a)(2) of WIOA, for both ISY and OSY, a youth qualifies as low income if the youth lives in a high-poverty area. The youth staff will print out the census tract from the spreadsheet showing the high poverty indication and get address verification to maintain in the individual’s file. No further income calculation is needed.*

The Statement of Work is divided into the following twelve sections:

- Section One – Youth to be Served
- Section Two - Program Design
- Section Three - Program Eligibility Requirements and Determination
- Section Four- Basic Skills Deficiency
- Section Five - Partnerships which describes criteria for Partnerships
- Section Six – Performance Accountability Definition
- Section Seven – Reporting Requirements
- Section Eight – Performance Expectations
- Section Nine– Referrals for Ineligible Youth
- Section Ten – SCWOS
- Section Eleven – General Provisions
- Section Twelve - Budget

SECTION ONE

Youth to be served

The provider of youth services will have a goal to serve 200 youth during the contract. The provider must meet at least 80% of this goal. Less than 80% is not meeting.

Also, the Youth Case Managers who are youth-only are expected to maintain a caseload of no less than fifty. The Contractor is expected to strive towards serving more. The minimum number served

and caseload may increase or decrease based on funding availability and the current economic state of the Trident region. WIOA requires a minimum of 75 percent of state and local youth funding to be used for out-of-school youth. The Department of Labor (DOL) requires at least 20 percent of local Youth funds be used for work-based learning, such as summer and year-round employment, pre-apprenticeship, on-the-job training, or internships and job shadowing. The Trident Workforce Area requires a minimum of 30%. If in-school youth is served, it must include youth from each of the respective counties.

Recruiting strategies should include partnering with community organizations, conducting outreach, and sharing information between local area youth providers and school districts. Temporary Assistance for Needy Families (TANF) recipients should also be targeted in light of the increased OSY age.

WIOA definition of “Low-Income Individual”:

- Receives or in the past 6 months has received or is a member of a family that is receiving or in the past 6 months has received assistance through SNAP, TANF, SSI, or State or local income-based public assistance;
- Receives an income, or is a member of a family that receives an income that, considering family size, is not over the most recent Family Income guidelines issued via State Instruction (in a family with total family income that does not exceed the higher of the poverty line or 70 percent of the lower living standard income level);
- Is a homeless individual as defined in the McKinney-Vento Homeless Act or the Violence Against Women Act of 1994;
- Receives or is eligible to receive a free or reduced-price lunch under the Richard B. National School Lunch Act (based on an individual student’s eligibility as opposed to school-wide eligibility for free or reduced-price lunch);
- Is a foster child on behalf of whom state or local government payments are made;
- Is an individual with a disability whose own income meets the income requirement above, but who is a member of a family whose income does not meet this requirement; and/or
- Lives in a high-poverty area.

Eligible WIOA OSY is not younger than 16 or older than 24 at the time of enrollment and meets the following criteria:

- Not attending any school (as defined under state law);
- Not younger than 16 or older than age 24 at the time of enrollment. Because age eligibility is based on age at enrollment, participants may continue to receive services beyond the age of 24 once they are enrolled in the program; and
- One or more of the following:
 - A school dropout;
 - A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter. The school year calendar quarter is based on how a local school district defines its school year quarters;
 - A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner;

- An individual who is subject to the juvenile or adult justice system;
- A homeless individual, a runaway, an individual who is in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act, or an individual who is in an out-of-home placement;
- An individual who is pregnant or parenting;
- An individual with a disability;
- A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment. (WIOA sections 3(46) and 129(a) (1) (B).)

Eligible WIOA In-School Youth (ISY) must be no younger than age 14 or no older than 21 at the time of enrollment, is attending school, is low income, and is one or more of the following:

- Basic skills deficient;
- English language learner;
- Offender;
- Homeless individual (as defined in the Violence Against Women Act of 1994 or the McKinney-Vento Homeless Assistance Act), a runaway, an individual who is 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, or an individual who is in an out-of-home placement;
- Individual who is pregnant or parenting;
- Individual with a disability;
- Individual who requires additional assistance to enter or complete an educational program or to secure and hold employment

Individuals 22 and older attending postsecondary education: Local programs should keep in mind that ISY, including those attending postsecondary education, must be between the ages of 14 through 21. A youth attending postsecondary education who is 22 at the time of eligibility determination would not be eligible for the WIOA youth program because they are in school and over the age of 21. That individual could be served through the WIOA Adult Program.

Location of program

The Youth Center's hub will be located at the Comprehensive location, which is SC Works Charleston at 1930 Hanahan Road, North Charleston, SC 29406. The program will be conducted in Berkeley, Dorchester, and Charleston Counties and at various affiliate sites.

Dates of program

The program will begin **July 1, 2026, and end June 30, 2027.**

Hours of program

Hours of the program may vary depending on the type of employment and training activities provided.

Client population to be served

All participants in this program must be residents of Berkeley, Dorchester, or Charleston Counties and meet WIOA eligibility and entry guidelines established by the Federal WIOA law and regulations, the South Carolina Department of Employment & Workforce, and TWDB. Out of the total youth to be served, 18% will reside in Berkeley County, 71% in Charleston County, and 11% in Dorchester County. This is a representation only and does not serve as a restriction or requirement on the number to be served per county.

SECTION TWO

Program Description

On March 26, 2015, DOL published Training and Employment Guidance Letter (TEGL) No.23-14 on WIOA youth program transition. On November 17, 2015, DOL published TEGL No. 8-15 which provided additional WIOA youth transition guidance. This issuance, TEGL 21-16, is the third TEGL that addresses key provisions in WIOA and provides guidance to assist states and local areas in implementing the WIOA youth program. The Youth Contractor must adhere to TEGL 21-16, TEGL 19-16, TEGL 10-16, and any other TEGLs, State Instruction Letters, and Local Board Policies.

According to Section 129(c) (1) of the WIOA, the program design for youth activities must incorporate three categories that include:

According to Section 129(c)(1) of the Act, the program design for youth activities must incorporate three categories. These include:

- Providing an objective assessment of the academic levels, skill levels, and service needs of each participant, which assessment shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of each participant. A new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted under another education or training program.
- Developing service strategies for each participant that shall identify an employment goal (including, in appropriate circumstances, and nontraditional employment), appropriate achievement objectives, and appropriate services for the participant taking into account the assessment conducted. Except that a new service strategy for a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent service strategy developed for the participant under another education or training program; and Providing:

- preparation for post-secondary educational/training opportunities, in appropriate cases.
- Activities leading to the attainment of a secondary school diploma or recognized equivalent or recognized postsecondary credential
- Strong linkages between academic and occupational learning;
- Preparation for unsubsidized employment opportunities; in appropriate cases; and
- Effective connections to intermediaries with strong links to:
 - The job market; and
 - Local and regional employers.

