

Northeast Georgia



Connecting Talent with Opportunity

**NORTHEAST GEORGIA AREA 9 WIOA UNIFIED LOCAL/
REGIONAL AREA PLAN
Submitted Final 6.30.24**

Revised Modification 06/2026
LWDB Approval 08/11/26

Strategic Elements, Governance and Structure:

1. Identification of the Fiscal Agent & Governance Structure – Provide an identification of the entity responsible for the disbursal of grant funds described in WIOA § 107(d)(12)(B)(i)(III) as determined by the chief elected official. This section should also include a description of the responsibility assigned to each of the following entities, as applicable to the LWDA:

The Northeast Georgia Regional Commission (NEGRC) serves as the designated Fiscal Agent and grant administrator for Workforce Development Area 9, Region 5, in accordance with WIOA §107(d)(12)(B)(i)(III). Region 5 consists of twelve counties: Barrow, Clarke, Elbert, Greene, Jackson, Jasper, Madison, Morgan, Newton, Oconee, Oglethorpe, and Walton. The Chair of the Oconee County Board of Commissioners serves as the Chief Local Elected Official (CLEO) and is responsible for appointing the Fiscal Agent and carrying out the responsibilities assigned under the Workforce Innovation and Opportunity Act (WIOA).

a. Chief Local Elected Official (CLEO) / Local Elected Officials Board

The Chief Local Elected Official, acting on behalf of the Local Elected Officials Board (LEOB), provides oversight of the local workforce system in accordance with WIOA and applicable federal and state regulations. Responsibilities include appointing members of the Local Workforce Development Board (LWDB), designating the Fiscal Agent, approving the local workforce plan and budget, and ensuring accountability for the stewardship of WIOA funds. The LEOB operates in accordance with its intergovernmental agreement and applicable bylaws.

b. Fiscal Agent

The Northeast Georgia Regional Commission serves as the Fiscal Agent and administrative entity for Workforce Area 9. The Fiscal Agent is responsible for the receipt, accounting, disbursement, and fiscal oversight of WIOA grant funds; procurement and contract administration; financial reporting; monitoring; annual audit coordination; and ensuring compliance with all applicable federal, state, and local fiscal requirements. The Fiscal Agent also serves as the employer of record for workforce staff and maintains the required separation between workforce board functions and program operations in accordance with WIOA firewall requirements.

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c. Local Workforce Development Board

The Northeast Georgia Workforce Development Board provides strategic leadership and oversight for the local workforce system in partnership with the Chief Local Elected Official. Consistent with WIOA Section 107(d), the Board develops and monitors the Local Plan, establishes workforce priorities, oversees program performance, engages employers and community partners, promotes sector strategies and career pathways, negotiates local performance measures, and ensures the workforce system is responsive to the needs of businesses, job seekers, and the regional economy. The Board operates in accordance with its adopted bylaws and all applicable federal, state, and local requirements.

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 and will describe how the information was gathered and what stakeholders 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.**

Northeast Georgia's economy continues to demonstrate long-term growth driven by population increases, business expansion, and employer demand across multiple industry sectors. As of 2025, the region's labor force exceeds 353,000 with an unemployment rate of 3.3 percent, remaining below or comparable to state and national averages. The region added more than 19,000 residents between 2023 and 2024, supporting continued workforce and economic growth.

The Northeast Georgia Workforce Development Board aligns workforce investments with the needs of regional employers through its Five Core Strategic Pillars, Industry-Driven Strategies, Worker Mobility, Integrated Systems, Accountability, along with Flexibility and Innovation. We do this to ensure data-informed decision making and development of talent pipelines that support regional economic competitiveness. Our strategic priorities interconnect the five pillars that guide workforce investments, partner collaboration, and service delivery throughout the region. These Five Pillars serve as the framework for employer engagement, workforce development, career pathway advancement, operational excellence, and regional collaboration, ensuring Board decisions remain aligned with the workforce needs of businesses, job seekers, and communities across the twelve-county region.

Regional labor market information indicates continued demand in Construction, Manufacturing, Healthcare and Social Assistance, Transportation and Warehousing, Professional and Technical Services, Retail Trade, and Education. Manufacturing, healthcare, construction, transportation and logistics, and skilled trades remain priority sectors due to projected employment growth, competitive wages, and opportunities for career advancement. Current projections also identify continued growth in warehousing and distribution, ambulatory healthcare services, food services, and transportation-related industries.

The region's in-demand occupations include registered nurses, heavy and tractor-trailer truck drivers, maintenance and repair workers, electrical and electromechanical assemblers, business operations specialists, general and operations managers, skilled construction trades, educators, and healthcare support occupations. Additional high-demand occupations are identified in the attached Occupations in Demand list.

The Northeast Georgia Workforce Development Board develops its regional demand occupation list using labor market information from the Georgia Department of Labor. Quantitative data is supplemented with input from employers, chambers of commerce, economic development organizations, educational institutions, workforce partners, and industry representatives to ensure workforce investments remain aligned with current and emerging regional workforce needs. The Board reviews labor market trends, projected occupational growth, annual openings, wage data, employer demand, and educational requirements when determining priority occupations and

training investments.



Northeast Georgia Regional Commission

Area Labor Profile



Updated: May 2026

Super Sector Industries - Quarterly Comparison

	Establishments			Employment			Weekly Wage		
	2024	2025	% Change	2024	2025	% Change	2024	2025	% Change
Construction	1,983	2,015	1.6%	14,944	15,802	5.7%	1,626	1,705	4.9%
Education and Health Services	1,859	1,879	1.1%	29,811	30,636	2.8%	1,162	1,247	7.3%
Financial Activities	1,602	1,578	-1.5%	8,000	7,794	-2.6%	1,484	1,487	0.2%
Information	255	266	4.3%	1,358	1,267	-6.7%	1,262	1,211	-4.0%
Leisure and Hospitality	1,587	1,632	2.8%	26,814	27,403	2.2%	454	475	4.6%
Manufacturing	763	748	-2.0%	29,430	30,194	2.6%	1,289	1,329	3.1%
Natural Resources, Mining, and Agriculture	236	236	0.0%	1,965	2,063	5.0%	1,068	1,069	0.1%
Other Services	1,155	1,206	4.4%	5,774	5,718	-1.0%	994	1,039	4.5%
Professional and Business Services	2,852	2,863	0.4%	18,742	18,614	-0.7%	1,162	1,186	2.1%
Trade, Transportation and Utilities	3,239	3,257	0.6%	64,824	58,445	-9.8%	993	1,032	3.9%
Unclassified	1,001	1,174	17.3%	467	679	45.4%	1,789	1,604	-10.3%
Government	536	531	-0.9%	46,278	47,536	2.7%	1,144	1,156	1.0%
Total	17,068	17,385	1.9%	248,405	246,152	-0.9%	1,088	1,129	3.8%

Note: All figures are 4th Quarter of 2024 and 2025.

LONG-TERM OCCUPATIONAL PROJECTIONS 2022 to 2032 GEORGIA LWDA 9 - Northeast Georgia

Georgia Department of Labor, Workforce Statistics Division
Technical College System of Georgia, WorkSource Georgia

July 2025

#	SOC Code	Occupations	Typical Education	2022 Base Employment	2032 Projected Employment	Total Change in Employment	Percent Change in Employment	Annual Growth Rate	Annual Occupational Separations Labor Force Exits	Occupational Transfers	Annual Change in Employment	Annual Occupational Openings
1	35-3023	Fast Food and Counter Workers	No formal ed	8,130	9,290	1,160	14.3%	1.3%	960	1,030	120	2,110
2	35-2014	Cooks, Restaurant	No formal ed	2,400	3,270	870	36.4%	3.2%	190	230	90	510
3	41-2031	Retail Salespersons	No formal ed	7,010	7,830	820	11.7%	1.1%	490	590	80	1,160
4	11-1021	General and Operations Managers	Bachelor's d	4,350	5,000	650	15.0%	1.4%	120	250	70	440
5	31-1120	Home Health and Personal Care Aides	High school	2,290	2,910	620	26.6%	2.4%	210	170	60	440
6	25-9099	Educational Instruction and Library Workers, All Other	Bachelor's d	5,160	6,750	1,590	30.8%	1.1%	250	210	60	520
7	53-7065	Stockers and Order Fillers	High school	7,360	7,930	570	7.6%	0.7%	480	750	60	1,290
8	29-1141	Registered Nurses	Bachelor's d	3,150	3,700	550	17.3%	1.6%	110	70	50	230
9	53-3032	Heavy and Tractor-Trailer Truck Drivers	Postsecondary	3,920	4,410	490	12.6%	1.2%	190	240	50	480
10	35-1012	First-Line Supervisors of Food Preparation and Serving	High school	2,290	2,700	410	18.2%	1.7%	130	240	40	410
11	49-9071	Maintenance and Repair Workers, General	High school	3,640	4,050	410	11.3%	1.1%	170	180	40	390
12	25-2021	Elementary School Teachers, Except Special Education	Bachelor's d	3,400	3,780	380	11.2%	1.1%	120	120	40	280
13	51-2090	Miscellaneous Assemblers and Fabricators	High school	3,810	4,160	350	9.2%	0.9%	170	250	40	460
14	51-2028	Electrical, Electronic, and Electromechanical Assembler	High school	990	1,330	340	33.4%	2.9%	60	70	30	160
15	13-1199	Business Operations Specialists, All Other	Bachelor's d	2,450	2,770	320	13.2%	1.3%	90	140	30	260

Data may not add due to rounding

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LONG TERM OCCUPATIONAL PROJECTIONS
LWDA 09 NORTHEAST GEORGIA
2022 to 2032

Georgia Department of Labor, Workforce Statistics Division
Technical College System of Georgia, WorkSource Georgia

June 2025

SOC Code	Occupations	Typical Education	2022 Base Employment	2032 Projected Employment	Total Change in Employment	Percent Change in Employment	Annual Growth Rate	Annual Occupational		Annual Change in Employment	Annual Occupational Openings
								Labor Force Exits	Occupational Transfers		
00-0000	Total, All Occupations		246,390	273,390	27,000	11.0%	1.0%	12,740	16,340	2,510	31,590
35-0000	Food Preparation and Serving Related Occupations		21,250	24,610	3,360	15.9%	1.5%	2,040	2,430	360	4,830
25-0000	Educational Instruction and Library Occupations		21,200	23,590	2,390	11.3%	1.1%	960	910	210	2,080
51-0000	Production Occupations		20,270	22,640	2,370	11.8%	1.1%	870	1,280	230	2,380
29-0000	Healthcare Practitioners and Technical Occupations		11,700	13,920	2,220	18.8%	1.7%	380	310	170	860
41-0000	Sales and Related Occupations		22,930	25,010	2,080	9.1%	0.9%	1,450	1,740	210	3,400
53-0000	Transportation and Material Moving Occupations		32,200	34,150	1,950	6.1%	0.6%	1,680	2,540	200	4,420
11-0000	Management Occupations		16,920	18,770	1,850	11.3%	1.1%	620	780	200	1,600
48-0000	Installation, Maintenance, and Repair Occupations		12,240	14,000	1,760	14.6%	1.4%	480	610	190	1,280
13-0000	Business and Financial Operations Occupations		10,600	12,080	1,480	13.7%	1.3%	360	590	130	1,080
31-0000	Healthcare Support Occupations		6,610	8,080	1,470	22.2%	2.0%	460	580	140	1,180
47-0000	Construction and Extraction Occupations		9,210	10,390	1,180	13.2%	1.3%	310	480	120	910

Employers continue to state that soft-skills training is one of the most needed and requested. Industry reports new employees, specifically those under 30, do not understand the importance of these in the workplace. The skills needed include punctuality and attendance, problem-solving, awareness of appropriate work behaviors, how to get along with supervisors and co-workers, the importance of producing quality work, and financial literacy. This deficiency re-occurs throughout all the various in-demand occupations. These skills are taught as part of the GeorgiaBEST training offered through The Technical College System of Georgia (TCSG) and is embedded into all k-12 pathways offered at Career Academies. The skills taught are in response to feedback given by local industry.

In direct response to the manufacturing industry needs in the NEGA region, a six- week course called ManufactuREADY was developed and has been in place for the last several years. Currently no training is offered; however, the course remains available as needed. ManufactuREADY couples occupational training, soft skills and a simulated manufacturing work environment. Upon completion of the six-week course, graduates are given preferred hiring status with several local manufacturers. In the past, the course has served over 100 participants each year.

Additionally, the local area continues to work with the CNA training vendors to incorporate skills identified by employers hiring CNA trainees as needed and necessary, including “soft skills” and computer literacy skills.



Northeast Georgia

2026 HIGH DEMAND CAREER LIST

REGION	CATEGORY	DESCRIPTION	SOC
Northeast Georgia	Advanced Academics, Fine Arts, and World Languages	Actors	27-2011
		Interpreters and Translators	27-3091
		Life, Physical, and Social Science Technicians, All Other	19-4099
		Social Science Research Assistants	19-4061
	Agriculture, Food, and Natural Resources	Agricultural Equipment Operators	45-2091
		Agricultural Inspectors	45-2011
		Agricultural Technicians	19-4012
		Animal Trainers	39-2011
		Butchers and Meat Cutters	51-3021
		Fallers	45-4021
		Farm Equipment Mechanics and Service Technicians	49-3041
		Food Processing Workers, All Other	51-3099
		Food Science Technicians	19-4013
		Forest and Conservation Workers	45-4011
		Logging Equipment Operators	45-4022
		Natural Sciences Managers	11-9121
		Pest Control Workers	37-2021
		Pesticide Handlers, Sprayers, and Applicators, Vegetation	37-3012
		Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	51-9012
		Veterinarians	29-1131
		Veterinary Technologists and Technicians	29-2056
		Water and Wastewater Treatment Plant and System Operators	51-8031
		Architects, Except Landscape and Naval	17-1011
		Architectural and Civil Drafters	17-3011
		Architectural and Engineering Managers	11-9041
		Cabinetmakers and Bench Carpenters	51-7011
		Carpenters	47-2031
		Cement Masons and Concrete Finishers	47-2051
		Computer Numerically Controlled Tool Operators	51-9161
		Construction and Building Inspectors	47-4011
		Construction Managers	11-9021
		Drywall and Ceiling Tile Installers	47-2081
		Electrical and Electronic Engineering Technologists and Technicians	17-3023
		Electrical and Electronics Repairers, Commercial and Industrial Equipment	49-2094
		Electricians	47-2111
		Excavating and Loading Machine and Dragline Operators, Surface Mining	47-5022
		Glaziers	47-2121
		Heating, Air Conditioning, and Refrigeration Mechanics and Installers	49-9021
		Highway Maintenance Workers	47-4051
		Industrial Machinery Mechanics	49-9041

	Architecture and Construction	Installation, Maintenance, and Repair Workers, All Other	49-9099
		Insulation Workers, Mechanical	47-2132
		Maintenance and Repair Workers, General	49-9071
		Millwrights	49-9044
		Miscellaneous Construction and Related Workers	47-4098
		Mobile Heavy Equipment Mechanics, Except Engines	49-3042
		Operating Engineers and Other Construction Equipment Operators	47-2073
		Painters, Construction and Maintenance	47-2141
		Paving, Surfacing, and Tamping Equipment Operators	47-2071
		Plumbers, Pipefitters, and Steamfitters	47-2152
		Roofers	47-2181
		Sawing Machine Setters, Operators, and Tenders, Wood	51-7041
		Security and Fire Alarm Systems Installers	49-2098
		Sheet Metal Workers	47-2211
		Structural Iron and Steel Workers	47-2221
		Surveying and Mapping Technicians	17-3031
		Surveyors	17-1022
		Telecommunications Equipment Installers and Repairers, Except Line Installers	49-2022
		Telecommunications Line Installers and Repairers	49-9052
		Upholsterers	51-6093
		Urban and Regional Planners	19-3051
		Welders, Cutters, Solderers, and Brazers	51-4121
		Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	51-4122
		Woodworking Machine Setters, Operators, and Tenders, Except Sawing	51-7042
	Arts, AV/Technology, and Communication	Graphic Designers	27-1024
		Photographers	27-4021
		Printing Press Operators	51-5112
		Public Relations Specialists	27-3031
		Writers and Authors	27-3043
	Business Management and Administration	Administrative Services Managers	11-3012
		Bill and Account Collectors	43-3011
		Billing and Posting Clerks	43-3021
		Business Operations Specialists, All Other	13-1199
		Buyers and Purchasing Agents	13-1028
		Chief Executives	11-1011
		Compensation, Benefits, and Job Analysis Specialists	13-1141
		Compliance Officers	13-1041
		Cost Estimators	13-1051
		Facilities Managers	11-3013
		General and Operations Managers	11-1021
		Human Resources Assistants, Except Payroll and Timekeeping	43-4161
		Human Resources Managers	11-3121
		Human Resources Specialists	13-1071
		Industrial Production Managers	11-3051
		Insurance Claims and Policy Processing Clerks	43-9041
		Management Analysts	13-1111
		Managers, All Other	11-9199
		Marketing Managers	11-2021