The Youth Service Provider must demonstrate how they plan to provide all components of the program design framework, which consists of intake, objective assessment, individual service strategy development, and information and referrals for youth participants. A description of these key components is provided below:

- Objective Assessment – To identify appropriate services and career pathways for participants;
- Service Strategies - Developing Individual Service Strategies (ISS) directly linked to indicators of performance and identifying career pathways that include education and employment goals; and
- Services:
 - Activities leading to the attainment of a secondary school diploma or recognized equivalent, or recognized postsecondary credential
 - Preparation for postsecondary educational/training opportunities
 - Strong linkages between academic instruction and occupational education that led to recognized postsecondary credentials
 - Preparation for unsubsidized employment opportunities
 - Connections to employers, in-demand industry sectors/occupations

Eligibility

Although all youth participants will be TABE assessed before eligibility to evaluate basic skills deficiency, no minimum score requirement will be established to avoid the appearance of prescreening or screening out applicants.

Objective Assessment

Objective Assessment will be provided for WIOA eligible youth by the Contractor. The Contractor is responsible for scheduling, administering, and scoring all pre-and post-assessments at the Trident Center or an affiliate site. Program participation may commence when an eligible participant begins the objective assessment. Objective assessment is a process that identifies service needs, academic levels, goals, interests, skill levels, abilities, aptitudes, and supportive services needs as well as barriers and strengths. It includes the following:

- Academic levels;
- Skill levels;
- Service needs of each participant;
- Review of basic skills and occupational skills;
- Prior work experience;
- Employability/Workplace Skills;
- Interests;
- Aptitudes (including interests and aptitudes for nontraditional jobs);
- Supportive service needs; and
- Developmental needs.

A new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted by another education or training program. The Contractor may determine that a new Test of Adult Basic Education (TABE) assessment is not required if a TABE assessment was conducted within 6 months. Documentation of all objective assessment results must be maintained in the participant's file per the SCWOS Manual.

Individualized Service Strategy (ISS)

The Contractor will be responsible for completing registration by developing the ISS in SCWOS.

Note: The participation date will be the first day the youth receive any WIOA-funded services, which MUST correspond with the objective assessment.

The ISS is the plan of action for each participant while in WIOA and will be reviewed regularly by the participant and Career Coaches to ensure the participant is progressing as scheduled. The Contractor will develop a service strategy for each youth in SCWOS that will identify:

- An employment goal, including (if appropriate) non-traditional employment, that is supported by local labor market information;
- Basic skills goals;
- Appropriate services for the participant taking into account the objective assessment; and
- Educational/academic goal(s).

A new service strategy for a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent service strategy developed for the participant under another education or training program

Agreement with the Individualized Service Strategy

Upon complete development of the ISS in SCWOS, it must be reviewed with and agreed to by the customer. This review and agreement must be documented by the participant and Contractor's signatures. The ISS goals must be attainable within 18-24 months.

Regular Review of the ISS

All reviews must be indicated by "ISS Review" in the subject line and the participants' case notes.

The Contractor will closely monitor participant performance to ensure adherence to the ISS. The ISS may require updating by the Contractor as new information becomes available and may be modified with agreement from the participant. All reviews should be conducted periodically as the participant progresses through the program and any modification must be completed in SCWOS, printed, and initialed by the participant and maintained in the file, and documented in case notes.

Orientation

The Contractor must provide an Orientation for youth per WIOA Regulations. At the Orientation an overview of the WIOA Program must include the following:

- Eligibility requirements;
- Information on all 14 required program elements;
- Supportive service information; and
- Participants must participate in follow-up for a minimum of 12 months after exit.

WIOA Orientations conducted with prospective participants will include information on all services/programs (i.e., Adult, Dislocated Worker, and Youth). To ensure consistent distribution of information, the Contractor in conjunction with the Center Manager will develop an Orientation Outline/Agenda that will be used by all staff to conduct orientations. Although the Contractor may recruit youth through their efforts, those entering the SC Works Centers must be made aware of all services available to them. Additionally, participants between the ages of 18 – 24 may be registered into the WIOA program per the Trident Workforce Area’s Dual Enrollment Policy.

To ensure the integration of youth into the SC Works Centers, the Contractor shall provide recruitment activities as necessary at SC Works Centers in each county. The Contractor should meet with Center Manager to coordinate space and equipment needs for those sites.

Case Management

The Contractor will provide comprehensive case management. Guidance and counseling resources are to be provided under a comprehensive case management approach with each participant as follows:

Case management is a participant-centered, goal-orientated approach to the delivery of services designed to coordinate comprehensive employment plans to ensure that participants have access to the necessary training and support services. Case Management strategies should include, but are not limited to:

- Regularly scheduled contact with the participants
- Intensive and personal follow-up activities
- Use of the Individual Service Strategy (ISS) benchmarks to measure progress
- Career Coaches deliver effective services to facilitate the positive growth and development of youth. Career Coaches are responsible for the intake, assessment, and development of an Individual Service Strategy (ISS) for WIOA-eligible youth. A description of each activity is provided below:

- Intake involves services such as registration, eligibility determination, and collection of information to support verification of eligibility for services. It may also include pre-screening of potential participants and general orientation to self-help services. Other activities include referrals to other services.
- Assessment is a process that identifies service needs, academic levels, goals, interests, skills levels, abilities, aptitudes, and supportive service needs; it also measures barriers and strengths. It includes a review of basic and occupational skills, prior work experience, employability potential, and developmental needs. Assessment results help develop the ISS
- The ISS is the plan that identifies the employment goals, educational objectives, and prescribed appropriate services for the participant. The ISS is essential in identifying the needs of participants and is a critical component when it comes to assisting a young person's development.
- Case Notes must include a summary of each counseling/guidance session, a corrective action plan, a plan of follow-up, and further services needed. Copies of email counseling sessions must be maintained in the participant's hard copy file; and
- Usually, a one-day service unless the case manager assigns the participant with a specific task and schedules another appointment (usually within 2 weeks) at a specific time and date to demonstrate results. The reason for extending the activity must be explained in detail in the case notes. The activity should only be extended to the date specified in the case note as the next counseling appointment date.

South Carolina utilizes the SC Works Online System (SCWOS) to track and document services provided to participants. Youth service providers are required to utilize SCWOS for all case management activities. All documents including eligibility, case management, and training must be scanned or uploaded into SCWOS. This includes vouchers, assessments, receipt of information forms, and any other documents normally kept in the hard files. The only exception is confidential documents such as medical records. The Individual Funding Track must be utilized for training and supportive service vouchers. This is for monitoring purposes.

The basic objective of case management is to monitor participants' progress in fulfilling the ISS. Where progress is slow or in reverse, Career Coaches must demonstrate a proactive approach in identifying the problem and work with the participant to solve it before the participant quits without achieving a recorded positive outcome. Career Coaches will make every reasonable effort with each participant to achieve a positive outcome, but should a participant become non-responsive and/or unwilling to participate in the program the Career Coaches will attempt a minimum of three telephone contacts and send one letter via regular US mail.

Note: All Career Coaches must complete Career Development Facilitator training, or similar case management training within 18 months of the hire date.