		Meeting, Convention, and Event Planners	13-1121
		Operations Research Analysts	15-2031
		Order Clerks	43-4151
		Procurement Clerks	43-3061
		Project Management Specialists	13-1082
		Property Appraisers and Assessors	13-2028
		Purchasing Managers	11-3061
		Sales Managers	11-2022
	Education and Training	Career/Technical Education Teachers, Middle School	25-2023
		Career/Technical Education Teachers, Secondary School	25-2032
		Child, Family, and School Social Workers	21-1021
		Education Administrators, Kindergarten through Secondary	11-9032
		Education Administrators, Postsecondary	11-9033
		Educational Instruction and Library Workers, All Other	25-9099
		Educational, Guidance, and Career Counselors and Advisors	21-1012
		Elementary School Teachers, Except Special Education	25-2021
		Instructional Coordinators	25-9031
		Kindergarten Teachers, Except Special Education	25-2012
		Librarians and Media Collections Specialists	25-4022
		Middle School Teachers, Except Special and Career/Technical Education	25-2022
		Postsecondary Teachers	25-1099
		Preschool Teachers, Except Special Education	25-2011
		School Psychologists	19-3034
		Secondary School Teachers, Except Special and Career/Technical Education	25-2031
		Special Education Teachers, All Other	25-2059
		Special Education Teachers, Kindergarten and Elementary School	25-2052
		Special Education Teachers, Middle School	25-2057
		Special Education Teachers, Preschool	25-2051
		Special Education Teachers, Secondary School	25-2058
		Teachers and Instructors, All Other	25-3099
		Teaching Assistants, Postsecondary	25-9044
		Training and Development Specialists	13-1151
		Tutors	25-3041
	Energy	Electrical Power-Line Installers and Repairers	49-9051
		Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers	51-2028
	Finance	Accountants and Auditors	13-2011
		Bookkeeping, Accounting, and Auditing Clerks	43-3031
		Financial and Investment Analysts	13-2051
		Financial Managers	11-3031
		Financial Specialists, All Other	13-2099
		Loan Officers	13-2072
		Personal Financial Advisors	13-2052
		Securities, Commodities, and Financial Services Sales Agents	41-3031
		Tax Preparers	13-2082
	Government and Public Administration	Court, Municipal, and License Clerks	43-4031
		Eligibility Interviewers, Government Programs	43-4061

Health Science	Athletic Trainers	29-9091
	Cardiovascular Technologists and Technicians	29-2031
	Chiropractors	29-1011
	Clinical Laboratory Technologists and Technicians	29-2018
	Dental Assistants	31-9091
	Dental Hygienists	29-1292
	Dental Laboratory Technicians	51-9081
	Dentists, General	29-1021
	Diagnostic Medical Sonographers	29-2032
	Dietitians and Nutritionists	29-1031
	Family Medicine Physicians	29-1215
	General Internal Medicine Physicians	29-1216
	Health Education Specialists	21-1091
	Health Information Technologists and Medical Registrars	29-9021
	Health Technologists and Technicians, All Other	29-2099
	Healthcare Social Workers	21-1022
	Licensed Practical and Licensed Vocational Nurses	29-2061
	Massage Therapists	31-9011
	Medical and Health Services Managers	11-9111
	Medical Assistants	31-9092
	Medical Equipment Preparers	31-9093
	Medical Records Specialists	29-2072
	Medical Secretaries and Administrative Assistants	43-6013
	Mental Health and Substance Abuse Social Workers	21-1023
	Nurse Practitioners	29-1171
	Nursing Assistants	31-1131
	Occupational Health and Safety Specialists	19-5011
	Occupational Health and Safety Technicians	19-5012
	Occupational Therapists	29-1122
	Occupational Therapy Assistants	31-2011
	Ophthalmic Laboratory Technicians	51-9083
	Ophthalmic Medical Technicians	29-2057
	Opticians, Dispensing	29-2081
	Pharmacists	29-1051
	Pharmacy Technicians	29-2052
	Phlebotomists	31-9097
	Physical Therapist Assistants	31-2021
	Physical Therapists	29-1123
	Physician Assistants	29-1071
	Physicians, All Other	29-1229
	Psychiatric Technicians	29-2053
	Radiologic Technologists and Technicians	29-2034
	Registered Nurses	29-1141
	Respiratory Therapists	29-1126
	Speech-Language Pathologists	29-1127
	Substance Abuse, Behavioral Disorder, and Mental Health Counselors	21-1018
	Surgical Technologists	29-2055
	Therapists, All Other	29-1129
Hospitality and Tourism	Concierges	39-6012
	Entertainment and Recreation Managers, Except Gambling	11-9072
	Tour and Travel Guides	39-7018

	Human Services	Travel Agents	41-3041
		Clergy	21-2011
		Coaches and Scouts	27-2022
		Community and Social Service Specialists, All Other	21-1099
		Community Health Workers	21-1094
		Counselors, All Other	21-1019
		Interior Designers	27-1025
		Rehabilitation Counselors	21-1015
		Skincare Specialists	39-5094
		Social and Community Service Managers	11-9151
		Social and Human Service Assistants	21-1093
		Social Workers, All Other	21-1029
	Information Technology	Computer and Information Systems Managers	11-3021
		Computer Network Architects	15-1241
		Computer Network Support Specialists	15-1231
		Computer Occupations, All Other	15-1299
		Computer Systems Analysts	15-1211
		Computer User Support Specialists	15-1232
		Computer, Automated Teller, and Office Machine Repairers	49-2011
		Database Administrators	15-1242
		Information Security Analysts	15-1212
		Network and Computer Systems Administrators	15-1244
		Software Developers	15-1252
		Software Quality Assurance Analysts and Testers	15-1253
		Web and Digital Interface Designers	15-1255
	Law, Public Safety, Corrections, and Security	Bailiffs	33-3011
		Correctional Officers and Jailers	33-3012
		Detectives and Criminal Investigators	33-3021
		Emergency Medical Technicians	29-2042
		Fire Inspectors and Investigators	33-2021
		Firefighters	33-2011
		First-Line Supervisors of Correctional Officers	33-1011
		First-Line Supervisors of Firefighting and Prevention Workers	33-1021
		First-Line Supervisors of Police and Detectives	33-1012
		First-Line Supervisors of Protective Service Workers, All Other	33-1099
		First-Line Supervisors of Security Workers	33-1091
		Fish and Game Wardens	33-3031
		Forest Fire Inspectors and Prevention Specialists	33-2022
		Lawyers	23-1011
		Paralegals and Legal Assistants	23-2011
		Paramedics	29-2043
		Parking Enforcement Workers	33-3041
		Police and Sheriff's Patrol Officers	33-3051
		Probation Officers and Correctional Treatment Specialists	21-1092
		Public Safety Telecommunicators	43-5031
		Transit and Railroad Police	33-3052
		Chemical Equipment Operators and Tenders	51-9011
		Chemical Technicians	19-4031
		Coil Winders, Tapers, and Finishers	51-2021
		Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders	51-9021

	Manufacturing	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	51-4031
		Engineering Technologists and Technicians, Except Drafters, All Other	17-3029
		Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic	51-4021
		Extruding and Forming Machine Setters, Operators, and Tenders, Synthetic and Glass Fibers	51-6091
		Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders	51-9041
		Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic	51-4033
		Industrial Engineering Technologists and Technicians	17-3026
		Inspectors, Testers, Sorters, Samplers, and Weighers	51-9061
		Machinists	51-4041
		Maintenance Workers, Machinery	49-9043
		Mechanical Drafters	17-3013
		Mechanical Engineering Technologists and Technicians	17-3027
		Metal Workers and Plastic Workers, All Other	51-4199
		Miscellaneous Assemblers and Fabricators	51-2098
		Mixing and Blending Machine Setters, Operators, and Tenders	51-9023
		Molders, Shapers, and Casters, Except Metal and Plastic	51-9195
		Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	51-4072
		Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	51-4081
		Packaging and Filling Machine Operators and Tenders	51-9111
		Plating Machine Setters, Operators, and Tenders, Metal and Plastic	51-4193
		Production Workers, All Other	51-9199
		Production, Planning, and Expediting Clerks	43-5061
		Rolling Machine Setters, Operators, and Tenders, Metal and Plastic	51-4023
		Structural Metal Fabricators and Fitters	51-2041
		Tire Builders	51-9197
		Tool and Die Makers	51-4111
	Marketing	Advertising Sales Agents	41-3011
		Fundraisers	13-1131
		Market Research Analysts and Marketing Specialists	13-1161
		Parts Salespersons	41-2022
		Real Estate Sales Agents	41-9022
		Sales Engineers	41-9031
		Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	41-3091
		Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	41-4012
		Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	41-4011
		Aerospace Engineers	17-2011
		Biological Scientists, All Other	19-1029
		Biological Technicians	19-4021
		Chemists	19-2031
		Civil Engineers	17-2051
		Data Scientists	15-2051

	Science, Technology, Engineering, and Mathematics	Electrical Engineers	17-2071
		Electronics Engineers, Except Computer	17-2072
		Engineers, All Other	17-2199
		Environmental Scientists and Specialists, Including Health	19-2041
		Industrial Engineers	17-2112
		Mechanical Engineers	17-2141
		Medical Equipment Repairers	49-9062
		Medical Scientists, Except Epidemiologists	19-1042
		Microbiologists	19-1022
	Transportation, Distribution, and Logistics	Automotive Body and Related Repairers	49-3021
		Automotive Service Technicians and Mechanics	49-3023
		Avionics Technicians	49-2091
		Bus and Truck Mechanics and Diesel Engine Specialists	49-3031
		Bus Drivers, Transit and Intercity	53-3052
		Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	51-9124
		Crane and Tower Operators	53-7021
		Dispatchers, Except Police, Fire, and Ambulance	43-5032
		Heavy and Tractor-Trailer Truck Drivers	53-3032
		Logisticians	13-1081

The Northeast Georgia Regional Commission Workforce Development Division provides occupational skills training in Demand Occupations for industries that are stable or growing. Skills training will not be provided in declining industries. At present, occupational training is only provided for jobs and careers where hourly rates and salaries are paid. Training is not provided for careers or jobs with commissions and fees (this includes real estate, cosmetology, massage therapy and nail technicians). Additional sources of financial aid may be available through the school's Financial Aid Office.

This listing serves as a guide and is not meant to be all-inclusive. There may be additional occupations in which demand occurs based on the job market or specific opportunities within the broad spectrum of occupations. The NEGRC WDD may provide training for a job where demand is limited, but current openings exist. Bona fide job offers, letters of pre-hire and/or three employment posted ads for that occupation may be required for training in limited demand areas.

- Experience Requirements: (source: Burning Glass)
 - (1) Intermediate or higher level IT training requires previous IT related work experience.
 - (2) Healthcare occupations will be considered upon completion of core classes and/or prerequisites and acceptance into the occupational specific program of study.
 - (3) Requires background and Motor Vehicle Report (MVR) check.
 - (4) Six Sigma and Project Management Certifications will be considered on a case-by-case basis determined by the applicants work experience and industry.

Annual Average Projected Job Growth by Education Levels

Doctoral or professional degree (\$124,700)

1.5%

Master's degree (\$86,700)

2.0%

Bachelor's degree (\$86,300)

1.9%

Associate's degree (\$58,000)

2.0%

Postsecondary non-degree award (\$47,100)

2.1%

High school diploma or equivalent (\$46,200)

1.8%

Some college, no degree (\$40,200)

None (\$32,200)

1.8%

All Levels (\$53,700)

1.8%

Source: JobsEQ®
Data as of 2023Q4

- 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.**

Employer engagement throughout Northeast Georgia consistently identifies both technical competencies and durable employability skills as essential to meeting current and future workforce needs. Businesses across the region continue to report demand for workers with industry-recognized credentials, occupational training, digital literacy, problem-solving abilities, communication skills, teamwork, adaptability, professionalism, and a strong work ethic.

The region's priority industries, including manufacturing, healthcare, construction, transportation and logistics, skilled trades, education, and professional services require a workforce with a combination of technical knowledge and foundational workplace skills. As technology continues to evolve, employers increasingly seek workers who can adapt to changing equipment, processes, and workplace technologies while demonstrating reliability, attendance, and a commitment to continuous learning.

The Northeast Georgia Workforce Development Board works closely with employers, technical colleges, K-12 partners, the Georgia Department of Labor, Georgia Vocational Rehabilitation Agency (GVRA), economic development organizations, chambers of commerce, and other workforce partners

to identify emerging skill needs and align workforce investments with regional demand. Employer input is gathered through business services activities, sector partnership collaboration, Rapid Response activities, workforce partner collaboration, and ongoing engagement with regional industries.

Through its Five Pillars framework, the Workforce Development Board uses employer feedback and labor market information to guide investments in occupational skills training, work-based learning, career pathway development, and supportive services. These strategies help ensure that job seekers develop the knowledge, technical skills, and workplace competencies necessary to meet employer demand while supporting the region's long-term economic competitiveness.

- 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.**

Northeast Georgia continues to experience a growing workforce supported by steady population growth and a strong labor market. Between 2024 and 2025, the regional labor force increased from 348,931 to 353,306 individuals, while total employment grew to 341,758. The regional unemployment rate remained low at 3.3 percent, compared favorably with both the state (3.4 percent) and national (4.3 percent) averages. The region's population also continues to expand, increasing by more than 19,000 residents between 2023 and 2024 to an estimated 728,012 residents. This sustained growth reinforces the need for continued workforce development, employer engagement, and talent pipeline strategies.

The educational attainment of the regional workforce reflects a diverse talent pool. Approximately 30.7 percent of the labor force earned a high school diploma or GED, 24.4 percent has completed some college coursework, 7.4 percent hold an associate degree, 15.0 percent hold a bachelor's degree, and 10.5 percent have completed post-graduate studies. Approximately 12 percent of the labor force does not possess a high school diploma or equivalent, highlighting the continued need for adult education, occupational skills training, and career pathway opportunities.

The Northeast Georgia Workforce Development Board utilizes labor market information, demographic trends, educational attainment data, and employer guidance to guide strategic workforce investments incorporating the Five Pillars framework. Special emphasis is placed on serving individuals with barriers to employment, including low-income individuals, individuals with disabilities, justice-involved individuals, English language learners, veterans, youth, older workers, and other populations identified under WIOA. Workforce strategies are developed in collaboration with core partners to increase access to employment, education, training, and supportive services for these populations.

Data used in this analysis was obtained from the Georgia Department of Labor, U.S. Bureau of Labor Statistics, U.S. Census Bureau (American Community Survey), Georgia Office of Planning and Budget, Technical College System of Georgia, and employer input gathered through business services activities, economic development partners, chambers of commerce, educational institutions, and regional workforce stakeholders.

Labor Force Activity

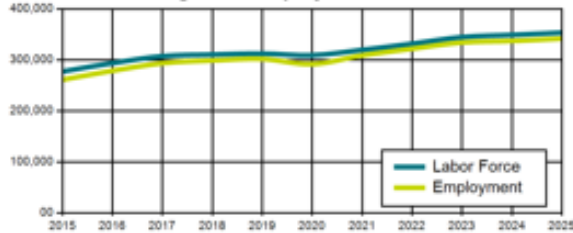
ANNUAL AVERAGES

	Labor Force			Employed			Unemployed			Rate		
	2024	2025	% Change	2024	2025	% Change	2024	2025	% Change	2024	2025	% Change
Barrow	48,129	49,274	2.4%	46,698	47,864	2.5%	1,431	1,410	-1.5%	3.0%	2.9%	-3.3%
Clarke	65,487	65,916	0.7%	63,160	63,737	0.9%	2,327	2,179	-6.4%	3.6%	3.3%	-8.3%
Elbert	8,897	8,738	-1.8%	8,547	8,420	-1.5%	350	318	-9.1%	3.9%	3.6%	-7.7%
Greene	7,946	8,102	2.0%	7,638	7,785	1.9%	308	317	2.9%	3.9%	3.9%	0.0%
Jackson	44,736	44,302	-1.0%	43,425	42,978	-1.0%	1,311	1,324	1.0%	2.9%	3.0%	3.4%
Jasper	7,483	7,724	3.2%	7,230	7,460	3.2%	253	264	4.3%	3.4%	3.4%	0.0%
Madison	14,031	14,373	2.4%	13,561	13,924	2.7%	470	449	-4.5%	3.3%	3.1%	-6.1%
Morgan	10,718	10,809	0.8%	10,404	10,496	0.9%	314	313	-0.3%	2.9%	2.9%	0.0%
Newton	59,602	60,661	1.8%	57,083	58,203	2.0%	2,519	2,458	-2.4%	4.2%	4.1%	-2.4%
Oconee	21,586	22,037	2.1%	21,002	21,442	2.1%	584	595	1.9%	2.7%	2.7%	0.0%
Oglethorpe	7,474	7,699	3.0%	7,242	7,476	3.2%	232	223	-3.9%	3.1%	2.9%	-6.5%
Walton	52,842	53,671	1.6%	51,139	51,973	1.6%	1,703	1,698	-0.3%	3.2%	3.2%	0.0%
Northeast Georgia RC	348,931	353,306	1.3%	337,129	341,758	1.4%	11,802	11,548	-2.2%	3.4%	3.3%	-2.9%
Georgia	5,401,400	5,421,934	0.4%	5,211,103	5,236,759	0.5%	190,297	185,175	-2.7%	3.5%	3.4%	-2.9%
United States	168,106,000	170,807,000	1.6%	161,346,000	163,493,000	1.3%	6,761,000	7,314,000	8.2%	4.0%	4.3%	7.5%

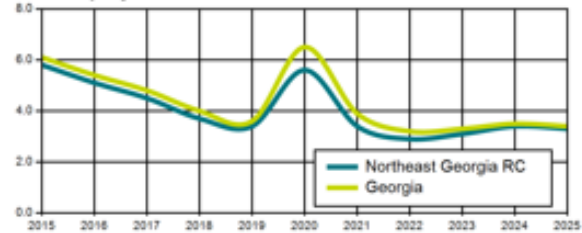
Note: This series reflects the latest information available. Labor Force includes residents of the county who are employed or actively seeking employment.