WIOA Participant Record Keeping

- To ensure all required hard copy case files of WIOA Participants are maintained for a

sufficient time frame to cover data validation and audits, the records must be maintained for **five years**; and

- Hard copy case files of WIOA applicants who completed an application, but were never enrolled or were determined ineligible for WIOA services will be maintained for **three years**.

South Carolina Works Online System (SCWOS)

The Contractor will be required to adhere to SCWOS. SCWOS is an **online system** for WIOA intake, case management, tracking of services, follow-up, and reporting. The WIOA tracking component is designed to help staff better serve WIOA participants and collect accurate information for reporting. Updates to the SCWOS manuals are available in SCWOS on the Staff Online Resources page. The Youth Contractor is required to use the document feature in the system to upload and/or scan documents into the system. These documents include but are not limited to Verification for Eligibility, Receipt of Information forms, signed ISS, Vouchers, training approval documents, documents for supportive services, etc. The Individual Fund Tracking feature must be used to generate vouchers. Vouchers must be created, printed, and have authorized staff member signatures and included as part of the documentation sent with the invoices. The contractor may continue to use their voucher system as long as the voucher from SCWOS is an attachment.

SCWOS has been built with user-friendly selection lists to make navigating through the system as easy as possible. Text entry has been kept to a minimum to reduce the number of errors. Business rules have been included to ensure that inconsistent information is not entered into the system. Alerts appear in SCWOS to guide the user through the decision-making process. Throughout SCWOS, help text displays definitions taken directly from the federal guidelines.

Service Activities

Youth must be made aware of all fourteen (14) youth program elements required under WIOA section 129(c)(2). WIOA includes 14 program elements, which include the original 10 program elements under WIOA (which consolidated to nine as the summer employment opportunities program element is now a sub-element of underpaid and unpaid work experiences) and 5 new program elements.

New Youth Program Elements added under WIOA:

- Financial literacy education
- Entrepreneurial skills training
- Services that provide labor market and employment information on in-demand industries and occupations
- Activities that help youth prepare for and transition to post-secondary education and training
- Education is offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster

Not all fourteen (14) youth program elements must be provided to every youth participant. The Contractor must determine what program elements will be provided based on the participant's objective assessment and ISS. However, each youth will participate in more than one of the 14 program elements required as part of any local youth program, and all youth must receive follow-

up services. Youth must be made aware of all 14 youth program elements required under WIOA section 129(c)(2) and 20 CFR 664.410 although not all 14 youth program elements must be provided to every youth participant.

The Fourteen program elements are:

- Tutoring, study skills training, and instruction leading to secondary school completion, including dropout prevention strategies;
- Alternative secondary school offerings;
- Paid and unpaid work experiences (summer employment, on-the-job training, etc.);
- Occupational skill training;
- Leadership development opportunities;
- Supportive services;
- Adult Mentoring;
- Follow-up services;
- Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or cluster
- Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral as appropriate
- Financial literacy education
- Entrepreneurial skills training
- Labor Market and employment information about in-demand industry sectors or occupations such as career awareness, career counseling, career exploration
- Preparation for and transition to postsecondary education and training

Tutoring/Remediation:

As appropriate, the Contractor will provide tutors to prepare students for PSAT, SAT, PACT, Exit Exams, or any other standardized testing. Also, tutors will be made available to students having difficulty in academic or employment training subjects. The provision of such activities should be coordinated with other organizations.

Tutoring:

Tutoring, study skills training, and instruction leading to the completion of secondary school may include remedial reading, writing, mathematics, literacy training, and study skills. These activities should reinforce basic skills previously taught and prepare the individual for further training, future employment, or retention in school. This may be accomplished through classroom instruction, tutorials, or guidance programs operated in cooperation with the local community college and/or school system.

Remediation:

Basic and remedial education must always be provided if youth are Basic Skills Deficient. Basic and remedial services must be offered in combination with other required elements or services. These programs should be designed to raise the potential for continuing education beyond the secondary level.

Alternative Secondary School Offerings:

The Contractor will make available alternative educational opportunities to eligible youth. Efforts should be made to determine which of the counties offer an Alternative Program and develop a formal coordination and referral system. The Service Provider's staff should be fully versed in each County's offerings and be able to competently explain alternative opportunities to the youth.

Alternative secondary school services, as appropriate, may include programs designed to identify and recruit eligible school dropouts and/or other eligible out-of-school youth to enroll and attend alternative secondary school services or other educational programs that lead to the attainment of a high school diploma or GED. Alternative education opportunities should include tutoring, study skills training, and other instruction, leading to the completion of a high school diploma or GED, and should include dropout prevention strategies. These programs should increase the basic education or promote the development of basic academic skills of the participant and should prepare the individual for further training, future employment, or retention in school.

Paid or Unpaid Work Experience/OJT:

Any youth that will participate in a work experience activity MUST receive up to 20 hours of Employability Skills Training before beginning the job to ensure the youth has the soft skills necessary to be "job-ready". This will be documented in the participant's IEP. For youth who are planning to enter a work experience activity, the Employability and Workplace Skills Training must take place before placement on the job site. This will assist the participant in developing good work habits designed to help individuals obtain and retain employment.

Employability and Workplace Skills Training: The service provider may provide appropriate participants with Employability and Workplace Skills training. This will be documented in the participant's IEP. For youth who are planning to enter a work experience activity, the Employability and Workplace Skills Training must take place before placement on the job site. This will assist the participant in developing good work habits designed to help individuals obtain and retain employment.

The Employability and Workplace training should address the following:

- | | |
|----------------------------------|------------------------------------|
| - Pre-employment Skills Training | - Work Maturity Skills Training |
| - Making Career Decisions | - Being Consistently Punctual |
| - Using Labor Market Information | - Maintaining Regular Attendance |
| - Preparing Resumes | - Demonstrating Positive Attitudes |
| - Filling out Applications | - Good Interpersonal Skills |
| - Interviewing | - Completing Tasks Effectively |

Note: Career Coaches should encourage participants to complete their resumes in the South Carolina Works Online System One-Stop System (SCWOS).

Funds under this agreement may be used to pay for work experience in the public, private, for-profit, or non-profit sectors, where the objective assessment and the individual service strategy indicate that Work Experience is appropriate.

OJT is not an appropriate work experience activity for youth under age 18.

Work Experience:

This activity will involve a planned, structured learning experience that takes place in a workplace for a limited period. The participant performs actual duties with adequate supervision.

- Work Experience is designed to enable youth to gain exposure to the world of work and its requirements. Work Experience should be designed to help youth acquire the personal attributes, knowledge, and skills needed to obtain a job and advance in employment; and
- The purpose is to provide the participant with opportunities for career exploration and skill development and not exclusively to benefit the employer. Usually lasts 2-4 months based on local area policy.

On-the-Job Training (OJT):

This activity may be offered to appropriate older out-of-school youth and must be training for in-demand occupations. This MUST be facilitated through the Business Services Coordinator under the BCDCOG.

- The OJT must provide knowledge or skills essential to the full and adequate performance of the job for which the employee is being hired to perform.
- Employers participating in the OJT program may receive reimbursement of up to 50% of the wage rate of the WIOA participant, not to exceed the allowable training amount per WIOA participant (see OJT Policy).