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

Northeast Georgia RC Employment Trends



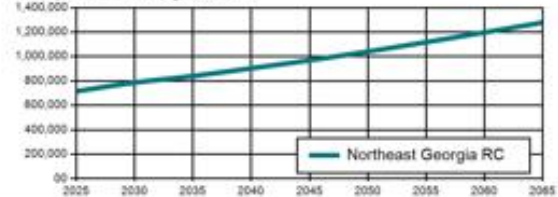
Unemployment Rate Trends



Population Activity

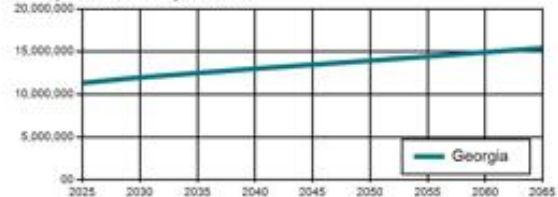
	Annual 2024	Annual 2023	Difference
Barrow	96,294	92,792	3,502
Clarke	129,995	129,933	62
Elbert	20,152	20,013	139
Greene	21,091	20,722	369
Jackson	93,825	88,615	5,210
Jasper	17,219	16,455	764
Madison	32,771	32,191	580
Morgan	21,940	21,460	480
Newton	124,010	120,135	3,875
Oconee	44,751	44,182	569
Oglethorpe	16,172	15,754	418
Walton	109,792	106,702	3,090
Northeast Georgia RC	728,012	708,954	19,058
Georgia	11,180,878	11,029,227	151,651
United States	340,110,988	334,914,895	5,196,093

Population Projections



Source: Governor's Office of Planning and Budget

Population Projections



Source: Governor's Office of Planning and Budget

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

Education of the Labor Force

Northeast Georgia RC

	PERCENT OF TOTAL	PERCENT DISTRIBUTION BY AGE				
		18-24	25-34	35-44	45-64	65+
Elementary	3.4%	0.8%	2.0%	3.5%	3.7%	6.1%
Some High School	8.6%	11.6%	6.6%	7.3%	8.1%	10.1%
High School Grad/GED	30.7%	31.2%	28.6%	26.3%	33.1%	32.0%
Some College	24.4%	43.4%	22.7%	21.8%	20.3%	20.1%
College Grad 2 Yr	7.4%	4.1%	8.6%	8.9%	8.5%	5.6%
College Grad 4 Yr	15.0%	8.2%	20.5%	17.9%	14.9%	13.2%
Post Graduate Studies	10.5%	0.6%	11.1%	14.4%	11.4%	12.9%
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

Source: U.S. Census Bureau - 2021: ACS 5-Year Estimates.

- 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.**

Northeast Georgia's workforce development system is built upon strong regional partnerships among the Workforce Development Board, four technical colleges, local school systems, Career Academies, the Georgia Department of Labor, Georgia Vocational Rehabilitation Agency (GVRA), economic development organizations, chambers of commerce, community-based organizations, and business and industry. These partnerships support the Workforce Development Board's Five Pillars by aligning education, workforce development, and economic development strategies to meet the current and future talent needs of regional employers.

The region's workforce system provides a comprehensive continuum of education, training, and employment services that includes adult education, secondary and post-secondary career pathways, work-based learning, partnering with registered apprenticeships through Athens Technical College, Georgia Piedmont Technical College, Lanier Technical College, and Southern Crescent Technical College to utilize occupational skills training and supportive services. Technical colleges regularly engage industry advisory committees to ensure academic programs remain aligned with regional labor market demand, while local school systems and Career Academies collaborate with employers to develop career pathways and work-based learning opportunities that prepare students for high-demand occupations.

The Georgia Vocational Rehabilitation Agency (GVRA) is a key workforce partner, providing vocational rehabilitation, career counseling, training, assistive technology, and employment services that expand opportunities for individuals with disabilities while helping employers meet workforce needs through qualified talent. They also provide insight as an active WDB member.

The region's workforce development system is strengthened by active employer engagement

through business services, sector partnership activities, economic development organizations, chambers of commerce, and workforce partners. Employer input is continuously used to identify emerging workforce needs, validate demand occupations, and inform training investments, ensuring workforce programs remain responsive to changing labor market conditions.

The region's greatest strength is its collaborative network of workforce, education, and economic development partners committed to developing talent pipelines that support regional economic growth. Continued opportunities for improvement include expanding awareness of available workforce services, increasing access to short-term industry-recognized credential programs, strengthening career pathway alignment across educational systems, and increasing coordination among partners to better serve employers and individuals with barriers to employment. Focusing on the Five Pillars framework, the Workforce Development Board continues to build a more coordinated, data-driven, and employer-responsive workforce system that supports both business competitiveness and long-term career success for Northeast Georgia residents.

Data was collected through prior local plans, stakeholder collaborations, WDB input, and data collections displayed previously.

- 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 local board's goals are:

- Create a unified workforce system connecting the services and opportunities available through a multitude of partners in the region
- Assisting employers in meeting their employment needs
- Expand the number of employers and job seekers utilizing services of the public workforce development system

The local workforce area has a history of meeting and exceeding the performance accountability measures under the Workforce Investment Act (WIA) and the Workforce Innovation and Opportunity Act (WIOA). The local area will continue its efforts to that end, including continuing its follow-up services strategy, which entails each WIOA training-funded participant being contacted via phone, text, or email within 1 to 2 weeks after they exit the program. This allows time for targeted job search assistance to be provided if they indicate they are not employed. To assist our core program partners, the local area will share our follow-up strategies and other strategies to assist them in transitioning to this type of performance accountability measurement.

The LWDA currently tracks WIOA measures that show increases in employment, retention, and earnings of participants who attain recognized postsecondary credentials. These goals will also provide direction for the system's development and management, supporting regional growth and individual economic self-sufficiency.

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- f. **Taking into account the analyses described in sections “2. a-e” (above), provide a description of how the region utilizes this data to drive decision-making; and include the strategies utilized to coordinate core programs to align resources available to the local area to achieve the strategic vision and goals. Provide a description of how the local board supports and carries out strategic partnering to help address local and regional challenges.**

WorkSource Northeast Georgia relates to multiple regional initiatives to support and foster workforce development efforts. They include:

- Serving in leadership roles with local Family Connections and College and Career Academies
- Collaborating with local industry to connect them with K-12 partners, DOL, TCSG, and others.
- Actively participating with local Chamber of Commerce events and initiatives as well as Economic Development entities of government and TCSG. We are members of all 12 Chambers.
- Participation in Family Connection and Career Academy community events.
- Staff serving local educational boards and regional workforce associations

The local area will continue its follow-up services strategy, which entails each WIOA training-funded participant being contacted via phone, text, or email within the 1st two weeks after they exit the program. This allows time for targeted job search assistance to be provided if they indicate they are not employed. To assist our core program partners, the local area will share our follow-up strategies and other strategies to assist them in transitioning to this type of performance accountability measurement.

The local area will continue to look for ways to implement data connectivity, whether through an integrated data system or, at the very least, the ability for partners to have look-up capability to create greater efficiency in providing customer services.

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 support a local workforce development system that meets the needs of businesses in the local area? Provide a listing of business services available through the area(s) such as employer workshops and assessment and screening of potential employees.**

The Northeast Georgia Workforce Development Board supports a business-driven workforce system through its Five Pillars strategic framework, which emphasizes employer engagement, workforce alignment, strategic partnerships, innovation, and operational excellence. Working collaboratively with the Georgia Department of Labor, Technical College System of Georgia, Georgia Vocational Rehabilitation Agency (GVRA), K-12 school systems, economic development organizations, chambers of commerce, community partners, and regional employers, the Board develops workforce strategies that respond to current and emerging labor market needs.

Business needs are identified through ongoing employer outreach, Regional Commission Council meetings, sector partnership collaboration, business services activities, Rapid Response engagements, economic development collaboration, and direct employer collaboration. This

information is used to align workforce investments, identify in-demand occupations, develop talent pipelines, and strengthen career pathways that support regional economic growth.

Business services available throughout the region include:

- Customized recruitment assistance and candidate referrals
- Job posting sharing through WorkSource Georgia and the Georgia Department of Labor
- Applicant assessment, screening, and referral services
- Hiring events, job fairs, and targeted recruitment events
- Work Experience (WEX) and other work-based learning opportunities
- Rapid Response and layoff aversion services
- Labor market information and workforce data
- Assistance with pre-apprenticeship and career pathway development
- Employer workshops and presentations on workforce programs and available incentives
- Connections to Technical Colleges, Adult Education, GVRA, and other workforce partners
- Sector partnership participation and employer roundtables
- Support for educator externships and career awareness initiatives that strengthen future talent pipelines

The region continues to expand opportunities for employers to engage directly with workforce, education, and economic development partners through initiatives such as the teacher externships, career awareness events, and the Advanced Rolling Career Awareness & Development Experience (ARCADE). These initiatives increase employer visibility, strengthen relationships with education partners, and expose students, job seekers, and career changers to high-demand occupations and regional career opportunities.

Through these coordinated strategies and services, the Northeast Georgia Workforce Development Board works to ensure businesses have access to the skilled workforce, training resources, and workforce solutions necessary to remain competitive and support continued economic growth throughout the region.

b. Describe how local employers play a central role in defining in-demand skills, validating training models, and identifying credentials of value. How does the LWDB ensure training programs are designed around employer competency requirements rather than academic program availability?

Local employers play a central role in identifying workforce needs, validating training models, and defining the competencies required for success in high-demand occupations. The Northeast Georgia Workforce Development Board (LWDB, Area 9) gathers employer input through the business services outreach, sector partnerships collaboration, Rapid Response activities, economic development organizations, chambers of commerce, the Georgia Department of Labor, Technical College System of Georgia (TCSG), Georgia Vocational Rehabilitation Agency (GVRA), the University System of Georgia (USG), and employer participation on the Local Workforce Development Board.

Employer feedback is used to identify emerging workforce trends, validate in-demand occupations, and determine the technical and employability skills needed across priority industries. Training

investments are guided by labor market information, employer demand, wage potential, and documented hiring needs rather than by the availability of existing academic programs.

Technical college advisory committees, employer advisory groups, and industry representatives regularly review curriculum, equipment, industry standards, and credential requirements to ensure training remains aligned with current workforce needs. Employer input also informs the development of work-based learning opportunities, internships, teacher externships, and career awareness initiatives.

The Workforce Development Board's Five Pillars framework, employer engagement remains the foundation for workforce planning, ensuring that workforce investments develop the knowledge, skills, and industry-recognized credentials that employers value and require.

c. How will the area engage employers in workforce development programs, including small employers and employers in in-demand industry sectors and occupations? Provide examples of co-designed curricula, employer advisory roles, or industry-validated credentials.

The Northeast Georgia Workforce Development Board engages employers of all sizes through a coordinated business services strategy that emphasizes collaboration, workforce solutions, and long-term talent pipeline development. Business representatives serving on the Local Workforce Development Board provide ongoing guidance regarding workforce priorities, in-demand occupations, and emerging industry trends while ensuring workforce strategies remain responsive to regional business needs.

Employer engagement occurs through the industry collaboration, business visits, chambers of commerce, economic development organizations, technical college advisory committees, hiring events, Rapid Response activities, educator externships, career fairs, and community outreach. These partnerships allow employers to directly influence workforce development initiatives while strengthening connections between education, workforce, and industry.

Examples of employer collaboration include participation on technical college advisory committees that validate curriculum and industry-recognized credentials; educator externships that connect teachers with local businesses to increase awareness of regional career opportunities; work-based learning and internships that are developed in partnership with employers; and the Advanced Rolling Career Awareness & Development Experience (ARCADE), which introduces students to high-demand industries through hands-on career exploration supported by employer participation.

The Workforce Development Board also works closely with employers to identify customized recruitment needs, connect businesses with qualified candidates, provide labor market information, coordinate hiring events, promote apprenticeship opportunities, and facilitate access to workforce training resources. This employer-driven approach ensures workforce programs remain aligned with regional economic priorities while supporting businesses in developing and retaining a skilled workforce.

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

The local staff members are involved in various chambers of commerce, career academy advisory boards, technical college advisory committees, joint development authorities, and county interagency committees that include economic development representatives. They will continue to participate in these groups to ensure that the various economic development partners are aware of the training options that are available in the local area.

Chamber executives also serve on the workforce development board, and through these connections, members of economic development organizations provide input into the types of training needed and when hiring cycles will occur for both newly recruited and existing businesses.

The local workforce area has a long-standing relationship with the local Department of Labor Career Center staff. They have fostered this relationship through the local area's One Stop meetings, which include representatives from various organizations such as GDOL, DFCS, Vocational Rehabilitation, Athens Technical College, ACTION Inc, CSBG, Athens Housing Authority, and WIA/WIOA Title 1. These meetings have been held quarterly since 2003. LWDA staff have access to staff operating the UI system on an accessible basis, and there is an open line of communication at multiple staff levels, not just at the director's levels. Presentations on services available through the OneStop system and unemployment insurance programs are held at various times throughout the year.

The workforce development, TCSG Business Services unit, and the Rapid Response team are key components in strengthening the link between the OneStop system and UI programs. TCSG Employment Services staff are trained in employment services and how to connect persons to the unemployment services programs. This enables customers to receive seamless services and return to employment as quickly as possible.

- e. **Describe how the local area helps job seekers identify, document, and communicate their existing skills – including through competency-based assessments, digital credentials, badges, or skills portfolios. How are One-Stop Center staff trained to use skills-based tools for career counseling and job matching? How are employers in the area engaged to recognize skills and prior experience in lieu of traditional degree requirements?**

The Northeast Georgia Workforce Development Board utilizes a skills-based approach to career services by helping participants identify their existing knowledge, work experience, transferable skills, and career interests through comprehensive assessments using the WorkSource Georgia portal assessments, career counseling, and individualized employment planning. Career advisors work with participants to evaluate prior work experience, military service, education, credentials, and transferable skills to identify pathways into high-demand occupations.

Career counseling incorporates assessments available through WorkSource Georgia, labor market

information, and occupational research tools to assist participants in identifying career options aligned with their interests, abilities, and employer demand. Individual Employment Plans (IEPs) are developed collaboratively with participants to identify training needs, supportive services, credential attainment, and employment goals.

One-Stop staff receive ongoing training through the Technical College System of Georgia Office of Workforce Development, WorkSource Georgia, and partner agencies to ensure consistent delivery of career services, effective use of labor market information, and implementation of skills-based career counseling practices.

The Workforce Development Board promotes employers to recognize demonstrated competencies, industry-recognized credentials, work experience, apprenticeships, military experience, and transferable skills in addition to traditional educational requirements whenever appropriate. Through ongoing employer engagement, work-based learning, and business services activities, the Board promotes hiring practices that recognize skills and experience as valuable indicators of workforce readiness.

- f. **Describe how real-time, localized labor market data is being used to guide career counseling, individual employment plan development, and training investments. How do these tools help participants understand career options and take clear steps toward better-paying jobs?**

The Northeast Georgia Workforce Development Board utilizes current labor market information to guide career counseling, training investments, and workforce planning. Staff use data from the Georgia Department of Labor, WorkSource Georgia assessments, U.S. Bureau of Labor Statistics, Census data, and other state labor market resources to identify high-demand occupations, projected employment growth, wage information, educational requirements, and regional hiring trends.

Career advisors use this information during career exploration and the development of Individual Employment Plans (IEPs) to help participants understand regional employment opportunities, required education and training, expected wages, and potential career pathways. Labor market information is also used to determine Individual Training Account (ITA) investments, identify in-demand occupations, support career pathway development, and align participant training with regional employer demand.

The Workforce Development Board reviews labor market information alongside employer feedback obtained through business services activities, Rapid Response, technical college advisory committees, economic development organizations, chambers of commerce, and other workforce partners to ensure workforce investments remain responsive to changing economic conditions.

This data-driven approach enables participants to make informed career decisions, pursue industry-recognized credentials with demonstrated labor market value, and develop clear pathways toward family-sustaining employment while helping employers access a workforce with the skills needed to support regional economic growth.

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.**
- b. **Describe the plans for coordination of administrative cost arrangements including the pooling of funds for administrative costs. (if applicable)**
- c. **Describe plans for coordination of eligibility documentation and participant outreach.**
- d. **Describe plans for coordination of work-based-learning contracts such as OJT, IWT, CT, and Apprenticeships.**

Not applicable

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

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

Over the past six years, the region's sector strategy focus has been the implementation of an educator externship week. The program places educators with a local manufacturer/healthcare/bioscience business for a week to gain a better understanding of the entry-level requirements, career options, and internship/WBL opportunities available in the high-demand industries in the region. For the past six years the region has worked to expand the Educator Externship program, it was adopted from the Newton Connects Externship program. In 2021, the sector strategy grant helped coordinate and fund 12 externships; in 2022, the number was expanded to support and fund 65 of the total of 122 externships in the region. In 2023 the region hosted 108 educators in externships with 53 employers, and ALL 12 counties participated. Currently funding has shifted and we completed 60 teacher externships with 25 employers in 2 counties. The regional approach to the externships has built relationships between industry, CTAE, and local workforce development professionals. While the WIOA-funded services are limited for this area, the sector strategy partnership has catalyzed K12 and the industry to be educated on the available services and how to access them. The collaboration between industry, community partners, schools, and others has grown each year with local governments and chambers helping to allow more teachers to experience this opportunity. The externship program is a key part of the overall work in the region to change the perception of skilled industry jobs and offer parents an alternative career path for themselves and their children that pays well and does not require post-secondary degrees.

In PY24 and PY 25 the sector strategy focused on retooling an existing mobile unit to add portable tools, kits, and VR resources that allow the students to explore and gain experiential knowledge in manufacturing, healthcare, and bioscience careers by attending demonstrations at local job fairs and community events.

- The core participants of the sector strategy include:
- Georgia Power/Southern Company
- ABB/Baldour (ACC)
- Pilgrim's Pride (ACC)
- Accurus Aerospace (ACC)
- Certain Teed (ACC)
- Caterpillar (ACC)
- Piedmont Healthcare
- Athens Technical College

- UGA Fanning Institute
- Community Relations
- Athens Technical College (TCSG)
- Region 5 GVRA*
- Athens-Clarke Co Chamber of Commerce
- Athens Community Career Academy
- Athens-Clarke Co Econ Dev
- Workforce Innovators of America
- Georgia Power/Southern Company
- Walton County Development Authority

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

In 2022, an informal workgroup was developed with representatives from the Newton County Industrial Development Authority, the Walton County Development Authority, and the Athens-Clarke County and Barrow County Economic Development offices. This group has worked to apply for additional funding through grants that will further support the vision of the regional sector strategy and the workforce pipeline efforts.

WIOA staff and project consultants work with the remaining counties in the region on an individual basis to share and expand innovative programs, such as the externship program, with Jackson, Madison, Walton, Jasper, Morgan, Greene, and Newton Counties.

Additionally, in 2021, the region obtained a US/DOL ARC WORC grant of \$618,909.00 to deliver multiple short-term training strategies in Welding and Industrial Maintenance in the four counties in the ARC area (Barrow, Madison, Jackson, and Elbert) to develop a ready and skilled workforce. The grant made use of the training trailers highlighted in the flyer below and delivered training to 92 participants over a two-year period. Currently, the units are used to collaborate with Correctional Institutes and Pre-Apprenticeships in collaboration with local chambers for skills training.