Summer Youth Employment

This is now a part of the Paid/Unpaid Work Experience Element. The summer youth employment opportunities element is not intended to be a stand-alone program. The contractor should integrate a youth's participation in that element into a comprehensive strategy for addressing the youth's employment and training needs. The contractor must ensure that summer youth employment provides direct linkages to academic and occupational learning as part of the menu of services offered. Strong, effective connections to employers are essential in the creation of a system of providers that can effectively assist youth to become highly skilled and employable. For younger youth, the Contractor should design a community project in each county that develops teamwork, community service, participant's interest, and aptitudes. This project should be the culmination of the yearlong learning process and should be an incentive for participants to remain in the program year-round.

Note: Careful consideration should be given to the participant's ISS to ensure that the work done during the summer project best meets the participant's employment goals and will allow for the acquisition of occupational skills that are applicable.

Occupational Skills Training:

The Contractor will make available appropriate and relevant (in demand) individuals with occupational and vocational training or entrepreneurial training. Occupational training provided under the Youth program, to the extent feasible, will include opportunities to apply knowledge and skills relating to academic subjects to the world of work. Occupational Skills Training is designed for youth who complete other youth programs or elements and plan on attending college or entering

the labor force. These programs should afford occupational skills training to eligible youth and provide intensive case management services as necessary. The Contractor will provide this element through training directly or through coordination with the military, the local Technical Colleges, or other post-secondary schools. The Contractor may include an entrepreneurial training component in conjunction with occupational skills training.

Local areas must give priority consideration to training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations in the local area.

Such training must:

- Be outcome-oriented and focused on an occupational goal specified in the individual service strategy;
- Be of sufficient duration to impart the skills needed to meet the occupational goal; and
- Lead to the attainment of a recognized postsecondary credential.

If ITAs are used, the training provider must be in SCPATH.

ISY cannot use youth program-funded ITAs (co-enroll in the adult program)

Leadership Development Activities:

The Contractor will make available leadership development activities to include, but not be limited to, the following:

- Exposure to post-secondary educational opportunities
- Community service-learning projects and organizational teamwork training
- Peer centered activities, including peer mentoring and tutoring
- Citizenship training
- Employability
- Positive social behaviors and training in decision-making, including determining priorities.

All Leadership Development Opportunities should be developed through linkages with appropriate agencies and should be designed to be fun, informative, and motivational.

Supportive Services:

Supportive services for Youth, as defined in WIOA Section 101(46), may include the following: See Supportive Services for full policy.

- Linkages to community services;
- Assistance with transportation costs;
- Assistance with child care and dependent care costs;
- Assist with housing costs;
- Referrals to medical services; and
- Assistance with uniforms or other appropriate work attire and work-related tool costs, including such items as eyeglasses and protective eye gear.

Adult Mentoring:

The Contractor will make available adult mentoring through job shadowing or worksite supervisors,

tutors, community organizations, and/or other professional personnel. The Contractor will be responsible for identifying and developing these relationships. Mentors should meet monthly with the youth to discuss goal setting, school, and/or problem-solving.

Adult Mentoring will take place during the period of participation and a subsequent period, for a total of not less than twelve months. Key to the success of this activity is an adult (s) within the community must be committed to serving as a mentor(s) or role model(s) for all participating youth. Adult Mentors should serve as role models and impart standards or expectations for these youth concerning employment decisions, life skills, self-sufficiency, and/or education achievement as outlined in the WIOA regulations.

Services are available as needed and may be provided directly by the youth provider and/or other community organizations.

To ensure the participant meets retention, the Contractor will assist in arranging for additional support services when necessary. Mentors should also stay in contact with Career Coaches to ensure clients are progressing with their ISS goals and such contact will be noted in the participant's file.

Follow Up:

All youth participants must receive some form of follow-up services for a minimum duration of 12 months following exit from the program. The types of services provided and the duration of services must be determined based on the needs of the individual. Follow-up services for youth may include:

- Leadership development and supportive services;
- Regular contact with a youth's employer, including assistance in addressing work-related problems that arise;
- Assistance in securing better-paying jobs, career development, and further education;
- Work-related peer support groups;
- Adult mentoring; and
- Tracking the progress of youth in employment after training.

Such services must be for a minimum of twelve months, which includes the 90 days waiting to soft exit and the Contractor will document such service in the participant's SCWOS file. At a minimum, the Contractor will conduct follow-ups by phone or in person for each participant once per month. In addition to the monthly follow-up contact, Service Providers will obtain employment verification quarterly for all employed youth. The employment verification must be obtained for each quarter following exit, through the fourth quarter.

Education offered concurrently with and in the same context as workforce preparations activities and training for a specific occupation or cluster:

20 CFR § 681.630 states that this program element reflects an integrated education and training model and describes how workforce preparation activities, basic academic skills, and hands-on occupational skills training are to be taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway. While programs developing basic

academic skills, which are included as part of alternative secondary school services and dropout recovery services (program element 2), workforce preparation activities that occur as part of a work experience (program element 3), and occupational skills training (program element 4) can all occur separately and at different times (and thus are counted under separate program elements), this program element refers to the concurrent delivery of these services which make up an integrated education and training model.

Comprehensive Guidance and Counseling:

The Service Provider will provide comprehensive case management. Guidance and counseling resources are to be provided under a comprehensive case management approach with each participant as follows:

- Case Management is a client-centered approach in the delivery of services designed to assist youth in finding employment through the proactive provision of counseling, pre-employment and work maturity skills, basic and remedial education, occupational training, work experience, and ISS updates, resolving problems that would impact participant's ISS.
- A counseling/guidance session is conducted in person, by phone, or through email with a participant to help resolve problems that would impact the participant's Individual Service Strategy (ISS), returning to or staying in secondary or post-secondary education, training for employment, finding employment or employment retention. This will include career counseling related to career choice, change, or adjustment.
- Case Notes must include a summary of each counseling/guidance session, a corrective action plan, a plan of follow-up, and further services needed.
- Copies of email counseling sessions must be maintained in the participant's hard copy file.
- Usually, a one-day service unless the Career Coach assigns the participant with a specific task and schedules another appointment (usually within 2 weeks) at a specific time and date to demonstrate results. The reason for extending the activity must be explained in detail in the case notes. The activity should only be extended to the date specified in the case note as the next counseling appointment date.

Financial Literacy Education:

20 CFR § 681.500 states that this program element may include the following activities:

- Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions.
- Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards.
- Teach participants about the significance of credit reports and credit scores; what their rights are regarding their credit and financial information; how to determine the accuracy of a credit report and how to correct inaccuracies; and how to improve or maintain good credit.
- Support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions.
- Educate participants about identity theft, ways to protect themselves from identity theft,

and how to resolve cases of identity theft and in other ways understand their rights and protections related to personal identity and financial data.

- Support activities that address the particular financial literacy needs of non-English speakers, including providing support through the development and distribution of multilingual financial literacy and education materials.
- Support activities that address the particular financial literacy needs of youth with disabilities, including connecting them to benefits planning and work incentives counseling.
- Provide financial education that is age-appropriate, timely, and provides opportunities to put lessons into practice, such as by access to safe and affordable financial products that enable money management and savings.
- Implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality, age-appropriate, and relevant strategies and channels, including, where possible, timely and customized information, guidance, tools, and instruction. In November of 2016, the Financial Literacy Education Commission released a guide, “Incorporating Financial Capability into Youth Employment Programs,” aimed at financial institutions interested in enhancing youth financial capability by partnering with youth employment programs. It maps how and why financial institutions engage in helping young people achieve greater financial well-being and employment success and can be found in Financial Literacy Guide.

Entrepreneurial Skills Training:

- Program Element 12: Entrepreneurial skills training 20 CFR § 681.560 states this program element provides the basics of starting and operating a small business. Such training must develop the skills associated with entrepreneurship. Such skills may include but are not limited to, the ability to:
 - Take initiative;
 - Creatively seek out and identify business opportunities;
 - Develop budgets and forecast resource needs;
 - Understand various options for acquiring capital and the trade-offs associated with each option; and
 - Communicate effectively and market oneself and one’s ideas.

Approaches to teaching youth entrepreneurial skills may include but are not limited to:

- Entrepreneurship education that provides an introduction to the values and basics of starting and running a business. Entrepreneurship education programs often guide youth through the development of a business plan and also may include simulations of business start-ups and operations.
- Enterprise development provides support, and services that incubate and help youth develop their businesses. Enterprise development programs go beyond entrepreneurship education by helping youth access small loans or grants that are needed to begin business operations and by providing more individualized attention to the development of viable business ideas.
- Experiential programs that provide youth with experience in the day-to-day operation of a

business. These programs may involve the development of a youth-run business that young people participating in the program work in and manage. Or, they may facilitate placement in apprentice or internship positions with adult entrepreneurs in the community.

Labor Market and Employment information about in-demand industry sectors or occupations such as career awareness, career counseling, and career exploration:

Under 20 CFR § 681.460 (a)(13), this element includes “services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.” This element is not further described in the Youth section of the final rule; however, the Wagner-Peyser regulation at 20 CFR § 651.10 provides additional information about this element under the definition of workforce and labor market information. That section defines workforce and labor market information as “the body of knowledge that describes the 22 relationships between labor demand and supply.” Numerous tools and applications that are user-friendly exist, which can be used to provide labor market and career information, as appropriate to each youth.

- These labor market information (LMI) tools can be used to help youth and young adults to make appropriate decisions about education and careers.
- LMI identifies in-demand industries and occupations and employment opportunities; and, provides knowledge of job market expectations including education and skills requirements and potential earnings.
- LMI tools also can aid in facilitating youth awareness of the career fields that are likely to provide long-term employment and earnings in local labor markets. WIOA youth programs and providers should become familiar with state and federal LMI data and LMI tools, which are provided for free by agencies, to share relevant LMI with youth.
- As part of the preparation for employment, staff should work with participants to ensure they have a professional resume. This resume should be uploaded in the documents section and the resume section in SCWOS. If the resume is still a work in progress, it should be set to offline until the resume has been updated.

Providing such readily available online services can be accomplished by connecting the youth with American Job Centers and other entities that have career exploration tools, ability, and interest inventories, and provide related employment services. DOL electronic tools particularly relevant to youth include: My Next Move and Get My Future. In addition to connecting youth to self-service LMI tools, youth providers need to share and discuss state and local LMI with youth participants. In general, career awareness begins the process of developing knowledge of the variety of careers and occupations available, their skill requirements, working conditions and training prerequisites, and job opportunities across a wide range of industry sectors. The process in which youth choose an educational path and training or a job that fits their interests, skills, and abilities can be described as career exploration. Career counseling or guidance provides advice and support in making decisions about what career paths to take.

- Career counseling services may include:
 - Providing information about resume preparation, interview skills,
 - Potential opportunities for job shadowing, and
 - The long-term benefits of postsecondary education and training (e.g., increased earning power and career mobility).

Preparation for and transition to postsecondary education and training:

In 20 CFR § 681.460 (a)(14), the final program element is activities that help youth prepare for and transition to postsecondary education and training. This element is not further described in the final rule. Postsecondary preparation and transition activities and services prepare ISY and OSY for advancement to postsecondary education after attaining a high school diploma or its recognized equivalent. These services include exploring postsecondary education options including technical training schools, community colleges, 4-year colleges and universities, and registered apprenticeships.

Additional services include, but are not limited to, assisting youth to prepare for SAT/ACT testing; assisting with college admission applications; searching and applying for scholarships and grants; filling out the proper Financial Aid applications and adhering to changing guidelines; connecting youth to postsecondary education programs.

TWDB COMPONENTS

The TWDB in conjunction with their Youth Council has developed the following youth system components to meet the employment and educational needs of youth residing in Berkeley, Charleston, and Dorchester counties.

Entry Standards

There is no minimum TABE score requirement for entry into the WIOA program. TABE will be used to determine basic skills deficiency. The scores will be entered into SCWOS to include scanned into SCWOS using the scanning feature.

In-School Youth

An ISY is an individual who is not younger than age 14 or older than 21 at the time of enrollment, is attending school, is low-income, and is one or more of the following:

- Basic skills deficient;
- English language learner;
- An offender;
- Homeless individual (as defined in the Violence Against Women Act of 1994 or the McKinney-Vento Homeless Assistance Act), runaway, in foster care or aged out of foster care system, a child eligible for assistance under the Social Security Act § 477, or an individual who is in an out-of-home placement;
- Individual who is pregnant or parenting;
- Individual with a disability;
- Individuals who require additional assistance to enter or complete an educational program or to secure and hold employment

Eligible WIOA OSY is not younger than 16 or older than 24 at the time of enrollment, is not attending any school, and is one or more of the following:

- School dropout;
- Youth who is within the age of compulsory school attendance (defined as under the age of 17 in South Carolina, but has not attended school for at least the most recent complete

school year calendar quarter (based on how a local school district defines its school year quarters);

- A low-income individual who is a recipient of a secondary school diploma, or its recognized equivalent, and is either basic skills deficient or an English language learner;
- Individual who is subject to the juvenile or adult justice system;
- Homeless individual (as defined in the Violence Against Women Act of 1994 or the McKinney-Vento Homeless Assistance Act), a runaway, an individual who is in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act, or an individual who is an out of -home placement;
- Individual who is pregnant or parenting;
- Individual with a disability;
- A low-income individual who is a recipient of a secondary diploma, or its recognized equivalent, and is either basic skills deficient or an English language learner

Neediest Youth

The US Department of Labor has defined “neediest youth” as those in foster care (particularly those aging out of foster care), youth in the juvenile justice system, children of incarcerated parents, and migrant youth. See WIOA definition of Low-Income Youth.