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

Research data reviewed included the following:

- Data provided by the GaDOL, Workforce Statistics Division, TCSG, WorkSource GA Long Term Industry Projections.
- Industry overview data provided by the Georgia Department of Economic Development
- Georgia Area Labor Profile for 2023 - Region 5
- Burning Glass

The information was used to identify the Region 5 Super Sectors and the percentages of Region 5 residents employed in each job sector. The following three sectors were chosen for sector development.

These areas represent almost 30 percent of the regional sector areas and should have the most impact for the region.

- Manufacturing: 25,820 732 Industries, 30,746 persons employed or 13.0% of total employment
- Transportation & Warehousing as a division of manufacturing: 435 industries, 18,306 persons employed or 7.6% of total employment
- Health Care: 21,556 businesses, 3,030 persons employed or 9.7% of total employment.
 - Manufacturing/Healthcare/Bioscience was identified as the initial and subsequent sectors to be addressed by the LWDA in consultation with the above entities.

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

i. **Participating employers;**

The following companies are actively participating in the sector strategy efforts. They represent a wide range of manufactured products, healthcare, and bioscience career options:

Barrow	Johns Manville Corp
Barrow	Progress Container & Display Barrow
Barrow	Shuetz Container
Barrow	Stepan
Clarke	ABB
Clarke	Carrier Transicold
Clarke	Caterpillar
Clarke	Accurus
Clarke	Johnson & Johnson
Clarke	Pilgrim's Pride
Clarke	Certaiteed
Clarke	Piedmont Health
Clarke	Alloy Therapeutics
Clarke	Boehringer Ingelheim
Greene	Horizon Growers
Greene	NIBCO
Greene	Novellis
Greene	Pure Beauty
Greene	America's Remanufacturing Co (ARC)
Greene	A2B Fulfillment
Greene	Boiler & Steam

Greene	Reynolds Lake Oconee		
Jackson	Kubota		
Jasper	Norton Packaging		
Madison	Georgia Metals Inc	Madison	SPG Construction Morgan Antico-Mannington
Morgan	Flambeau Inc.		
Morgan	Mannington		
Newton	Beaver Manufacturing	Newton	Bridgestone Sports
Newton	CR Bard		
Newton	Nisshinbo Automotive Mfg.	Newton	Old Castle Building Envelope
Newton	SGD North America (Verescence)	Newton	SKC Inc.
Newton	SPG International		
Newton	West Rock		
Oconee	Engineered Fabrication		
Oglethorpe	Select Trees		
Walton	Elite Storage Solutions		
Walton	Hitachi Automotive Systems Americas	Walton	Leggett and Platt
Walton	Shire		
Walton	Tucker Door & Trim		
Walton	Standridge		

ii. **Target occupations;**

Region 5 manufacturing and healthcare companies cover a broad spectrum of industry types. The following is a listing of the major manufacturing occupations represented by the companies identified as potential partners.

- Transportation equipment and Machinery manufacturing
- Welding (Tig/Mig)
- Electrical equipment manufacturing
- Metal Fabrication
- Chemical manufacturing
- Paper Products manufacturing
- Food manufacturing
- Distribution-related careers (forklift, robotics)
- CNA
- LPN
- EMS
- Phlebotomy
- Medical Assistant

iii. **Training programs; and**

Training is provided by four different technical school systems and approved Eligible Training Providers. The curriculum is developed and taught based on feedback from employees obtained directly from the sector strategy meetings and TCSG Advisory groups. Some of the training programs currently available in Region 5 which are supportive of the Manufacturing and Healthcare Sectors include:

- GED Preparation
- Technical College Certification Programs
- Machine Tool/CNC Machinist
- Welding
- Electrical Systems
- Industrial Maintenance

-
- Electronics
 - CNA
 - EMS
 - Phlebotomy
 - Medical Assistant

As referenced earlier, the short-term, non-credentialed ManufactuREADY course is available as requested from Economic Development at Technical Colleges.

iv. Target Populations.

The Northeast Georgia Workforce Development Board's sector strategies prioritize individuals who can benefit from training and employment opportunities in the region's high-demand industries while helping employers address workforce shortages. Target populations include unemployed and underemployed individuals, dislocated workers, low-income adults, veterans and eligible spouses, individuals with disabilities, justice-involved individuals, English language learners, out-of-school and in-school youth, older workers, public assistance recipients, and other individuals with barriers to employment as defined by WIOA.

Special emphasis is placed on connecting these populations to career pathways in manufacturing, healthcare, skilled trades, transportation and logistics, construction, and other in-demand industries through career services, work-based learning, occupational skills training, supportive services, and industry-recognized credential attainment. Target populations are identified through labor market data, employer demand, referrals from workforce partners, and outreach efforts conducted throughout the region.

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

LWDA 9 will continue to evaluate regional labor market information, employer demand, economic development activity, and workforce trends to identify opportunities for expanding sector strategies. Future sector priorities will be determined through ongoing collaboration with employers, technical colleges, the Georgia Department of Labor, economic development organizations, chambers of commerce, local school systems, and other workforce partners.

While manufacturing will remain a primary focus due to its continued economic impact and demand for skilled workers, we anticipate expanding sector strategies in healthcare, transportation and logistics, skilled trades, construction, and other emerging industries identified through labor market analysis and employer engagement. Sector priorities will be reviewed regularly to ensure workforce investments remain aligned with regional economic conditions and projected workforce needs.

As new industries emerge or existing industries experience significant growth, the Workforce Development Board will work with employers and workforce partners to identify critical occupations, validate required competencies and industry-recognized credentials, develop career pathways, and expand work-based learning and training opportunities. Guided by the Board's Five Pillars framework, future sector strategies will remain employer-driven, data-informed, and responsive to the evolving workforce needs of Northeast Georgia.

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.**

The LWDA is continuously reviewing placement outcomes of the training providers. If a provider wishes to begin training new trainees, they must have at least a 50% placement rate of previous trainees placed before new trainees may begin. This ensures that immediate placement outcomes are being reviewed rather than waiting until the subsequent eligibility process takes place at the state level annually.

- 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.**

The Northeast Georgia Workforce Development Board provides multiple access points to workforce services to ensure individuals throughout the twelve-county region can easily connect with the workforce system, regardless of their location. In addition to services provided through the Georgia Department of Labor Career Centers in Athens and Covington, the local area collaborates with technical colleges, libraries, community organizations, and other partner locations to increase access to workforce services in rural and underserved communities.

To improve customer access and streamline service delivery, LWDA 9 has implemented a digital Step 1 intake process available through its website. Individuals begin by completing an online inquiry form, which automatically generates an email providing the next steps in the enrollment process. The email directs customers to register in the WorkSource Georgia Portal, complete a career assessment that evaluates aptitudes, skills, interests, and occupational suitability, review the Eligible Training Provider List (ETPL), and gather the required eligibility documentation needed for enrollment. This process allows customers to begin accessing workforce services at any time without the need for an initial in-person visit.

Technology is utilized throughout the service delivery process to reduce barriers to participation and improve efficiency. Electronic communication, electronic document submission, digital forms, and electronic signatures allow staff to serve customers across the region while minimizing travel and expediting enrollment.

For customers who require in-person assistance, workforce staff coordinate services through partner locations, community outreach events, and the region's mobile career resources to ensure workforce services remain accessible throughout the twelve-county service area. This combination of technology and community-based partnerships provides customers with multiple pathways to access workforce services, training opportunities, and career counseling regardless of where they reside.

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- 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 sec. 188 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.**

The regional office of the Georgia Vocational Rehabilitation Agency is located in the local area's comprehensive one-stop facility in Athens, GA. This facility meets all of the physical accessibility requirements of Section 188.

The local area converted its USDOL Disability Employment Initiative Grant to a partner in the American Disability Employment Network. Participation in this initiative enhances the local area's access to persons with disabilities and strengthens the already existing relationship between the local area staff and vocational rehabilitation staff. The local area has completed the Section 188 self-assessment tool to identify and address any items that would present a barrier to persons with disabilities.

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

- Georgia Department of Labor Athens Career Center is the host physical location of the region's comprehensive one-stop. They provide access to all unemployment, labor market information, services both job seeker and employer, all UI services, labor market information, ex-offender services. They have approximately 15 staff located in the facility. As persons enter the one-stop facility career center staff refer customers to WIOA funded training services if such referral is deemed appropriate. TCSG OWD, Wagner-Peiser staff and veteran staff are present and accessible at both the Athens and Covington Career Center.
- Georgia Vocational Rehabilitation Agency- The One-stop center is the
- physical location of the 15 vocational rehabilitation staff assigned to the Northeast Georgia service area. These staff provide access to all services available to persons with disabilities seeking employment. They also deliver services throughout the region.
- WIOA Title I-Adult and Dislocated Worker Services- Staff are at the comprehensive one-stop on a scheduled basis. There are 2 staff there on a rotating basis utilizing available space. Access is also available through electronic and telephonic means.
- ACTION, Inc., is accessible through electronic and telephonic means.
- HUD Employment and Training Program Provider-Athens Housing Authority. Access to services provided through the Athens Housing Authority are provided through electronic and telephonic means; however, they do not receive education and training funds and are not a required partner. The Director of Housing Authority's Resident Services is a WDB's Youth Committee member.
- Athens Technical College- Access to information on all training programs is provided via telephonic and electronic means. This involves all aspects of programming at the technical college: credit, non-credit, and GED.

- 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 operator, selected through a competitive bid process, was previously the Georgia Department of Labor. As of July 1, 2024, the entity changed to In The Door, Inc. The physical location is the Georgia Department of Labor Athens Career Center. This location is large and up-to-updated, with

several meeting rooms of varying sizes, and sufficient parking on the bus line. A four-year RFP for the selection of a one-stop operator was issued in March 2024, with anticipated selection in May 2024. A review of the contract expenses was conducted to complete a cost and price analysis. This is for July 1, 2024-June 30, 2028, period pending consideration for annual renewal.

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 Title I.

The local area has comprehensive Procurement Policies which have been reviewed as part of the annual Program Review Process. A summarization of the process is that the Board receives recommendations from the appropriate committee regarding the issuance of RFP in keeping with the program design strategy. Responses to proposals are reviewed by staff and the appropriate WDB committee. The WDB Committee completes the proposal rating sheets and presents recommendations to the full WDB for funding consideration.

The Request for Proposal (RFP) package is the competitive bid solicitation document, and it is written by the staff and approved for distribution by the Board. While providing fair and open competition, the process will facilitate open and objective actions by all persons in the procurement process and prohibit any arbitrary action in the procurement process. Organizational conflicts of interest on the part of WIOA staff and WDB members in the evaluation of bids and selection of contracts is prohibited. Any potential conflict on the part of a board member is to be identified in the meeting where such discussion will occur. The affected board members will not participate in any discussion or vote. This action will be noted in the Board minutes.

To ensure the RFP package provides the necessary information for proposers to develop a responsive proposal and become knowledgeable of bid requirements, the following information is included in the RFP package:

1. Submission requirements including due date and number of copies to be mailed to Northeast Georgia Regional Commission.
2. A general description of the subgrant program including applicable federal and state laws and regulations with which proposers must comply. The RFP must reference Public Law Workforce Innovation and Opportunity Act (WIOA) 113-128, and applicable federal regulations (20 CFR 652 et al.), revisions/amendments to such Act and Regulations, Uniform Administrative Guidance 2 CFR Part 200 and DOL's exceptions: 2 CRF Part 900, and State and local manuals which may be made available for review.
3. The population to be served, numbers to be served, type of training or service, funding parameters, performance goals, method of payment and invoicing, coordination requirements, review criteria used to determine responsiveness and competitiveness, the appeal process, equal opportunity provisions, monitoring and reporting requirements, and all standard federal state and local assurances.

The Staff publicizes and advertises the availability of RFPs at least six weeks before the proposal's due date. The staff maintains a list of organizations, agencies, and individuals who have expressed an interest in providing services in the Region.

After RFPs are issued, a bidder's conference will be held. When proposals are received, they must be logged in, and the proposer must be given a receipt. WIOA Staff will review all proposals for responsiveness. The WIOA Director and/or Board Chair will choose a review committee. Review criteria will be evaluated. Other criteria may be established specific to the type of proposal requested. The WDB will vote on proposals and approve proposals for funding and the contingency list pending contract negotiation.

A failed procurement occurs when no proposal or only one proposal is received. Staff, once authorized by the WDB to do so, may begin contract negotiations with the proposer. Contracts are not considered fully executed

until all parties have signed them.

The procurement process in compliance with the requirements outlined in 2 C.F.R. 200.

8. EEO and Grievance Procedures – Provide a description of local procedures and staffing to address grievances and complaint resolution.

**NORTHEAST GEORGIA REGIONAL COMMISSION
WORKFORCE INNOVATION AND OPPORTUNITY ACT
SERVICES**

**GRIEVANCE PROCEDURES AND EQUAL OPPORTUNITY POLICY
FOR APPLICANTS AND PARTICIPANTS**

Types of complaints:

1. A Complaint that involves suspected fraud, waste, abuse, misconduct, or other wrongdoing, in a WIOA-funded program.
2. A General Complaint alleging a programmatic violation of WIOA.
3. A Complaint which alleges discrimination.

A General Complaint (#2) must first be filed at the local level using local Complaint procedures. However, Complaints alleging fraud, waste, abuse, misconduct, other wrongdoing (#1) or discrimination (#3), MAY BE, but are not required to be, immediately filed with the appropriate Federal Agencies.

If you believe you have been harmed by a violation of any policies or regulations surrounding the Workforce Innovation and Opportunity Act Program, you have the right to file a complaint and request a hearing. Complaints should be filed in accordance with the following procedures established by the Northeast Georgia Regional Commission Workforce Development Area (Local Area).

1. **A Complaint that involves suspected fraud, waste, abuse, misconduct, or other wrongdoing, in a WIOA-funded program may be filed first locally or by immediately contacting one of the following agencies:**

TCSG-WFD	Georgia OIG	USDOL OIG
Technical College System of Georgia, Office of Workforce Development Attn: Compliance Officer 1800 Century Place N.E., Suite 150 Atlanta, GA 30345-4304 Phone: 404-679-1371 wioacompliance@tcsgeu.edu	Georgia Office of Inspector General 2 MLK Jr. Drive, SW 1102 West Tower Atlanta, GA 30334 Phone: 866-435-7644 Form: http://oig.georgia.gov/file-Complaint	United States Department of Labor, Office of Inspector General Attn: Hotline, Office of Inspector General US Department of Labor 200 Constitution Ave, NW Room S-5506 Washington, DC 20210 Phone: 202-693-6999 Form: http://www.oig.dol.gov/hotlinecontact.htm

2. **A General Complaint alleging a programmatic violation of WIOA.**

Any entity within the Georgia Workforce System, including but not limited to, customers, participants, recipients, subrecipients, contactors and service providers may file a complaint. Any complainant has the right to receive technical assistance in filing such complaint. General Complaints must be filed within one hundred twenty (120) days from the date of the action which gave rise to the complaint. The complainant may file a complaint using the Local Area's complaint form, available upon request. The complainant also has the right to make a written request for a hearing with such hearing occurring within sixty (60) days of the filing of the Complaint. The Local Area shall issue a written resolution for each Complaint received no later than sixty (60) days from the date the complaint is filed. As to General Complaints, the complainant must first file at the Local Area Level. If the Local Area does not respond within the 60 days, the Complainant may file a complaint with WFD. If the Complainant is not satisfied with the Local Area resolution an appeal may be filed with WFD within sixty (60) days of the Local Area's resolution. WFD shall not have jurisdiction over General Complaints until the Local Area has issued a written resolution on the Complaint or the Local Area has not responded within the sixty (60) day timeframe. Any resolution reached by WFD may be appealed to the United States Department of Labor (USDOL) Employment and Training Administration within sixty (60) from the receipt of the written resolution from WFD. A Complainant may withdraw the Complaint at any time prior to resolution.

If a written request of a hearing is submitted as indicated above, the complainant(s) will be given a written notice of the hearing within ten (10) business days of receipt of the Complainant's written request. The notice will include:

- a) The date of the notice.
- b) The name of the Complainant and the name of the Respondent.
- c) A statement that the Complainant may be represented by legal counsel.
- d) The date, time, and place of the hearing along with the name of the hearing officer.

- e) A statement of the alleged violation.
- f) A copy of any policies or procedures for the hearing or the identification of where such policies can be found.
- g) The name, address, and phone number of the contact person issuing the notice.

Local Area	TCSG-WFD	USDOL
Northeast Georgia Regional Commission Workforce Division (WIOA)	Technical College System of Georgia, Office of Workforce Development	United States Department of Labor, 200 Constitution Ave, NW
EO Officer: Rhonda Keeter 305 Research Drive Athens, GA 30606 Phone: 706-369-5703	Attn: Compliance Officer 1800 Century Place N.E., Suite 150 Atlanta, GA 30345-4304 Phone: 404-679-1371	Room N-4123 Washington, DC 20210 Phone: 866-487-2365

3) **A Complaint alleging discrimination**

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, on the basis of the individual's citizenship status or participation in any WIOA Title I-financially assisted program or activity.

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, 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:

Deciding who will be admitted, or have access, to any WIOA Title I-financially assisted program or activity; providing opportunities in, or treating any person with regard to, such a program or activity; or 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:

- a) The recipient's Equal Opportunity Officer (or the person whom the recipient has designated for this purpose); or
- b) 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.
- c) 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.

In providing any aid, benefit, service, or training under a WIOA Title I-financially assisted program or activity, a recipient must not directly or through contractual, licensing, or other arrangements, discriminate on the basis of citizenship status. Individuals protected under this section include citizens and nationals of the United States, lawfully admitted permanent resident aliens, refugees, asylees, and parolees, and other immigrants authorized by the Secretary of Homeland Security or the Secretary's designee to work in the United States. Citizenship discrimination occurs when a recipient maintains and enforces policies and procedures that have the purpose or effect of discriminating against individual beneficiaries, applicants, and participants, on the basis of their status as citizens or nationals of the United States, lawfully admitted permanent resident aliens, refugees, asylees, and parolees, or other immigrants authorized by the Secretary of Homeland Security or the Secretary's designee to work in the United States.