Outlying Areas

Of the total out-of-school youth to be served, 30% must reside in the outlying areas of Berkeley, Charleston, and Dorchester counties i.e., St. Stephen, St. George, Awendaw, Johns Island, etc. Outlying areas will be defined as those residing in rural areas based on 2010 census numbers.

SC Works Services

To ensure youth are provided access to the community services offered through the SC Works Centers, WIOA case management staff funded through this agreement must provide services at each of the Trident area’s comprehensive centers which include, but may not be limited to:

- SC Works Charleston Center, 1930 Hanahan Road, N. Chas. SC 29406
- Berkeley Resource Center, 500 S. Live Oak Dr., Main Street Moncks Corner, SC 29461
- SC Works Dorchester Center, 1325-D Boone Hill Road, Summerville, SC 29483

SC Works Centers Required Partners

WIOA Youth programs are required partners in the SC Works Centers.

Services to Youth “Carry-Overs”

Any out-of-school youth who registers before and the case does not exit the program on or before June 30, 2026, will be considered a “carry-over” and must be provided services necessary to complete their Individual Service Strategy (ISS). Additionally, any youth who exits during Program Year 2025 (July 1, 2025 - June 30, 2026) must be provided follow-up services for 12 months after the exit.

Summer Youth

The Summer Youth Employment Program will be funded utilizing the regular formula funds.

Participants in the summer youth employment program will be a part of the year-round program; therefore, participants in a summer youth employment program will be held to the same standards and requirements as all other participants. Outside resources may be utilized in placing youth in a summer youth employment program.

OTHER CONSIDERATIONS RELATED TO YOUTH PROGRAM DESIGN

Length of Time in Program

Participants are enrolled in the program for 18 months, not to exceed 24 months. Therefore, ISS plans will be written to be completed within 18-24 months. Exceptions may be allowed under extreme circumstances, with adequate justification and appropriate approval.

Concurrent Enrollment

According to Section 664.500(b) of the WIOA, eligible youth who are 18 through 24 years old may participate in youth and adult programs concurrently, as appropriate for the individual. Such individuals must meet the eligibility requirements under the applicable youth or adult criteria for the services received. Local program service provider must identify and track the funding streams for services provided to individuals who participate in youth and adult programs concurrently, ensuring non-duplication of services. The Trident Area's Policy for dual enrollment must be adhered to for dually enrolling youth in WIOA.

Recruitment

Recruitment will be the responsibility of the Contractor; however, assistance may be provided by the SC Works Trident Center.

All recruitment material/advertisements must include the Contractor's telephone number and the following statement:

"Trident Workforce Development Board provides equal opportunity programs. Services are available upon request to individuals with disabilities. TTY: 711"

*NOTE: Before an advertisement is broadcast or printed, the Executive Director of the BCDCOG or Designee must approve the recruitment article.

SECTION THREE

Program Eligibility Determination and Orientation

It will be the responsibility of the Contractor to determine whether or not youth applicants, between the ages of 16 and 24, inclusive, in the Trident Region meet the minimum eligibility requirements to participate in programs funded under Title I of the Workforce Innovation and Opportunity Act.

The contractor's management staff will review all eligibility certifications before enrollment.

Quarterly, the Local Workforce Development Area will request documentation of a random sampling of 25% of the individuals certified during the quarter. Participants should not be pre-

screened/pre-qualified or denied the opportunity to apply for WIOA. The Information Session will provide applicants with the information they need to decide if they want to apply.

The Contractor will complete the WIOA Program Application utilizing the SC Works Online Services system (SCWOS) WIOA Application. The WIOA Application in SCWOS requires staff to check the programs for which he/she is certifying, and the contractor is advised to check ALL the programs for eligibility that are displayed for the individual. WIOA applications are to be keyed in during the eligibility interview with the applicant.

Eligibility determination will be conducted at SC Works Trident or one of its affiliate sites.

On the day the eligibility determination is completed, the eligibility interview/certification should be documented in a case note stating that the eligibility was completed, and the Rights Handout was reviewed/copy provided. Paper applications may be used only in the event of an emergency such as when the SCWOS System is down or the electricity or internet service is temporarily interrupted. If it becomes necessary to complete certification using the paper application, the application must be entered in SCWOS within 15 days.

A partial save of an application may be done if all eligibility documents are not provided during the application process. A partial save allows all fields to be edited before a full save. **A case note should be entered to document the partial save and the review of the Rights Handout.**

Youth served through programs funded by WIOA in the Trident area must be residents of Berkeley, Charleston, or Dorchester counties and meet the following eligibility requirements:

- An OSY is an individual who is not younger than 17 or older than 24 at the time of enrollment, is not attending any school, and is one or more of the following:
- School dropout;
- Youth who is within the age of compulsory school attendance (defined as under the age of 17 in South Carolina), but has not attended school for at least the most recent complete school year calendar quarter. The school year calendar quarter is (based on how a local school district defines its school year quarters);
- An individual who is subject to the juvenile or adult justice system;
- Homeless individual (as defined in the Violence Against Women Act of 1994 or the McKinney-Vento Homeless Assistance Act), a runaway, an individual who is in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act, or an individual who is an out-of-home placement;
- Individual who is pregnant or parenting;
- Individual with a disability;
- A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment. (An In-School Youth (ISY) is an individual who is not younger than age 14 or older than 21 at the time of enrollment, is attending school, is low income, and is one or more of the following:
- Basic skills deficient;
- English language learner;
- Offender;
- Homeless individual (as defined in the Violence Against Women Act of 1994 or the

McKinney–Vento Homeless Assistance Act), a runaway, an individual who is in foster care or who has aged out of the foster care system;

- Pregnant or parenting;
- Individual with a disability;
- Individual who requires additional assistance to complete an educational program or to secure or hold employment

WIOA definition of “Low-Income Individual”:

- Receives or in the past 6 months has received or is a member of a family that is receiving or in the past 6 months has received, assistance through SNAP, TANF, SSI, or State or local income-based public assistance;
- Receives an income, or is a member of a family that receives an income that does not exceed the higher of the poverty line or 70 percent of the lower living standard income level;
- Is a homeless individual as defined in the McKinney-Vento Homeless Act or the Violence Against Women Act of 1994;
- Receives or is eligible to receive, a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (based on an individual student’s eligibility as opposed to school-wide eligibility for free or reduced-price lunch);
- Is a foster child on behalf of whom state or local government payments are made;
- Is an individual with a disability whose own income meets the income requirements above, but who is a member of a family whose income does not this requirement; and/or
- Lives in a high-poverty area.

A youth who lives in a high-poverty area is automatically considered to be a low-income individual. A high poverty area is a census tract that has a poverty rate of at least twenty-five percent that is set every five years using the American Community Survey 5-Year data.

Five Percent Low-Income Exception

Five percent of the Local Workforce Development Area participants, who ordinarily would need to be low-income, do not need to meet the low-income provision. This includes all ISY and those OSY with a high school diploma, or its recognized equivalent who are either basic skills deficient or an English language learner, or those OSY who require additional assistance, as their only barriers. In each Local Workforce Development Area, the five percent is calculated based on the percent of **newly enrolled youth each program year** who would ordinarily be required to meet the low-income criteria.

NOTE: Carryover participants served through the 5% window are included in the total 5% maximum the following program year.

Five Percent In-School Youth Limitation Not more than five percent of ISY may be individuals whose only barrier is “requires additional assistance to complete an educational program or to secure and hold employment.” In each Local Workforce Development Area, this limitation is applied to all ISY newly enrolled each program year.

SECTION FOUR

Basic Skills Deficient

- The youth have English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test;
- A youth who scores a Department of Education's National Reporting System (NRS) level 4 or below on the TABE 11&12 is considered Basic Skills Deficient (BSD);
- A youth may also be BSD if the youth is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society. If the Local Workforce Development Area chooses to use this second definition of basic skills deficient, expanding beyond the sole use of TABE, the LWDB must issue a policy defining how youth is basic skills deficient under this definition.

In assessing basic skills, local programs must use assessment instruments that are valid and appropriate for the target population and must provide reasonable accommodation in the assessment process, if necessary, for individuals with disabilities. For purposes of basic skills assessments, local programs are not required to use an NRS-approved assessment, nor are they required to determine an individual's grade level equivalent or educational functioning level (EFL), although the use of these tools is permitted. Rather, local programs may use other formalized testing instruments designed to measure skills-related gains.

NOTE: In contrast to the initial basic skills assessment described above, if measuring EFL gains after program enrollment under the measurable skill gains indicator, local programs must use an NRS-approved assessment for both the EFL pre-test and post-test to determine an individual's EFL. Neither WIN Ready to Work, nor WorkKeys, are NRS-approved assessments.

SECTION FIVE

Partnerships

Strong partnerships help to leverage resources and increase opportunities for youth. They can enhance the ability of Workforce Development Areas to access information and data, improve services, and increase efficiencies, concerning recruitment processes, referrals, and case management. Creating strong partnerships is critical to providing the most effective, targeted, and appropriate services for youth to maintain progress along a successful career pathway.

Collaborations across Federal departments are taking place to develop and strengthen partnerships among youth service agencies. The Department has ongoing partnerships with Federal agencies that are not included in the One-Stop partner list. Such efforts are described in the advisory notices and descriptions referenced below.

The Contractor must demonstrate how they plan to utilize partnerships to leverage resources and increase opportunities for youth in the WIOA program by submitting a quarterly report on attempts to leverage resources. Examples of attempts and or leveraging resources could be a new

partnership with Job Corps.

SECTION SIX

Performance

The performance standards for youth drastically affect the Trident Region's ability to meet state-established requirements. Poor performance from the Contractor may show cause for the TWDB to terminate this agreement.

Performance Expectations

Youth Performance Standards are incremental, progressive, and age-appropriate. These standards are subject to negotiation by the state, any changes will result in the contract being modified by the Administrative Entity. The Performance Standards are as follows:

- **Placement in Employment, Education, and Training:** Measured after 2nd quarter after exit
- **Retention in Employment, Education or Training:** percent of participants in education, training, or unsubsidized employment; measured 4th quarter after exit
- **Credential Rate-** percent of participants who obtain a recognized credential, secondary diploma during participation, or within one year after program exit.
- **Earnings - after entry into unsubsidized employment (median earnings or participants in unsubsidized employment during the second quarter after exit).**
- **In-Program Skills Gain - Percent of participants in education leading to credentials or employment during the program year achieving measurable gains. Measured in real-time**

SECTION SEVEN

Reporting Requirements

The Contractor will establish and maintain a programmatic management system that provides accurate, current, and cumulative information as outlined in the monthly dashboard that is presented to the Youth Advisory Committee and the Trident Workforce Development Board.

Financial Reporting

- The Contractor will establish and maintain a financial management system that provides accurate, current, and complete disclosure of the financial transactions of this Contract. This system will comply with standards and procedures established in the Terms and Conditions of this Contract.
- An invoice reporting expenses incurred during the month will be submitted to the COG no later than the fifteenth (15th) calendar day of the following month. Invoices submitted 30 days or more past due may be subject to a 10% withhold of funding.
- All invoices supporting documentation must be submitted with the monthly invoice.
- The monthly invoice must be signed by the contract signatory official or another person designated on the Fund Request Signature Authorization form.

SECTION EIGHT

Performance Expectations

The Performance Standards are as follows: Contractor will be notified of changes and is expected to adhere to any changes made to the performance goals/benchmarks.

• Education or Training Activities or Employment in the 2 nd Quarter After Exit: 83.6%
• Education or Training Activities or Employment in the 4 th Quarter After Exit: 81.4%
• Median Earnings in the 2 nd Quarter After Exit: \$6,971
• Credential Attainment Rate: 61.3%
• Measurable Skill Gains: 72.7%

The above goals are subject to change based on the negotiated goals for the SC Works Trident Area with the SC Department of Employment and Workforce.

SECTION NINE

Referrals for Ineligible Youth

The Contractor must refer any youth that does not meet the entry standards set forth by the TWDB to another agency. The following procedures will be followed in a case where a participant is found to be ineligible:

- If the participant is determined ineligible for youth services based on income, lack of barrier, etc. the participant will be referred with supporting documentation to the WIOA Adult Program;
- If the youth is not WIOA eligible, Ross Innovation Employment Solutions (IES) staff will refer the youth to an agency that provides desired service(s); and
- The file will be maintained for three years per SCWOS Instruction #04-03.

SECTION TEN

SCWOS Reporting

To provide appropriate technical assistance, the Local Workforce Development Area will track, evaluate and provide to the Contractor at minimum, monthly monitoring reports to address case notes, Individual Employment Plans (IEPs), Ad Hoc Reports information and other performance-related data. The Local Workforce Development Area will allow the Contractor time to review the data, identify improvement opportunities, and measure results. All documents for eligibility and case management must be scanned into SCWOS for tracking purposes.

SECTION ELEVEN

General Provisions

CASE NOTES

“If it isn’t documented, it did not happen”!

Case Notes are used throughout the delivery of WIOA services. Case notes should document

progress on Individual Employment plans (IEP), document the participant's progress on meeting their goals, and any changes that occur with the goals and/or objectives. The length of the case note is not important. The value of the content is important. Case notes should include information on missed appointments and attempts to contact. Case notes should include contacts with instructors, employers, etc. to follow the progress in training or employment. For customers in training, case notes should document satisfactory progress, current grade point average, the reasons for extensions in training, etc.

The subject of the case note should be meaningful. The subject should match the content of the case note. (Example: Transportation Problems to Training) and the content MUST include information that defines the activity.

Case notes should support not duplicate information in the activity records and other SCWOS screens.

A case note should be entered at a minimum of every 30 days for all active WIOA customers to show actual communication with customers or attempts at communicating with customers. Contact is considered when there have been communications between both parties. For example, if a message is left and no return response has occurred, this is an attempt to contact and not actual contact. Remember, Case Notes speak in the absence of your presence.