Any customer, applicant, employee or interested party has the right to file a Complaint of discrimination. All discrimination based Complaints and ADR must be filed within one hundred and eighty days (180) of the alleged discrimination. The Complainant may submit their discrimination Complaint to either the Local Area, WFD or the U.S. DOL, Civil Rights Center (CRC). If the Complainant

chooses to file their complaint with the Local Area or WFD, a Notice of Final action response shall be issued within ninety (90) days of the Complaint's filing. Options for filing the Complaint shall include alternative dispute resolution. The Complainant has the right to be represented in the Complaint by an attorney or other representative.

Alternative Dispute Resolution (ADR):

- a) The procedures that a recipient adopts and publishes for processing complaints permitted under this part and WIOA Section 188 must state that the recipient will issue a written Notice of Final Action on complaints within 90 days of the date on which the complaint is filed.
- b) At a minimum, the procedures must include the following elements:
 1. Initial, written notice to the complainant that contains the following information:
 - i. An acknowledgment that the recipient has received the complaint; and
 - ii. Notice that the complainant has the right to be represented in the complaint process;
 - iii. Notice of rights contained in §38.35; and
 - iv. 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 the issue(s), provided to the complainant, that includes the following information:
 - i. A list of the issues raised in the complaint; and
 - ii. For each such issue, a statement whether the recipient will accept the issue for investigation or reject the issue, and the reasons for each rejection.
 3. A period for fact-finding or investigation of the circumstances underlying the complaint.
 4. A period during which the recipient attempts to resolve the complaint. The methods available to resolve the complaint must include alternative dispute resolution (ADR), as described in paragraph (c) of this section.
 5. A written Notice of Final Action, provided to the complainant within 90 days of the date on which the complaint was filed, that contains the following information:
 - i. For each issue raised in the complaint, a statement of either:
 - The recipient's decision on the issue and an explanation of the reasons underlying the decision; or
 - A description of the way the parties resolved the issue; and
 - ii. Notice that the complainant has a right to file a complaint with CRC within 30 days of the date on which the Notice of Final Action is received if the complainant is dissatisfied with the recipient's final action on the complaint.
- c) The procedures the recipient adopts must provide for alternative dispute resolution (ADR). The recipient's ADR procedures must provide that:
 - 1) The complainant may attempt ADR at any time after the complainant has filed a written complaint with the recipient, but before a Notice of Final Action has been issued.
 - 2) The choice whether to use ADR or the customary process rests with the complainant.
 - 3) A party to any agreement reached under ADR may notify the Director in the event the agreement is breached. In such circumstances, the following rules will apply:
 - i. The non-breaching party may notify with the Director within 30 days of the date on which the non-breaching party learns of the alleged breach; and
 - ii. The Director must evaluate the circumstances to determine whether the agreement has been breached. If the Director determines that the agreement has been breached, the complaint will be reinstated and processed in accordance with the recipient's procedures.
 - 4) If the parties do not reach an agreement under ADR, the complainant may file a complaint with the Director as described in §§38.69 through 38.71.

If the Complainant is dissatisfied with the resolution of his/her Complaint by the Local Area or WFD, the Complainant may file a new Complaint with the CRC within thirty (30) days of the date on which the Complainant receive the Notice of Final Action. If the Local Area or WFD does not respond within the 90 days, the Complainant may file a new Complaint with the CRC within thirty (30) days from receiving the Notice of Final Action or one hundred and twenty days (120) from the date on which the original Complaint was filed.

Local Area	TSCG-WFD	USDOL OIG
Northeast Georgia Regional Commission Workforce Division (WIOA) EO Officer: Rhonda Keeter 305 Research Drive Athens, GA 30606 Phone: 706-369-5703	Technical College System of Georgia, Office of Workforce Development Attn: Compliance Officer 1800 Century Place N.E., Suite 150 Atlanta, GA 30345-4304 Phone: 404-679-1371	United States Department of Labor, Director, Civil Rights Center (CRC) 200 Constitution Ave, NW Room N-4123 Washington, DC 20210 Form: http://www.dol.gov/oasam/programs/crc

All complaints filed with the Local Area must contain the following:

- a) The full name, telephone number (if any), address of the person making the complaint.
- b) The full name and address of the person or organization against whom the complaint is made.
- c) A brief, clear statement of the facts including the date(s) that the alleged violation occurred.
- d) May include attached documents.
- e) The relief requested including whether or not a formal hearing is requested (or the complainant's representative)
- f) A SIGNED written statement that the information included in the Complaint is true and correct.

A Complaint Form will be provided to the Complainant upon request

A Complaint may be amended to correct any technical deficiency at any time up until the date of the resolution OR the date of a hearing, if a hearing is requested. In the event the Complaint does not contain enough information to enable a resolution, the Local Area shall make reasonable efforts to contact the Complainant to gather additional, necessary information. In the event the Local Area lacks jurisdiction; the Local Area shall issue a written notice within 5 business days to the Complainant informing him/her of the lack of jurisdiction.

The Complaint Processing Procedures are as follows:

- 1) Initial, written notice to the complainant;
- 2) A written statement of the issue(s), provided by the complainant;
- 3) A period of fact-finding or investigation of the circumstances underlying the complaint;
- 4) A period during which recipient attempts to resolve the complaint, with an option of ADR; and
- 5) A written Notice of Final Action, provided to the complainant within ninety (90) days of the date on which the complaint was filed.

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 both WIOA and OCGA 20-2-1160.

Local Boards and Plan Development:

1. 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. (20 CFR § 679.320(g))**

Private sector member nominations are solicited from the general-purpose business organization in the location that will be represented. These nominations are forwarded to the Local Elected Official representing that jurisdiction for concurrence. Upon concurrence, the nomination is forwarded to the CLEO for consideration for appointment to the Board. Nominations are solicited for organized labor representatives with representatives in the region. Nominations received are forwarded to the CLEO for consideration for appointment to the Board. The local area has 2 representatives who are affiliated with apprenticeship programs.

Where there is more than one local area provider of adult education and literacy activities under Title II, the provider that serves four or more counties of the 12-county service area will be the representative on the WDB. This representative will consult with the other regional providers at least 2 times per year to bring issues and concerns to the WDB. This nomination will be concurred by the CLEO.

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

The local area has an orientation PowerPoint that it provides to new members.

c. Describe how the local board will coordinate local workforce development activities with regional economic development activities being carried out within the planning region.

The mission of LWDB is to provide services and resources to new and existing businesses to supply a globally competitive and sustainable workforce. This will be accomplished by addressing the staffing and training needs of businesses and individuals by partnering with educational systems, economic development, and other agencies. These services and resources will be provided to the region's businesses and individuals in an effective and efficient manner through a one-stop delivery system in the 12-county area.

As mentioned in other sections of this plan, the local area has available a short-term course, ManufactuREADY, that was created in response to a demand for trained labor candidates from both employers and economic development professionals. This five to six-week, five-day-per-week training program provides instruction in soft skills as well as related job-specific skills in the manufacturing sector. Depending on the needs of the specific employer(s), the course can be tailored to meet the evolving needs of those employers. This course is offered through the ITA ETPL system, which provides broad access to both training providers and locations that meet the needs of both job seekers and businesses. While no ManufactuREADY training cohorts are occurring at this time, the course remains available as needed.

In addition to ManufactuREADY, the local area also utilizes its computerized mobile learning units to assist employers in their hiring needs, both by participating in job/career fairs and using the units for mobile instruction as requests are identified.

The local area has a relationship with the TCSG OWD Business Services Regional Coordinator, who is invited to participate in the local area's quarterly One-Stop/NEGA meetings. The local area, through its One-Stop/NEGA meeting, provides interaction, and two-way interaction with the TCSG OWD Business Services Regional Coordinator facilitates the flow of employer needs.

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

The board meets 5-6 times per year, January, March, May, August, October. Information regarding the meeting notices, minutes of the meeting, other training opportunities (i.e. SETA or NAWB) are communicated either at a board meeting or through electronic method. Board members receive the NEGRC newsletter which provides information on all programs of the NEGRC including workforce development activities. Board members also are afforded an opportunity as a part of the Board meeting to share information about workforce development related activities in their community

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

a. If committees have not been utilized, provide a description of why.

Executive Committee- Acts on behalf of the board if action is needed between board meetings or if a quorum is not present at the WDB meeting. The Chair, Vice- Chair, Secretary/Treasurer and Chair of the Youth Committee comprise the Executive Committee.

Youth Committee-Provides input to the WDB regarding youth programming and program design, youth RPF, and youth funding recommendations. The Youth Committee is comprised of one member of the WDB and representatives from youth-serving entities/organizations, including School District, Juvenile Justice, Boys and Girls Club, and Vocational Rehabilitation.

Ad Hoc Committees are established by the Chair as needed

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- 3. Plan Development – Provide a description of the process by which the plan was developed to include the participation of core partners, providers, board members, and other community entities. Also describe the process by which the local board provided a public comment period prior to the submission of the plan to solicit input into the development of the plan.**

Input on workforce needs is gathered throughout the year through the One-Stop quarterly, sector strategy, and WDB meetings. The information gathered has been used to develop the plan. The WDB was provided with a draft for review and input.

The draft plan was posted on the NEGRC website 30 days prior to submission to TCSG OWD, and a public notice was posted in the legal organ of Athens-Clarke County notifying the public of the plan's posting on the website and its availability for review during regular office hours during the 30-day comment period.

Service and Delivery Training:

- 1. Serving Disconnected and Underemployed Workers – Identify the populations in the local area who are most disconnected from the labor force (e.g., individuals not in education, employment, or training, long-term unemployed, etc.) or face barriers to meaningful access and participation in the workforce system. Describe specific strategies the LWDB has in place – or plans to implement – to engage, serve, and connect these individuals to employment, educational, and/or training opportunities? How does the local plan address the structural and/or systemic barriers these populations face?**

The local area and the sector strategy grant advisory group (representatives from Newton, Walton, Clarke, and Barrow Counties) is focused on finding ways to bring information about available careers and well-paying job opportunities to the areas of the region with the highest number of citizens with the least access to economic mobility and the resources to change their generational trajectory from living in poverty to one of financial stability. One of the proposed initiatives for the next four years is a STEM Mobile Unit that would be funded through industry and grant funds. The STEM Mobile Unit will bring information, hands-on experience, and virtual experience to areas that might not otherwise know about job opportunities. Additionally, the mobile units will be equipped with computer stations and Wi-Fi so that participants can receive assistance in applying for job openings and/or apply for them while at the event.

We will continuously analyze the local labor market to pinpoint specific groups who are facing higher rates of unemployment and lower earnings compared to the overall population. Once these target groups are identified, we will examine the existing disparities in access to education, training, and workforce programs. This will involve assessing barriers such as lack of affordable childcare, transportation issues, language barriers, and limited access to quality education and training resources. We will involve key stakeholders, including community-based organizations, employers, and representatives from the target population groups. This collaborative effort will provide crucial input on the needs and perspectives of different communities and help in designing effective strategies.

2. 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 in core programs, as appropriate; and how it will improve access to activities leading to a recognized postsecondary, academic, or industry-recognized credential.

The Northeast Georgia Workforce Development Board (LWDB) works collaboratively with the core WIOA partners, including the Georgia Department of Labor, Adult Education, Georgia Vocational Rehabilitation Agency (GVRA), technical colleges, community-based organizations, and other workforce partners to expand access to employment, education, training, and supportive services for individuals with barriers to employment. Through coordinated case management, referrals, and co-enrollment, participants receive comprehensive services that address employment goals while reducing barriers to successful participation.

The LWDB continues to prioritize services for individuals with disabilities, veterans and eligible spouses, justice-involved individuals, low-income adults, public assistance recipients, English language learners, older workers, disconnected youth, and other individuals with barriers to employment as identified under WIOA. Workforce staff coordinate with partner agencies to connect participants with supportive services, adult education, occupational skills training, career counseling, work-based learning opportunities, and employment services that lead to sustainable employment.

Career pathways are developed in partnership with employers, technical colleges, and education partners to ensure participants can enter employment while continuing to build their skills through additional education and credential attainment. Participants are encouraged to co-enroll in appropriate WIOA core programs and partner services to maximize available resources and improve employment outcomes.

To increase access throughout the twelve-county region, the LWDB utilizes technology, community partnerships, and mobile outreach strategies to connect individuals to workforce services. Customers may begin the enrollment process through the online Step 1 intake process, allowing them to access career services, complete assessments, review training opportunities, and begin eligibility determination remotely before meeting with staff.

- Describe how the board is expanding access to short-term, industry-recognized credentials and stackable training pathways that lead to self-sufficiency. How are credentials vetted for labor market value? How are pathways structured to allow participants to enter employment and continue advancing their skills over time?

The Northeast Georgia Workforce Development Board continues to expand access to short-term, industry-recognized credentials that provide participants with an entry point into high-demand careers while creating opportunities for continued education and advancement. Training investments prioritize programs that lead to employment in occupations identified on the regional In-Demand Occupations List and support career pathways in manufacturing, healthcare, transportation and logistics, construction, skilled trades, and other priority industries.

Industry-recognized credentials are evaluated using labor market information, employer demand, projected occupational growth, wage data, and input from employers, technical college advisory committees, and workforce partners. Preference is given to training

programs that result in credentials recognized by industry, provide measurable labor market value, and create opportunities for continued credential attainment.

Whenever possible, training pathways are structured to allow participants to earn incremental credentials that lead to employment while providing opportunities to continue advancing through additional certificates, diplomas, apprenticeships, or degree programs. Work-based learning, Work Experience (WEX), and other employer-driven training strategies further strengthen these career pathways by combining classroom instruction with practical workplace experience.



3. 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.

The local area has provided an array of services for adult and dislocated workers, including:

- Basic Labor Market Information
- Information on types of training and availability of that training in the region or elsewhere.
- Admission Requirements for that training
- Referral to the specific training provider
- Intake, Assessment, and Eligibility Determination for WIOA-funded services
- Assistance with training primarily through the Individual Training Account (ITA)
- Referral to other services as needed
- Assistance with Support Services (Day Care and Transportation) while in training
- Assistance with Preparation for the Job Search by providing access to interviewing and resume preparation activities
- Follow-up assistance

The local area has ITA agreements with 9 technical colleges, 15 colleges and universities and 20 proprietary schools to maximize customer choice for the adult and dislocated worker. The local area continues to develop new agreements with qualified training providers who provide training in demand

occupations in an effort to meet customer choice as well as employer need.

The local board and the core programs and one-stop partners in the local area continue to work towards the common goal of providing the most effective service delivery possible to the area's adult and dislocated worker population.

Adult and Dislocated Worker services are provided in, or through, the Athens Career Center (comprehensive One-Stop) in collaboration with the local workforce development staff and partners and include, but are not limited to, the following: job search and job placement assistance, testing, Rapid Response activities as requested by the local workforce area, filing of UI claims, service coordination, career guidance and counseling, referrals to partner agencies, various workshops (i.e., resume preparation, interviewing preparation, financial planning, and others), utilization of WorkSource GA portal, federal bonding, and Work Opportunity Tax Credits.

4. 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 local area has designated the Business Services and Outreach Representative to serve as the designated point of contact for Rapid Response activities. These positions interact with the designated representative from TCSG OWD upon notification of an event. They coordinate activities with both the impacted employer/employees as well as the appropriate partner agencies including the Georgia Department of Labor as well as other appropriate partners. Activities include meeting with the employer to determine the scope of the event, providing the employer with the array of services available to impacted employees including filing for unemployment, working with

TCSG will hold job fairs (s) and offer retraining assistance for impacted employees.

5. 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. Include a description of the alignment and coordination, as appropriate, between the Title I Youth program, Job Corps centers in the State, Title II AEFLA program, and Title IV VR program for youth who could be co-enrolled in programs and served by program staff who are co-located in the One-Stops.

The local area has a long history of providing quality youth services. This is an array of in-school youth services with these being available in each of the 12 counties focusing on the 14 elements of WIOA. There is 1 competitive bid provider, ACTION, Inc., who delivers this throughout the 12 counties. At one time, this program served over 250 young people each year. However, due to the federal funding shift to at least 75% of youth funds being spent on out-of-school youth, these numbers have been reduced to about 120 youth. Work-based learning in the form of post-high school career interest summer work experience is an integral part of the in-school program and the work being done with the sector strategy. The area is planning to fully build out a K-12 Workforce pipeline that includes internships, pre-apprenticeships, apprenticeships, teacher externships, student tours of industry, and job placement coordination between the sector strategy group and the CTAE/WBL educational partners. Outcomes from this activity have typically been an 80%-88% high school graduation rate. While, for the last several years, the local areas have had a competitively procured out-of-school youth provider delivering GED services, due to budget constraints, the local board chose not to offer an RFP for OSY for the upcoming three-year period. OSY services will be delivered through ITA Individual Training Accounts utilizing the entities on the state Eligible Training Provider List (ETPL). It is

anticipated approximately 50 to 75 persons will be served via this strategy.

Implementation of Work-Based Learning Initiatives – Provide a description of how the area will implement initiatives such as Incumbent Worker Training programs, On-the-Job Training programs, Customized Training programs, industry and sector strategies, career pathways initiatives, utilization of effective business intermediaries and other business services and strategies designed to meet the needs of employers in the corresponding region in support of the business service strategy. If these services are not utilized, provide a description of why.

The Northeast Georgia Workforce Development Board (LWDB) utilizes work-based learning strategies to connect job seekers with employers while meeting the workforce needs of regional businesses. Work-based learning investments are aligned with regional labor market demand and include Work Experience (WEX), pre-apprenticeship partnership, and career pathway initiatives. These services are coordinated with employers, technical colleges, local school systems, and workforce partners to prepare participants for employment in high-demand occupations while helping employers develop and retain a skilled workforce.

Work-based learning opportunities are developed based on employer demand and are utilized whenever appropriate to provide participants with hands-on experience that complements classroom instruction. These activities support career pathway development and frequently result in unsubsidized employment by participating employers. The LWDB also collaborates with business intermediaries, economic development organizations, chambers of commerce, and the Georgia Department of Labor to identify employer workforce needs and develop workforce solutions that support regional economic growth.

- Describe the LWDB's current and planned investments to expand Registered Apprenticeships in the local area. Include priority occupations and industries for new or expanded apprenticeship programs; partnerships with employers, sponsors, industry intermediaries, and technical colleges to develop or adopt program standards; and how the LWDB is simplifying pathways for employers to launch or expand apprenticeship programs.

The Northeast Georgia Workforce Development Board supports the expansion of Registered Apprenticeships through our area technical colleges as a workforce strategy for developing skilled talent in high-demand industries. Priority occupations include manufacturing, industrial maintenance, healthcare, construction, transportation and logistics, information technology, and other occupations identified through regional labor market information and employer demand.

The LWDB partners with employers, technical colleges, apprenticeship sponsors, the Georgia Department of Labor, and other workforce partners to promote apprenticeship opportunities and assist employers interested in developing or expanding Registered Apprenticeship programs. The Board promotes employers to integrate apprenticeships into career pathway models and connects businesses with technical assistance and available workforce resources to simplify the development and implementation of apprenticeship programs.

- Describe how the local workforce system is building career pathways that begin with pre-apprenticeship or early career exposure (including for in-school youth) and connect to Registered Apprenticeship or other work-based learning opportunities. How are these pathways coordinated with local school districts, CTE programs, and postsecondary institutions?

The Northeast Georgia Workforce Development Board supports career pathways that introduce students and job seekers to high-demand occupations through career awareness, work-based learning, and employer engagement. Partnerships with local school systems, Career Academies, technical colleges, employers, and workforce partners provide opportunities for career exploration, teacher externships, and work experiences that prepare participants for employment and continued education.

The Advanced Rolling Career Awareness & Development Experience (ARCADE) expands access to career exploration by providing hands-on experiences that introduce students and community members to careers in manufacturing, healthcare, skilled trades, and other in-demand industries. These activities help participants understand career opportunities while strengthening connections between education, employers, and workforce training programs.





**MEDTECH
SHOWDOWN**



- Beyond Registered Apprenticeships, describe the full spectrum of work-based learning opportunities the board is investing in – including OJT, IWT, transitional jobs, and internships. How does the LWDB ensure these investments lead directly to employment or advancement in high-wage occupations? Describe any employer commitments (i.e., job guarantees, interview guarantees, etc.) associated with these investments.

The Northeast Georgia Workforce Development Board (LWDB) invests in a comprehensive range of work-based learning strategies that connect participants to employment while helping employers develop a skilled workforce. These strategies include Work Experience (WEX), transitional jobs, and other employer-driven training opportunities designed to address regional workforce needs.

Work-based learning investments are targeted to occupations identified on the regional In-Demand Occupations List and aligned with employer demand, labor market information, wage potential, and career pathway opportunities. Before approving training activities, the LWDB evaluates the employer's workforce needs, long-term hiring plans, and the participant's career goals to ensure the training is likely to result in unsubsidized employment or career advancement.

The LWDB also supports Work Experience (WEX) and internship opportunities for youth

to provide meaningful workplace exposure, develop occupational competencies, and strengthen employability skills. These activities are coordinated with employers, educational institutions, and workforce partners to create pathways leading to employment, continued education, or advanced training.

Employer engagement is central to the success of all work-based learning activities. Participating in helping employers define training objectives, provide worksite supervision and mentoring, evaluate participant performance, and identify the competencies required for successful employment. Many employers utilize these programs as a talent pipeline, offering interviews or employment opportunities to participants who successfully complete training and demonstrate the skills and work habits needed for long-term success.

The Workforce Development Board monitors participant outcomes, credential attainment, measurable skill gains, employment rates, retention, and wage progression to evaluate the effectiveness of work-based learning investments and ensure they continue to support regional employers while creating pathways to family-sustaining careers.

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- 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.**

The local area utilizes ITAs as its primary training tool for adults and dislocated workers. Short-term ITA as well as a industry-recognized credential is increasing in the region, the majority of the ITAs are in programs at technical colleges yielding a technical certificate of credit, diploma, or associate degree. Additionally, the local area does have ITA agreements in place with numerous proprietary training institutions that provide training primarily in truck driver preparation (approximately 125-175 person per year), associated medical training (CNA, medical assistants), and an array of computer-related training. All ITA training vendors are on the state ETPL and provide training in an occupational area that meets the local area's in-demand occupation policy. The local area does not use contracts for the training services delivered through ITAs.

- 7. Entrepreneurial Skills Training and Micro-enterprise Services – Provide a description of how the area will coordinate and promote entrepreneurial skills training and micro-enterprise services.**

The local area will continue to coordinate with local providers including the East Athens Development Corporation and the Small Business Development Center (SBDC) located at the University of Georgia to promote both entrepreneurial skills training and microenterprise services.

Both EADC and SBDC offer training and courses specific to entrepreneurial and microbusiness enterprises. Staff and service providers are involved in and attend regularly Chamber of Commerce, Employer Committees and community meetings to stay informed of entrepreneurial activities and services in the community.

- 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 sector strategy described above, in addition to the local area's in-school youth program design, provides a natural linkage to each and every public school system in the region. There is at least one person in each county who has a connection to the LWDA through the sector strategy or the ACTION, Inc. contract. Additionally, local area staff are engaged with the seven career academies in Barrow, Clarke, Jackson, Madison, Morgan, Greene, and Newton counties currently operating in the region. As additional career academies are added in the region, staff will engage with them as well. The sector strategy aims to inform teachers of the jobs available and connect youth to those pathways starting in 8th grade. Additionally, local area youth staff contact appropriate staff in each county in the spring of each year to re-orient them on the services available for graduating seniors who do not currently have high school plans and/or those graduating seniors who plan to attend technical college. This contact reminds students and high school staff of the financial assistance available through WIOA. This contact enables the partners to ensure that there is not a duplication of services.

Local area staff are on advisory committees of the four technical colleges providing regional services. Two different technical colleges are represented on the local workforce board. There are direct service providers through three of the four technical colleges, which provide awareness of services being

provided in an array of activities. As a part of the local area's ETPL process, the local area has agreements with over 35 training vendors. As additional training vendors indicate an interest in providing education/training occupational services, local area staff will provide them with the ETPL application to submit for consideration.

Since the local area has long-standing agreements with 9 technical colleges and 15 colleges and universities, there is a point of contact in those institutions, which enhances collaboration.

Additionally, the local area participates in Spring Career Fairs, and at those fairs, we include the trailers, etc., and we work strongly with Great Promise Partnership in three counties in the region.

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.

The local area will provide transportation, childcare services, and emergency assistance to adults, dislocated workers, and youth participants who qualify for these supportive services. The local area will coordinate supportive services with all federal, state, and local agencies, including Pell, HOPE, DFCS, UI, and any other funding resources available to the participant.

Supportive Services Policy: The Georgia Workforce Investment Board approved supportive services guidelines and expenditure caps which become effective July 1, 2018. The NEGRC WIOA has developed a process by which participants are determined eligible and need supportive services to participate in WIOA activities. Federal Law states that supportive service costs should be NECESSARY to enable an individual to participate in activities authorized under WIOA Title 1. Eligibility and determination of the need for supportive services should be conducted by a case manager on a case-by-case basis.

The following policies apply for out-of-school participants enrolled in adult, youth, or dislocated worker programs under the Workforce Innovation and Opportunity Act (WIOA), which include ITA-based type training and are served by NEGRC WIOA. Support Services Policies for youth service programs that do not include ITA-based training are under the Youth Program Support Services Section of the Support Policy and are for youth served by NEGWIOA youth service providers. These NEGWIOA youth service providers include both in-school and out-of-school youth.

Documentation of Eligibility and Determination of Need for Supportive Services

Supportive services are available only for WIOA-eligible participants actively enrolled in ITA-based training activities. Documentation of eligibility will be determined at a maximum level of 150% above the poverty level for adults and youth (NEGA WIOA's priority of service plan.) Income eligibility will be determined by completing the Family Unit Form,

page 1, and the 6 Month Calculation Worksheet For Employed Persons In The Family Unit, page 2.

The need for information will be determined by completing the Request for Supportive Services Form and the Projected Cost of Training Form. This information will be entered into the participant's case file.

Dislocated Workers will be **EXEMPT** from the maximum 150% above the poverty level. Income earned in the six-month period prior to dislocation could disqualify them from receiving supportive services when the dislocated worker is no longer employed due to no fault of their own.

Determination of Need

Financial/Physical Need: There must be documentation in the participant's case file that participants are incapable of providing these services for themselves. Documentation may consist of:

- Self-attestation
- Low-income verification
- Receipt of federal or state public assistance
- Receipt of UI benefits
- Lack of employment or underemployment (UI records or separation notice)
- Documentation of skill upgrading that would lead to employment in a local or state in-demand occupation
- Birth certificates of children receiving childcare

Resource Coordination: There must be documentation that supportive services are not available from other state or federal grant programs. There must be analysis of all federal/state/local resources available and how they are being coordinated. For example, an NEGWIOA analysis of need form will document the total basis of need considering UI, Pell, Hope etc., or other instances of federal/state/local resources available, to determine how resources are being coordinated.

Provision of Supportive Services

NEGA WIOA will provide transportation, childcare services and emergency assistance to adult, dislocated workers, and youth participants that qualify for these supportive services.

Support Service Request Form: Each participant requesting supportive services will complete a request for support service form. The WIOA career advisor will determine the basis of need and sign off on the justification for support that is necessary and reasonable to complete WIOA activities. This justification will include a projection of the total amount anticipated of support services requested. This documentation should be collected and included in the participant's case file, VOS/Tracksource system. NEGA WIOA finance will maintain records

to monitor the yearly cap limitations. Yearly transportation and childcare cost must be projected before training services begin.

Payments will be made directly to participants by NEGRC in the form of a check. Payments are based on class attendance and childcare forms submitted by the participant. Payments will be made bi-weekly and will depend on timely receipt of the above documentation.

Case Managers must enter in the VOS/TrackSource system the estimated **approved** supportive service cost at the beginning of a participant's service or when supportive services have been deemed necessary. Any substantial change to a participant's supportive service dollar amount, and/or the addition of a different type of supportive service will need to be updated in the VOS/TrackSource system. These costs will be approved by the Senior Planner. (Routine fluctuation in a participant's supportive services, such as training absences, holidays and/or inclement weather is exempt from this process.)

All support documentation will be maintained in the participant's physical case file (participant time sheets, etc.).

Additionally, documentation for the WIOA activity for which support is being provided must be included in the case file. Documentation should include time sheets signed by the instructor/supervisor, proving participation in training services.

Transportation

- 1) Eligible participants will receive \$15.00 daily for meals/transportation.
- 2) Participants must attend 50% of their scheduled classes each day to receive the \$15.00 per day support amount. If less than 50% of their scheduled classes are attended, meals/transportation support will not be issued for that day.
- 3) To receive the meals/transportation support, a "Participants Attendance Report" form must be completed bi-weekly. This form must contain the following information:
 - Name, school attending, and the training program in which they are enrolled.
 - Dates (month, day and year) must be filled in correctly in the space provided.
 - Hours scheduled and hours attended verified by the instructor(s).
 - Signature of instructor(s) verifying attendance.
 - Signature and date of the customer

Dependent Care

If dependent care is not otherwise available from DFCS, or other funding sources, NEGA WIOA may assist with the cost of care for dependent children under age 5 or adult dependents with documented care needs. This is available while the participant is enrolled in ITA training activities, (excluding core and intensive services). Assistance is available when the individual is scheduled and/or commuting to training activities. Assistance may also be available for children ages 6 through 12 for after school care or during times when school is

not in session. Funds from other sources, such as TANF, may be combined with WIOA funds. In those instances, WIOA

funds may only be used for those expenses not covered by the other funding source. For participants receiving TANF benefits, it must be documented that the participant is not receiving dependent care benefits from TANF before providing dependent care assistance through WIOA.

- 1) For children 5 years and under - Eligible participants will receive \$20.00 per day per child for full-time care. This would include children up to age 12 during school breaks, i.e., summer or extended breaks throughout the year.
- 2) For children 6 years and older - Eligible participants will receive \$12.00 per day per child for after school care up through age 12.
- 3) For childcare assistance to be reimbursed, the childcare form must be accompanied by a "Participant Attendance Report."
- 4) Childcare will be paid only for those days attending school. The customer will be responsible for payment of childcare expenses when they are not in school.
- 5) Childcare will not be paid when breaks between quarters occur i.e., Spring break, Christmas break.
- 6) Childcare assistance will not be made for children over the age of twelve unless extenuating situations exist. A written request must be made to NEGRC explaining the circumstances.
- 7) Childcare assistance will not be paid to providers that reside at the same address as the WIA customer.
- 8) To receive childcare assistance the participant must complete a "Childcare Provider Verification Form." This form must contain the following information:
 - Name of the childcare provider, childcare providers address and phone number, customers name, school attending and effective date.
 - Name of the child(ren), their age, hours to be kept, weekly rate and daily rate.
 - Person(s) who are authorized to sign the childcare forms must print and sign their name. This form will only be completed when a new childcare provider will be used.
 - This form must be submitted to the NEGRC before any childcare payments can be issued.
 - To receive the childcare support, a "Childcare Invoice" must be completed bi-weekly. This form must contain the following:
 - Customers name, childcare providers name, name and age of child(ren).

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- Dates (month, day and year) must be filled in correctly in the space provided.
 - Initials of the childcare provider for each child and each day that childcare were provided, for each child.
 - Amounts charged for days attended.
 - Signature and date of participant.
 - Signature and date of childcare provider.
- 9) Falsification of childcare or attendance forms may result in being terminated from the WIOA program.

Participants are encouraged to use licensed dependent care providers whenever possible. If not licensed, the service must be provided by a dependent care provider who cares for children outside of the participant's home. Payments will be made directly to participants, based on receipts from dependent care provider.

Waivers: Not Applicable

Emergency Assistance

Emergency assistance up to \$250 per individual one-time assistance for special needs (i.e., housing assistance, dental/medical care, clothing, car repairs, mental health, etc.) may be provided on an individual basis. This request must be for assistance necessary to successfully continue training activities or to enable the individual to accept employment. The requests are made in writing to NEGWIOA.

Support Services are not allowed for the following:

Rent deposits or housing deposits Mortgage payments
Car payments Purchase of vehicles Fines
Out-of-Area Job Search Assistance Relocation Assistance
Needs-based payments
On-the-Job Training Plans

Other Requirements and Policies

1. A participant continues to be eligible for support services only as long as he/she is active in the program. Failure to participate fully, without good cause, will result in termination of assistance.
2. During the assessment period individual needs are identified and a plan is developed and documented in the participant employment development plan for support provided by NEGWIOA, DFCS or other programs. To maximize the support available, NEGWIOA will actively promote coordination with organizations to provide supportive services at no cost to the program or the participant. These services could include assistance in

housing, legal problems, financial planning, dental/medical care, mental health, and other areas.

3. Customers in certificate, diploma or associate degree programs, at a minimum, must be enrolled full-time (12 credit hours) per semester in order to be eligible for support services. If the customer takes less than 12 credit hours and continues to be eligible for supportive services, the case manager must indicate the reason for the less than 12 credit hours and document this in the customer's case notes section in Tracksource. NEGRC will review the reason for the less than 12 credit hours and either approve/deny the support service.
4. No whiteout is to be used on support forms. For corrections, draw one line through the error, initial it, and have the appropriate person (instructor or childcare provider) initial the change.
5. Any forms that are not completed correctly and completely will be returned to the customer for correction.

Support forms must be submitted to the NEGRC office no later than Tuesday's mail of support processing weeks. (Customers will receive a yearly chart indicating support processing weeks.) If forms are received processing weeks.) If forms are received after Tuesday's mail, they will not be processed until the next cycle. All forms should be mailed directly to the Northeast Georgia Regional Commission, Workforce Development, 305 Research Drive, Athens, GA 30605.

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 utilization of both programs as a referral source.
 - Department of Family and Children Services providing linkages on support services to ensure non-duplication of services
 - CSBG entity ACTION, Inc. providing additional supports to customers to assist in removing barriers that may prevent them from completing their training
 - Athens Housing Authority as well as other housing authorities in the region serving as an information access point for their residents providing them access to training services as well as the resources of the mobile learning units.
 - United Way 211 text/call system

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 Northeast Georgia Workforce Development Board (LWDB) coordinates a comprehensive workforce system that aligns education, workforce, economic development, and supportive services to meet the needs of employers and job seekers throughout the twelve-county region. Core partners include the Georgia Department of Labor (Wagner-Peyser), Georgia Vocational Rehabilitation Agency (GVRA), Adult Education providers, technical colleges, local school systems, Career and Technical Education (CTE) programs authorized under the Carl D. Perkins Career and Technical Education Act, economic development organizations, chambers of commerce, community-based organizations, and other required One-Stop partners.

The workforce system delivers integrated services including career services, labor market information, job search assistance, occupational skills training, adult education, career pathway development, work-based learning, supportive services, business services, and workforce solutions for employers. We work closely with our regions Career Academies. Technical colleges provide both credit and non-credit occupational training, customized business and industry training, Adult Education services, and Perkins V-supported Career and Technical Education (CTE) programs that align with regional workforce priorities and high-demand occupations.

The Workforce Development Board works collaboratively with its partners to align workforce investments, improve customer access, expand career pathways, increase credential attainment, and support employer workforce needs consistent with the goals of the State Workforce Development Plan.

- What formal partnerships or MOUs are in place? How are shared goals, referral protocols, and co-enrollment processes established? Describe specific examples where cross-system alignment has improved outcomes for job seekers or employers. What challenges currently limit implementing such alignment?

The Northeast Georgia Workforce Development Board maintains formal partnerships through the required One-Stop Memorandum of Understanding (MOU) and Infrastructure Funding Agreement (IFA), as well as program-specific agreements with workforce, education, and community partners. These agreements establish shared responsibilities, referral processes, customer access, resource sharing, and coordinated service delivery.

Workforce staff collaborate regularly with Wagner-Peyser, Adult Education, GVRA, technical colleges, and other partners to facilitate referrals, coordinate services, and support co-enrollment when appropriate. Shared case management and regular communication among partners help reduce duplication of services while ensuring participants receive the education, training, supportive services, and employment assistance needed to achieve successful outcomes.

Cross-system collaboration has improved customer access to workforce services through coordinated referrals, career pathway development, work-based learning opportunities, and joint business engagement activities. Ongoing collaboration with technical colleges and Adult Education providers has expanded access to occupational skills training and industry-recognized credentials, while partnerships with GVRA have strengthened employment opportunities for individuals with disabilities.

Challenges to further alignment include varying program eligibility requirements,

funding restrictions, reporting systems, and performance measures across partner programs. The Workforce Development Board continues to strengthen collaboration through regular partner meetings, cross-training, shared planning efforts, and continuous process improvement.

- Describe how the LWDB is leveraging multiple funding streams – including WIOA Title I, Wagner-Peyser, Perkins V CTE, and other federal and state resources – in a coordinated or braided manner to maximize service delivery. What barriers currently limit funding integration, and what steps are being taken to address them?

The Northeast Georgia Workforce Development Board leverages multiple federal, state, and local funding streams to maximize workforce services and improve customer outcomes. WIOA Title I funding is coordinated with Wagner-Peyser employment services, Adult Education, Perkins V Career and Technical Education, Georgia Vocational Rehabilitation Agency services, Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP) Employment and Training, technical college resources, and other workforce partner programs to provide comprehensive workforce solutions.

Rather than relying on a single funding source, partners coordinate resources whenever appropriate to support career counseling, occupational skills training, supportive services, work-based learning, business services, and career pathway development. Braided funding strategies help expand participant access to education, training, and employment opportunities while reducing duplication of services.

The Workforce Development Board continues to identify opportunities to strengthen funding coordination through expanded co-enrollment, joint planning, shared employer engagement, and coordinated service delivery. While statutory requirements, funding limitations, eligibility criteria, and reporting systems continue to present challenges to fully integrating funding streams, the Board works closely with its partners to maximize available resources and improve workforce outcomes throughout the region.

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.

Currently, Wagner-Peyser, operated by TCSG, is housed at the Athens Career Center. The Athens Career Center provides an array of services to a diverse population of job seekers, including veterans, unemployment claimants, persons with disabilities, youth, and individuals with limited English proficiency, among others. The Athens Career Center provides a seamless access point for delivering information and resources upon entering the career center or customer contact via telephone, internet, or email.

Services routinely provided to employment services job seeker customers (including UI claimants) include:

- Job search assistance, job referrals, and job developments

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- Automated job referral assistance
 - Access to computers, job search software, Jobs TV
 - Workshops on a variety of employment-related topics (e.g., effective job search, online applications, resume development, interviewing skills, networking)
 - Labor market information for career exploration, high-demand fields, average salaries
 - Access to career advisors, vocational assessments, training and education resources, financial aid options
 - Self-service resources such as Employ Georgia labor exchange services, unemployment claims applications, books, videos, flyers
 - Individualized assistance for customers with unique needs, including setting a customer service plan, scheduling one-on-one visits and workshops to develop job seekers, reviewing and modifying customer service plan as needed
 - Specialized assistance for veterans, including case management, job search counseling, WOTC, OJT, and apprenticeships
 - Specialized assistance for ex-offenders, including strategic workshops, federal bonding, and WOTC
 - Specialized assistance for long-term unemployed and customers with employment barriers, including case management, job search counseling, and WOTC

Career Center staff offer services off-site to offenders and parolees, (Probationer State Training Employment Program) eligible customers. Workshops are conducted weekly at the Athens Diversion Center, Clarke County Correctional Facility and bi-monthly at the Elbert County Probation Office. Career Center staff work closely with the case managers in these facilities to develop job search and employability skills to increase secured employment.

The Career Center provides established off-site locations to reach individuals in the rural counties served by the Career Center. The Athens Career Center houses partner agency staff on a routine basis to enhance service delivery and avoid duplicating services. The staff with dedicated use of space at the Athens Career Center include staff with: WIOA, Job Corps, GVRA, Athens Technical College. As needed, additional partners may schedule to use space.

The Career Center LVER (Local Veterans Employment Representative) and TCSG OWD Business Services work closely with local Chamber offices, area employers, civic organizations, WIOA and other governing agencies and businesses to promote hiring opportunities. These business service-related relationships are aimed towards the streamlining of candidate searches and recruitment processes. The Athens Career Center staff actively participate in the coordination and implementation of large hiring events, annual career fairs and in-house recruitments held at the Career Center.

The Athens Career Center has an established plan for assisting customers with limited English proficiency. The career center can utilize an agency multilingual directory to locate staff speaking a variety of language that can serve as interpreters. Interpreter resources are also available through the University of Georgia.

3. Coordination with Adult Education – Provide a description of how the local board will coordinate workforce development activities carried out in the local area with the provision of adult education and literacy activities under Title II, including a description of how the local board will carry out the review of local applications submitted under Title II, consistent with subparagraphs (A) and (B)(i) of section 107(d)(11) and section 232 of WIOA.

Our primary goal at the One-Stop is the facilitation of access to services that results in participants reaching educational and/or career goals. Connecting individuals with Adult Education services is accomplished through the use of technology and/or physical presence (scheduled by appointment and/or rotation basis). Kiosks are available in the One-Stop that connect individuals with area Adult Education programs in the region, including Athens Technical College, Georgia Piedmont Technical College, Lanier Technical College, and Southern Crescent Technical College.

Kiosks are self-service devices that allow clients to:

- Chat online/interact with Adult Education representatives from the four Adult Education programs in their region (provides flexibility)
- Submit their name, address, email address, phone number, etc. to schedule for GED testing, Adult Education classes, ELL classes, Bridge to Success (Out-of-School-Youth Services) program, etc. (increases seamless communication)
- Apply for orientation/schedule TABE testing date/location
- More discreetly provide information they may view as sensitive
- Check in for scheduled Webex appointments with Adult Education staff (ex. Transition Specialist for Workforce and post-secondary transition support)
- Check in to virtual classes on one of our college campuses (based on class schedule)
- Kiosk can also be utilized to access Adult Education distance education programs
- Printer access will be available

Adult Education classes are offered at over 20 sites in the service area. Classes are offered mornings, afternoons, and through distance education to provide after-hours access to participants that may not be available during traditional hours.

Information Resources

Relationships will be strengthened through data sharing. Systems should be integrated for intake and outcome documentation. We will develop deeper connections through this transparency and be better equipped to support cross-program wrap around services.

Coordination with Adult Education

The NEGRC Workforce Development board coordinates with multiple technical colleges in the local area to provide workforce development activities, adult education and literacy activities in the local area. Direct access to services is available to clients through Athens Technical College, Georgia Piedmont Technical College, Lanier Technical College and Southern Crescent Technical College.

Expanding service to Eligible Individuals

The target population for adult education services include residents aged 16 and over, without a

high school diploma or its equivalency or a lack of English proficiency, and who have experienced barriers to education and/or employment. Adult Education services include access to free Adult Basic Education, Adult Secondary Education, High School Equivalency diploma options, English Language Acquisition, Corrections Re-entry Education, Literacy, Test Preparation, Workforce Preparation and Out-of-School Youth workforce development training programs. Referral processes are in place with area community-based organizations, the Department of Labor, Vocational Rehabilitation, Local School Boards, and area employers to provide services that assist Adult Education students in reaching their educational and career goals. Activities are aligned, and co-enrollment provides students with wrap around services that improve retention and acquisition of certification and credentials. The services provided through adult education increase essential basic skills, employability skills, and prepare students with hands-on technical skills training pathways that lead to employment.

In addition, a Career Plus High School Equivalency program is underway at Athens Technical College. This program combines credits earned from prior learning assessments plus earned college credit. Students can use credits earned from core high school courses and passed sections of the GED test and apply them to towards earning a High School Equivalency diploma. Students also earn two technical certificates of credit in a career training pathway. The Career Plus program allows students to work simultaneously in their college and core high school credit courses.

Students in these career training programs qualify for paid tuition, books, tools, and other support services (including transportation and childcare reimbursement) that can potentially be an obstacle to student success.

Basic Skills Services

Basic and literacy classes/ remedial activities are provided by adult education instructors. Classes are offered mornings, afternoons, evenings, and through distance education to provide after-hours access to participants that may not be available during traditional hours. Individualized student educational plans are developed to help students reach their goals. Services are tailored through the individual and Adult Education instructors, volunteers, Career Coordinators, and Transition Specialists are available for ongoing guidance and support. Intake forms and TABE testing are part of the initial application process. Students are tested after 40 hours of instruction to determine educational functioning gain(s). TABE tests assess mathematics and reading comprehension and analytic reports identify areas of strength and weakness that inform individualized plans for students seeking their GED or High School Equivalency options.

Youth Programs

Out-of-School youth programs (age 16-24) that allow students to enter college and work on their GED preparation and college credit classes simultaneously are available. This dual coursework reduces the time it takes to earn a credential and secure employment. In addition, a Career Plus High School Equivalency program is underway at Athens Technical College. This program combines credits earned from prior learning assessments plus earned college credit. Students can use credits earned from core high school courses and passed sections of the GED test and apply them to towards earning a High School Equivalency diploma. Students also earn two technical certificates of credit in a career training pathway. The Career Plus program allows students to work simultaneously in their college and core high school credit courses.

Students in these career training programs qualify for paid tuition, books, tools, and other support

services (including transportation and childcare reimbursement) that can potentially be an obstacle to student success.

Pathways for our career training programs, which combine accelerated career training and job placement with personalized educational support, are aligned with the Manufacturing and Healthcare Sector strategies. Sample program pathways include: Manufacturing Operations, Welding Technology, Machine Tool Technology, Commercial Truck Driving, Healthcare Access, and Certified Nursing Assistant. These short-term programs incorporate team teaching and work ethic training. Our program model is based around education being offered currently with, and in the same context as, workforce preparation. Career Pathways were selected to meet regional demand.

GA BEST

Adult Education programs have incorporated the Georgia BEST (Business Ethics Student Training) into their curriculum. Although each model varies, every program is designed to address soft skill gaps that employers in Georgia are looking for in competitive applicants. These skills include: Professional Image, Attendance/Punctuality, Attitude and Respect, Social Media Ethics, Discipline and Character, Oral and Written Communication Skills, Productivity and Academic Performance, Responsibility and Organization, Self-Management and Time Management, and Teamwork and Work Habits. Upon completion, students receive certification from the Georgia Department of Labor. This curriculum is designed to “prepare tomorrow’s workforce today”.

Performance Measures

Ongoing assessment methods are utilized to ensure performance measures are continuously met. Annual employer surveys are distributed for employers to rate and compare the entry participant’s skills with that of other entry level employees. Program advisory committees, made up of industry business representatives, are utilized to seek out new internship/employment opportunities for participants. Technical Colleges also have a warranty for all graduates. If employers find that a student does not demonstrate skills needed that were covered in the program, the student is retrained at no cost.

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.**

The local Georgia Vocational Rehabilitation Agency (GVRA) has had a long and mutually supportive relationship with the local office of Workforce Development and the other local workforce development partners in providing services to promote the self-sufficiency and independence of Georgians with disabilities. GVRA staff is co-located in the regional one-stop along with staff from the Department of Labor, Veteran’s services, Job Corp, Jobs for Georgia Graduates, and Northeast Georgia Regional Commission, along with other area employment and service providers who are frequently present and accessible for information and referrals.

In addition, long-standing, mutually beneficial relationships with other strategic partners such as

Advantage Behavioral Health Services, Viewpoint, Action, Inc., the Department of Family and Children's Services, the Department of Education, multiple local colleges and universities, community rehabilitation programs and other providers of soft and specific employment skills training as well as the local independent living center. These collaborative relationships will continue to be nourished and new ones developed to better meet the growing needs of employers and job seekers with disabilities.

GVRA representatives serve on the local Workforce Development Board and its Youth Committee and are actively engaged with various community organizations, such as Family Connection, Employer Committees, and other county and regional organizations, aimed at meeting workforce needs and improving community economics and the well-being of community members.

In addition, memoranda of understanding have been developed between GVRA and the Department of Behavioral Health and Developmental Disabilities and the Department of Education and various pilot projects are underway including ones with the Department of Juvenile Justice, one local housing authority, and some selected local employers to provide information, training, and employment services to persons with disabilities who want to work. Other MOUs and innovative projects are being developed to expand and better coordinate services to youth and out-of-school youth to prepare them for careers in high-demand occupations in their local economies.

In addition, the local workforce area served as a USDOL pilot site and a Disability Employment Initiative grant in which GVRA staff and Workforce Development staff worked in conjunction to maximize access to core and intensive services and to ensure collaboration and the identification of resources and braiding of funds to better meet the needs of the individual striving to prepare for work and the businesses striving to meet their workforce needs.

GVRA offers and seeks cross-training of staff whenever possible, with staff assisting in the planning of and/or participating in training offered by many local partners as well as by informal communication and sharing of information at community events, interagency meetings, symposiums, and resource fairs. These efforts will continue and be increased as we collectively plan and implement new processes and procedures to maximize collaboration among partners.

GVRA clients will prepare for available job opportunities by engaging in training in a chosen career pathway with a concentration on soft skills as well as the career-specific knowledge and skills needed to succeed in their chosen field. This will be done in collaboration with local school systems, technical colleges, community rehabilitation programs, workforce development staff and area businesses to provide a continuum of services so that job candidates are better prepared for success on the job when hired.

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 in the local area of the local fiscal agent (where appropriate), eligible providers under subtitle B, and the one-stop delivery system.**

The local area will provide negotiated performance measures upon completion of performance negotiation with TCSG OWD.

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 Northeast Georgia Workforce Development Board evaluates the effectiveness of the One-Stop delivery system through a combination of federal and state performance measures, One-Stop Operator monitoring, customer service metrics, partner collaboration, and continuous quality improvement activities. The One-Stop Operator provides regular reports to the Workforce Development Board on partner participation, customer referrals, service utilization, and implementation of the One-Stop Memorandum of Understanding and Infrastructure Funding Agreement.

Performance is assessed using WIOA primary indicators of performance, customer flow, referral activity, co-enrollment opportunities, partner engagement, business services, and compliance with applicable federal and state requirements. The Workforce Development Board reviews these measures to identify opportunities to improve customer access, strengthen coordination among partners, and enhance service delivery throughout the region.

The Workforce Development Board also evaluates regional service delivery through program monitoring, contract oversight, customer feedback, partner collaboration, and analysis of workforce outcomes. Information gathered through these activities is used to improve processes, strengthen partner coordination, and ensure the One-Stop system remains responsive to the needs of employers and job seekers.

- a. What feedback mechanisms are in place between employers, training providers, partner programs, and the LWDB to enable continuous improvement? How has the LWDB demonstrated agility in responding to significant economic disruptions or emerging opportunities in the past two years?

The Northeast Georgia Workforce Development Board maintains ongoing communication with employers, training providers, core partners, and the One-Stop Operator to support continuous improvement of the regional workforce system. Feedback is obtained through regular partner meetings, business services activities, technical college collaboration, training provider communication, Rapid Response activities, program monitoring, customer feedback, and Workforce Development Board committee and board meetings. This information is used to evaluate service delivery, identify emerging workforce needs, improve referral processes, and strengthen workforce strategies.

During the past two years, the Workforce Development Board has demonstrated agility by modernizing customer access through the implementation of a digital Step 1 intake process, expanding electronic communication and document submission, streamlining participant onboarding, and increasing the use of technology to improve access to workforce services throughout the region. The Board has also expanded career awareness initiatives through the Advanced Rolling Career Awareness & Development Experience (ARCADE), strengthened employer engagement through educator externships and work-based learning initiatives, and continued to align training investments with changing labor market conditions and employer demand.

As economic conditions and workforce needs continue to evolve, the Workforce Development

Board remains committed to continuous improvement by utilizing labor market information, employer guidance, performance data, and partner collaboration to evaluate workforce strategies and implement operational improvements that enhance customer service and regional workforce outcomes.

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.

Applications will be accepted by the local WDB at any time during the program year. Applications will be evaluated and reviewed by WIOA Director and WIOA Program Director. The local board for NEGA WIOA utilizes a regional approach for the ETPL system. NEGA WIOA solicits bids through a public invitation process by posting a training provider application on its website. It also ensures that the WFD website directs interested applicants to this site. Applications will be accepted by the local WFD board at any time during the program year.

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.

The LWDB approved the local area ETPL provider minimum performance criteria/standards at its May 2016 meeting. Staff reviews applications requesting placement on the ETPL by the local area against the criteria approved by the LWDB to determine if the program meets the standards and should be forwarded to the state for consideration for inclusion on the state ETPL.

Non-responsive providers will be notified in writing that their application was non-responsive and the reason(s) for the determination.

c. Provide a description of the formal appeals process for aggrieved ITA customers and providers of unapproved training programs.

Appeal procedures are established to provide recourse to those who think their proposal did not receive proper consideration. These procedures follow the standards set forth by TCSG OWD.

On a regional basis, there is no formal appeals process for aggrieved ITA customers. NEGRC WIOA will make every effort (both formally and informally) to resolve any issue at the local level. However, if it remains unresolved, then the provider may make a formal appeal to the State.

As described in section 4.4 of the State Workforce Policies and Procedures located at www.tcsg.edu/wp-content/uploads/2020/01/11.14.19-SWDB-Approved-PP2.pdf, the provider must make the state-level appeal in writing and submit it with 45 days of the local decision. It must be signed by an authorized individual from the training provider and should include the following:

1. Name of the training provider
2. Address and phone number of the training provider
3. The specific program which was denied (if applicable)
4. A copy of the Local Board's decision
5. An explanation of why an appeal is being filed, and
6. If applicable, documentation of any specific factor (e.g., conflict of interest,

nepotism, procedural non-adherence, etc.) which put the aggrieved training program at a competitive disadvantage.

The State will review the appeal and may choose to hold a hearing to gather additional information as it determines necessary. It will issue its decision based on its findings.

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).

The LWDA is accustomed to generating regular provider outcomes reports. These reports are shared with the LWDA staff. These reports use customer placement information, credential information and follow-up information to determine if the training area, or program is still feasible to maintain on the ETPL. If not, the data will be updated on the ETPL.

As part of a regional approach, NEGRC WIOA has adopted the State's performance standards as described in section 4.4 of the State Workforce Policies and Procedures located at www.tcsge.edu/wp-content/uploads/2020/01/11.14.19-SWDB-Approved-PP2.pdf

Initial enrollments for a new eligible provider will be limited to five (5) participants. Additional enrollments will only be approved once NEGRC WIOA has evaluated the provider's training program and has determined that the provider is in full compliance with the minimum performance standards set by the State and adopted by NEGRC WIOA.

Performance reviews will be conducted yearly for each provider/program utilizing the minimum performance standards set by the State. If the goals are met, the training provider continues without interruption.

However, if the required levels are not met, then the provider/program is placed on a 6 month "Hold" status. During this "Hold" status, the provider may develop and submit corrective action plans and verifiable information regarding performance. Depending on the results and outcomes during the "Hold" status of participants that were still in training at the time the "Hold" was placed, the "Hold" may be lifted, or it may continue until performance requirements are met.

If the provider's status has changed, i.e., moved location, termination of business, etc. NEGRC will immediately notify WFD.

Submittal of program changes, additional programs and price increases are reviewed by the WIOA Director and WIOA Program Director. If approved, they are transmitted to the WFD.

e. Provide a description of any regional policies or agreements for ITAs or training providers.

The local area has an ITA training policy as outlined below in "g".

f. Provide a description of the process to track and manage all ITA activity.

Reports are provided monthly to program staff which include customers who are in an ITA, customers who are currently active, customers who are in job search, customers who have completed and customers who are receiving follow-up services. Performance outcomes are also provided on a quarterly basis.

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.).

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- ITA customers can only be enrolled in an approved training provider programs that are on the approved statewide Eligible Training Provider List.
 - Training must be in occupations identified in the local WIOA Plan as growth occupations or documentation of employment prospects for areas not listed in the plan should be provided. (see attached list of demand occupations)
 - Training must result in an employment wage sufficient to attain self-sufficiency without the aid of public assistance.
 - Training must be at least 12-semester hours per week to accommodate existing Unemployment Insurance requirements. Exceptions to this policy may be approved, in writing, on a case-by-case basis.
 - 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.
 - 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.
 - 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.
 - WIOA funding may be provided for college level and post baccalaureate instruction only if all of the following conditions have been met:
 - The customer must be accepted into a certificate or diploma program, and the course of study must be occupation-specific (i.e., radiologic technician, accounting, teacher certification). No funds shall be provided for general academic programs (i.e. General Studies, Bachelors of Business Administration, Bachelors of Art, etc.).
 - Total course of study will take no longer than 104 weeks (2 years) to complete and be a certificate or degree program.
 - The customer must demonstrate that he/she has the financial resources to attend long-term training.
 - Continuing Education and other similar courses will be approved if the following conditions apply:
 - (a) The customer must have a specific occupational goal.
 - (b) The customer must have a work history or educational background that relates to the occupational goal.
 - (c) The customer must present evidence describing how the proposed training will increase his/her employment marketability.
 - ITAs may be utilized for expenses related to training, including but not limited to the following: books, tuition and fees, supplies, tools, uniforms and shoes, certification, licensing, testing fees, drug testing for entrance into training, medical requirements for training entrance, etc.
 - Customers accepted into a program of study on a provisional basis may receive

assistance on a case-by-case basis.

- ITAs will not be used for payment of late fees caused by customer error or delay. The customer will be responsible for these fees, as he/she is responsible for other fines or penalties.
- Training funding limitations are as follows:
 - a. Up to \$5,000 in training costs, excluding support may be expended for each participant for the first year of training.
 - b. For training that extends beyond one year, total training costs may not exceed \$7500, excluding support.

If the cost of training exceeds funds limitation guidelines, career advisors should assist in developing a financial plan to cover total costs of training. Customers shall not be required to apply for or access student loans, or incur personal debt as a condition of participation.

- h. Provide a description of how registered apprenticeship programs are added to the ETPL.

Any Registered Apprenticeship program within the LWDA which are not currently on the ETPL, will be reported to the TCSG OWD for inclusion on the ETPL.

Registered apprenticeship programs are exempt from initial eligibility procedures and will remain on or be placed on the list as long as they remain registered.

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.

The Northeast Georgia Workforce Development Board utilizes technology to improve customer access, streamline service delivery, and enhance the experience for both job seekers and employers. Customers begin the workforce process through a digital Step 1 intake available on the Workforce Northeast Georgia website. After submitting an online inquiry, individuals automatically receive instructions to register in the WorkSource Georgia Portal, complete a career assessment to identify aptitudes, skills, interests, and occupational suitability, review the Eligible Training Provider List (ETPL), and gather the documentation required to determine program eligibility. This process allows participants to begin their workforce journey remotely and reduces delays in enrollment. This has been a very positive improved process for our staff, customers, and service providers. Customers can reach us at their convenience but submitting the inquiry form 24/7.

Technology is integrated throughout the customer experience using the WorkSource Georgia Portal, electronic forms, secure electronic document submission, Adobe Acrobat Sign for digital signatures, SharePoint document management, email communication, and virtual appointments if needed. These tools improve accessibility, reduce paper-based processes, and allow staff to serve customers efficiently across the twelve-county region.

At community events, we utilize QR codes to access our website easily along with staff assistance as needed. We've had a large number of inquiries since the inception of our Step 1 process in April 2026.

Employers benefit from technology through online job postings, candidate referrals, labor market information, electronic communication, virtual meetings, and access to WorkSource Georgia resources that support recruitment and workforce development activities.

The Workforce Development Board also utilizes labor market information, program performance reports, customer data, and employer feedback to support strategic planning, evaluate workforce trends, monitor outcomes, and guide workforce investments. Data from the Georgia Department of Labor, WorkSource Georgia, the U.S. Bureau of Labor Statistics, Census data, and other workforce information sources are routinely analyzed to identify high-demand occupations, evaluate program effectiveness, and align training investments with regional employer needs. These data-driven practices support continuous improvement beyond federally required performance measures by informing operational decisions, identifying service gaps, and enhancing customer outcomes.

State Initiatives and Vision:

1. State Branding – Provide a description for how the area has adopted and will continue to utilize the state brand.

The local area has adopted the branding criteria to include the appropriate WorkSource logo and other elements with signage and other materials. The DOL/One-Stop Signage is visible at the entrance of the building.

All information produced by the local area includes the state brand WorkSource Georgia, Connecting Talent with Opportunity. This includes the wraps for the two mobile occupational skills training trailers. This may prove to be the “largest” and most visible piece of the rebranding for the local area, as the 2 units are in use throughout the 12-county region.

2. Priority of Service – Describe how the area/region will identify and administer the state’s priority of service policy. Identify if the region will add target populations in addition to those specified by state and federal policy.

PRIORITY OF SERVICE	
Effective Date: 03/01/2012 <i>(Policy approved by WIB on 03/20/2012)</i> ALL POLICY UPDATES ARE RECORDED ON PAGE 5	Staff Responsible: WIOA Staff

The Workforce Innovation and Opportunity Act of 2014 (WIOA) requires Priority of Service be given to “public benefits recipients, other low-income individuals, and individuals who are basic skills deficient” when providing career and training services using WIOA Title I adult funds. WIOA Section 134(c)(3)(E)

Priority of Service Must be Provided in the Following Order:

-
1. Veterans and Eligible Spouses WIOA § 3 (63)(A), TEGL 3-15, TEGL 10-09
 2. Low Income Individuals
 - SNAP or TANF recipient (current or within last six months)
 - Supplemental Social Security (SSI) recipient
 - Homeless individual
 - Receives free or reduced-price lunch
 - Is a foster youth
 - Is an individual with a disability whose own income meets WIOA's income requirements, even if the individual's family income does not
 - Receives an income or is a member of a family receiving an income that, in relation to family size, is at or below 150% of the current Lower Living Standard Income Level (LLSIL) and Dept. of Health and Human Services (HHS) Poverty Guidelines (whichever is higher) See chart attached
 3. Basic skills deficient
 - For an adult and an out-of-school youth, a participant is basic skills deficient if they:
 1. Lack a high school diploma of high school equivalency *and* are not enrolled in any secondary education; or
 2. Are reading or writing English, or computing or solving problems at or below an 8.9 grade level, according to a TABE assessment or another standardized assessment pre-approved by OWD; or
 3. Are determined to be English Language Learners.
 - For in-school youth, a participant is basic skills deficient if they:
 1. 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
 2. Have a cumulative GPA of 2.0 or below on a 4.0 scale; or
 3. Have taken and did not pass an end of course assessment (ECA) for Mathematics and/or English/Language Arts; or
 4. Are reading or writing English, or computing or solving problems at or below an 8.9 grade level, according to a TABE assessment or another standardized assessment pre-approved by OWD.
 5. Are determined to be Limited English Skills proficient through school documentation.
 6. Are English Language Learners.

Veterans Priority of Service

Veterans under WIOA § 3 (63)(A) receive priority of service for all USDOL-funded programs as described in the Jobs for Veterans Act (38 U.S.C. 4215 (2)), meaning priority must be given to veterans and eligible spouses for Adult, Dislocated Worker, and Youth programs. According to TEGL 10-09, veterans and eligible spouses, including widows and widowers as defined in the statute and regulations, are eligible for priority of service. The Final Rule requires that the broad definition of "veteran" found in 38 U.S.C. 101(2) be used. Additionally, "eligible spouse" is defined in section 2(a) of the Jobs for Veterans Act. While veterans receive priority for WIOA services, LWDAs and applicable service providers must have a referral process in place for directing Veterans with Significant Barriers to Employment to the Disabled Veterans Outreach Program to ensure the most effect provision of services.

Per TEGL 19-16, TCSG OWD Policy Manual Section 3.4.1.1 - Participants and family members that are eligible for VA funded benefits are not required to first utilize their VA funded training benefits before utilizing WIOA funds.

Implementing Priority of Service in WIOA Adult Programs

Implementing priority means that these individuals receive services earlier in time or instead of non-priority individuals.

Veterans and eligible spouses of veterans who otherwise meet the eligibility requirements for Adult programs must receive the highest priority for services. For Adult programs, WIOA priority and Veteran priority categories should be merged and provided in the following order:

1. First, to veterans and eligible spouses who are also recipients of public assistance, low income individuals, or basic skills deficient. Military earnings are not to be included as income for veterans and transitioning service members.
2. Second, to individuals who are not veterans or eligible spouses who meet WIOA priority criteria.
3. Third, to veterans and eligible spouses who are not included in WIOA's priority groups.
4. Last, to individuals outside the groups given priority under WIOA, but who still meet the eligibility criteria.

NEGRC will work cooperatively with the local GDOL Career Center Wagner-Peyser, Regional Veteran's Employment Representatives (RVERs) and Disabled Veterans Outreach Program (DVOP) specialists providing direct referrals of Veterans to ensure the most effect provision of services.

Additional Restrictions

1. Individuals applying for training services and who already have one of the following will be considered for retraining on a case by case basis.
 - an attainment of a recognized public technical college or private proprietary school certificate/credential
 - an attainment of a recognized public technical college diploma
 - an attainment of a recognized public technical college associate degree
 - bachelor's degree
2. Individuals who currently have a master's degree or any higher advanced degree will not be eligible for retraining.
3. An individual who has had WIOA funded training but did not complete the training will not be considered for additional training unless information provided to the WIOA office can substantiate the extenuating circumstances on why the individual did not complete training.
4. Training assistance for individuals seeking a four-year college and advanced degrees will only be approved for funding in areas that are occupational specific, and are in current demand areas, and can be completed within the time limits set by WIOA.

When Services or WIOA Resources are Limited:

In accordance with 20 CFR Section 663.600, and WIOA Section 134(d)(4)(E), if limited funding has been declared in the local area, priority of service must be provided in the following order: WIOA § 3 (63)(A), TEGL 3-15, TEGL 10-09

1. Veterans and Eligible Spouses WIOA § 3 (63)(A), TEGL 3-15, TEGL 10-09
2. Low-Income Individuals
 - SNAP or TANF recipient (current or within last six months)
 - Supplemental Social Security (SSI) recipient
 - Homeless individual
 - Receives free or reduced-price lunch
 - Is a foster youth
 - Is an individual with a disability whose own income meets WIOA's income requirements, even if the individual's family income does not

-
- Receives an income or is a member of a family receiving an income that, in relation to family size, is not in excess of the current Lower Living Standard Income Level (LLSIL) and Dept. of Health and Human Services (HHS) Poverty Guidelines (whichever is higher) See chart attached

3. Basic skills deficient

Additional Restrictions

1. Individuals applying for training services and who already have one of the following will be considered for retraining on a case by case basis.
 - an attainment of a recognized public technical college or private proprietary school certificate/credential
 - an attainment of a recognized public technical college diploma
 - an attainment of a recognized public technical college associate degree
 - bachelor's degree
2. Individuals who currently have a master's degree or any higher advanced degree will not be eligible for retraining.
3. An individual who has had WIOA funded training but did not complete the training will not be considered for additional training.
4. Training assistance for individuals seeking a four-year college and advanced degrees will only be approved for funding in areas that are occupational specific, and are in current demand areas, and can be completed within the time limits set by WIOA.

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. Develop a streamlined and regionally integrated workforce system that delivers efficient services to both businesses and individuals.

WorkSource NEGA collaborates to streamline services and avoid duplication, except when demand calls for it, such as with short-term training vs. full diploma or degree certifications.

- c. Capitalize on the workforce system's strengths to create opportunities for all Georgia communities to prosper.

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. Continuously align workforce and education system objectives to current and future occupational skill requirements.

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. Expand the pool of available employees by increasing the participation of WIOA 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

Attachments

Attachment 1: Local Workforce Development Board Member Listing. Please note if there are any current vacancies and what category that vacancy is in. If you do have vacancies, state the amount of time that the seat has been vacant and/or provide the waiver from OWD.

Member Name	Title	Entity	Board Category
Ronnie Boggs	Owner	Lexington Antiques	Board Secretary
David Cagle	Union Representative	Georgia-Carolina Trade Association	Board Member
Tom Kirby	Human Resources Mgr	Leggett & Platt	Board Member
Andrea Daniel	President	Athens Technical College	Board Member
Rodney Kalessa	Supply Chain Manager	Caterpillar	Vice Chair
Kay Keller	President / CEO	United Way of NE GA	Board Member
Gina Mixon	Director of Benefits and Employee Development	Jackson EMC	Board Member
Chris Kubas	Executive Vice President	Elberton Granite Association	Board Chair
Chip Reynolds	Campus Dean	Lanier Technical College	Board Member
Shari Kaplan	Service Area Manager	Georgia Vocational Rehabilitation	Board Member
Jeffery Wearing	President / Owner	Ready Rentall	Board Member
Joe Vogt	Board Chair	Sims Academy	Board Member
Carol Williams	Realtor	Coldwell Banker	Board Member
Katrina Pittman	Director	University of Georgia	Board Member
Angela Haun	Area Manager	Georgia Power	Board Member
Dessa Morris	Workforce Development Director	Development Authority of Walton County	Board Member
Jamie Lancaster	Executive Director	The Glen at Lake Oconee	Board Member
Bailey Nieves	Director	Jasper County Chamber of Commerce	Board Member
Scott Patillo	Organizer	Georgia Carolina Pipe Trade / UA Local 72	Board Member
John Neidenbach	Administrator	Northeast Georgia Medical Center	Board Member
Eva Kennedy	Executive Director	NEGRC	Other
John Daniell	Chairman	Oconee County Board of Commissioners	Other

Attachment 2: Local Negotiated Performance

WIOA Performance Measure	PY26 Goal	PY27 Goal
Adult Q2 Entered Employment	80.0%	80.5%
Adult Q4 Entered Employment	80.4%	80.9%
Adult Median Earnings	\$8,105	\$8,155
Adult Credential Rate	78.9%	79.3%
Adult In-Program Skills Gain	59.5%	60.0%
DW Q2 Entered Employment	79.0%	79.5%
DW Q4 Entered Employment	71.5%	72.0%
DW Median Earnings	\$10,185	\$10,185
DW Credential Rate	77.2%	77.2%
DW In-Program Skills Gain	60.0%	60.4%
Youth Q2 Placement in Employment or Education	85.4%	85.9%
Youth Q4 Placement in Employment or Education	81.9%	82.3%
Youth Median Earnings	\$4,744	\$4,744
Youth Credential Rate	76.4%	76.9%
Youth In-Program Skills Gain	76.4%	76.9%
Employer Measure		

Attachment 3: Public Comments on the Local Plan that Express Disagreement

No Public Comments Received. Posted on the NEGRC website from 6/30/26 to 7/30/26 for public comment, LWDB approval 8/11/26.

Comment 1
Originating Entity:
Comment:

Comment 2
Originating Entity:
Comment:

Comment 3
Originating Entity:
Comment:

Comment 4
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.

Name: Amy Jones

Title: Local Workforce Area Director

Entity Representing: Northeast Georgia Regional Commission

Signature: 

Name: John Daniel

Title: Chief Local Elected Official

Entity Representing: Northeast Georgia Local Elected Officials Board

Signature: 
[John Daniell \(Aug 13, 2026 07:26:39 EDT\)](#)

Name: Chris Kubas

Title: Local Workforce Development Board Chair

Entity Representing: Northeast Georgia Workforce Development Board

Signature: 

LWDA 9-COM-23-001R 2024 -2027 LOCAL & REGIONAL PLAN GUIDANCE.Final Mod 8.11.26

Final Audit Report

2026-08-13

Created:	2026-08-12
By:	Amy Jones (ajones@negrc.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAALIXUtunidPPMkgiQQR_O_bAlGzdK1ZRe

"LWDA 9-COM-23-001R 2024 -2027 LOCAL & REGIONAL PLAN GUIDANCE.Final Mod 8.11.26" History

-  Document created by Amy Jones (ajones@negrc.org)
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-  Signer jdaniell@oconee.ga.us entered name at signing as John Daniell
2026-08-13 - 11:26:37 AM GMT

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 Agreement completed.

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