NON-DUPLICATION

No funds under this Act may be used to provide funding under the school-to-Work Opportunities Act of 1994 or to carry out, through funds under this Act, activities funded under the S-T-W Act unless the programs funded under this Act only serve those participants eligible to participate in the program under this Act.

AGAINST FEDERAL CONTROL OF EDUCATION

No provision of this Act empowers and/or otherwise authorizes any department, agency, officer, or employee employed under this Act to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school, school system, or selection of library resources, textbooks, etc.

NON-INTERFERENCE AND NON-REPLACEMENT OF REGULAR ACADEMIC REQUIREMENTS

No funds under this Act will be used to provide an activity for eligible youth that are not school dropouts if participation in the activity would interfere with or replace the regular academic requirements of the youth.

MONITORING

All forms, documents, and information maintained by the Contractor and sub-Contractors about this agreement or mentioned herein and which are necessary to substantiate compliance with the terms of this Agreement and applicable WIOA regulations, will be available upon request for monitoring or review by the BCDCOG staff or its authorized representatives. The monitoring schedule will include a state monitoring visit at least once a year, technical assistance from BCDCOG staff, and scheduled monitoring visits by BCDCOG staff. The BCDCOG staff may make at least one unannounced monitoring visit during the program year. The

contractor will monitor all training sites to ensure that work sites are drug-free workplaces, and applicable federal, state, and local laws are in place. The Contractor will also evaluate participants' progress and attendance.

STAFFING

Sufficient qualified staffing will be available to ensure the successful performance and effective management of the Youth program at the Comprehensive and the affiliate centers. Staff will be familiar with the requirements of WIOA and related Federal Regulations, the terms of this contract, and WDA instructions. Individual staff performance includes the ability to properly maintain the SCWOS case files. Poor staff performance in managing the SCWOS data may result in the Contractor facing sanctions. The Case Management staff is required to be certified as a Career Development Facilitator. All new staff will be required to have the certification within two years after hire. **The BCDCOG should be immediately informed of new hires and staff changes. An updated organizational chart is required when there is a change in the management staff levels.**

TWDB POLICIES/INSTRUCTIONS

All WIOA contractors must adhere to the policies, procedures, and instructions as set forth by the TWDB and WIOA. All applicable policies, forms, and instructions will be provided to the Contractor.

CONTINUOUS IMPROVEMENT

Purpose/Meaning of Continuous Improvement:

Continuous Improvement means that there is always room for improvement. No matter how closely excellence is approached, we can always do better. This means that we must constantly look for ways to improve our performance. Quality Improvement Tools must be employed by the Contractor to identify improvement opportunities, identify root causes and best solutions, monitor improvement opportunities, and measure results. The Contractor is responsible for employing Continuous Improvement principles to ensure quality is built into the services and programs being provided. The Contractor must design processes, programs, and services that enable them to exceed customer expectations and provide a fair return on investment (ROI) to the Trident Workforce Development Board. Pertinent instructions, procedural information, and training will be provided to ensure Contractors become familiar with and effectively implement continuous improvement practices into all WIOA program operations.

Contractor Continuous Improvement Team (CCIT):

To ensure that Contractors are provided guidance and technical assistance regarding TEGLS, State Instruction Letters, and local policies and procedures, the contractors will attend the monthly Contractors Continuous Improvement Team (CCIT) meetings. This will be a time when the BCDCOG Staff will provide technical assistance, address any potential programmatic issues, and distribute information.

In-Service Training:

BCDCOG staff may provide mandatory training for Contractors on subjects relevant to program operations, performance, and continuous improvement principles. The In-Service Training times may be scheduled in conjunction with the monthly CCIT meeting.

PUBLICATIONS

The Contractor agrees that any publication (written, visual, signs for posting or sound, including press releases, but excluding newsletters, and Issue analyses) issued by the Contractor describing programs or projects funded in whole or in part with federal funds shall contain the following statement: **“Proud Partner of American Job Center Network”**

The Contractor also agrees that one copy of any such publication will be submitted to TWDB to be placed on file and distributed as appropriate to other potential Contractors or interested parties. The TWDB may waive the requirement for submission of any specific publication upon submission of a request justifying the Contractor.

COPYRIGHT

Except as otherwise provided in the terms and conditions of this agreement, the Contractor paid through this agreement is free to copyright any books, publications, or other copyrightable materials developed in the course of or under this agreement. However, the U.S. Department of Labor (federal awarding agency), South Carolina Department of Employment & Workforce, and/or BCDCOG reserve a royalty-free, non-exclusive, and irrevocable license to reproduce, publish, or otherwise use, and authorize others to use, for the federal government, state, or county purpose; the copyright in any work developed under this agreement or through a contract under this agreement; and any rights of copyright to which a Contractor or sub-contractor purchases ownership with agreement support.

The federal and state government’s rights, and/or the county’s rights identified above must be conveyed to the publisher and the language of the publisher's release form must ensure the preservation of these rights.

OPTION TO EXTEND

Based upon funding availability, the BCDCOG may extend an agreement period of performance if it appears to be in the best interest of the BCDCOG and is agreeable with the Contractor. The total extension may be less than but may not exceed two (2) additional years and may be issued in increments. Similarly, the slot levels and/or the number of participants served and/or associated costs may be adjusted at any time during the agreement period if agreeable with the Contractor TWDB. An extension may be contingent upon the satisfactory performance of this contract.

SECTION TWELVE

Budget

A copy of the negotiated budget is attached to provide detailed support for this agreement budget.

SPENDING PLAN

The Contractor will ensure that 25% of the funds are expended by September 30th; 50% of the funds are expended by December 31st and 75% of the funds expended by March 31st, and 90% by June 30th. WBL expenditure requirement is 30%. If funds are not expended by appropriate dates, the contractor may face sanctions.

PAYMENT TERMS

- No funds will be paid for persons not certified eligible, enrolled, and initiated as required in the WIOA federal regulations.
- TWDB reserves the right to de-obligate underruns that accrue as the result of poor performance or under expenditure. Determinations regarding the amount of the obligation may be based on Contractor reports (financial or programmatic).
- The performance of activities may be terminated by the BCDCOG in whole or in part for either cause or convenience as outlined in the Terms and Conditions.
- Payment may not be made for expenses not incurred nor earned during the contract period.
- The Contractor may not over expend any negotiated budget line item over 10% without prior authorization. Authorization of any expenditure over more than 10% must be requested in writing and is subject to approval by the BCDCOG. Neither total cost categories (Administration, Direct Project, and Fixed Price) nor the total agreement amount may be over expended.

Failure to meet performance may result in financial penalties. Please see Appendix A – Unsatisfactory Performance Fees.

Without regard to the date of the parties' signatures, the parties agree the effective date of this agreement is July 1, 2026.

IN WITNESS WHEREOF, the Parties hereto have executed this Contract under their several seals the day and year first written above.

Ross Innovative Employment Solutions

BCD Council of Governments:

Shawn Brenner
Chief Executive Officer

Ronald E. Mitchum
Executive Director

Attest:

Attest: