

# WIOA LOCAL INTEGRATED PLAN

## 2020-2023

**Waccamaw Workforce  
Development Area**  
*Horry, Georgetown and  
Williamsburg Counties*



**Ayla Hemeon**  
Workforce Development Director  
Waccamaw Regional Council of Governments

**Workforce Innovation and Opportunity Act  
Local Plan  
July 1, 2020 – June 30, 2023**

**Local Area:**

Waccamaw

**Counties within the Local Area:**

Horry

Georgetown

Williamsburg

**Local Area Administrator and Contact Information:**

Ayla Hemeon

1230 Highmarket St

Georgetown, SC 29440

[ahemeon@wrcog.org](mailto:ahemeon@wrcog.org)

843-546-8502

## **Attachment B: Local Plan Requirements**

The local plan serves as a four-year action plan to develop, align, and integrate local area service delivery strategies with those that support the state’s strategic and operational goals. In partnership with the chief elected officials, each local board must develop and submit a local plan to identify and describe the policies, procedures, and activities that are carried out in the local area, consistent with the strategic vision and goals outlined in the State Plan and the respective regional plan. The following guiding principles should be considered priorities and included in responses throughout the document:

- Partnership and collaboration
- Increased access to resources and services through the use of technology
- The impact of COVID-19 on the local area’s workforce and strategies to facilitate rapid reemployment
- Innovation and cost efficiencies

The local plan must include:

Section I:	Workforce and Economic Analysis
Section II:	Strategic Vision and Goals
Section III:	Local Area Partnerships and Investment Strategies
Section IV:	Program Design and Evaluation
Section V:	Operations and Compliance

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## Section I: Workforce and Economic Analysis

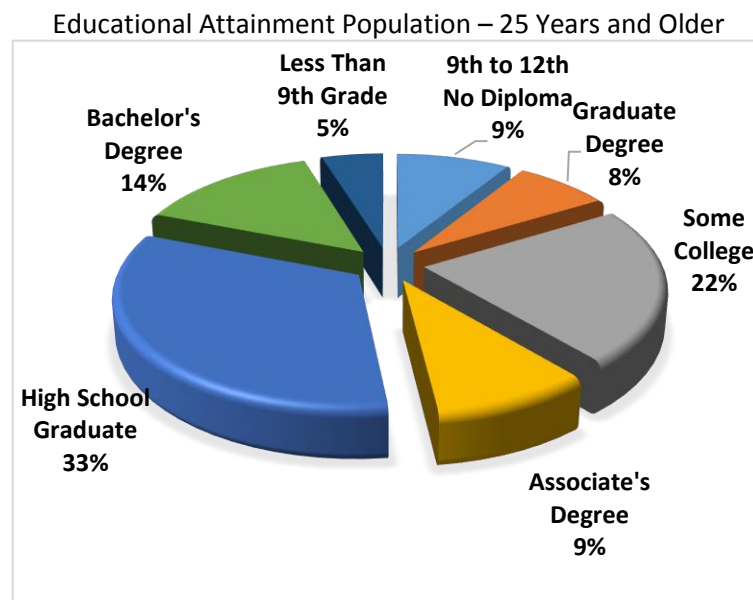
An analysis of regional labor market data and economic conditions, to include existing and emerging in-demand industry sectors and occupations, and the employment needs of employers in those existing and emerging in-demand industry sectors and occupations. The analysis shall include:

- The knowledge and skills necessary to meet the employment needs of the employers in the region, including those in in-demand industry sectors and occupations;
- An analysis of the current workforce in the region, including employment and unemployment data, labor market trends, and the educational and skill levels of the workforce, including individuals with barriers to employment; and
- An analysis of workforce development activities in the region, including available education and training opportunities. This analysis must indicate the strengths and weaknesses of workforce development activities necessary to address the education and skill needs of job seekers, including individuals with barriers to employment, and the employment needs of employers in the region.

Health Care and Manufacturing continue to be forecasted as the in-demand industries and occupations. Although COVID-19 has had a negative impact on the retail industry, Retail, particularly as it relates to Hospitality, will also be considered an existing in-demand industry that will provide a stepping-stone for upward movement into middle skill in-demand industries and occupations.

- The knowledge and skills necessary to meet the employment needs of the employers in the region, including those in in-demand industry sectors and occupations;

According to the American Community Survey by the U.S. Census Bureau, 47% of the potential candidates 25 and over in the WWDA area have a high school diploma or less.



Source: U.S. Census Bureau, American Community Survey – 2013 5 Year Estimates

The top 3 types of certifications that employers advertise in job listings are CPR & First Aid, Nursing Credentials and Commercial Driver’s Licenses in the WWDA. Those certifications require education beyond high school.

In fact, seven of the top 10 job certifications advertised in job postings are in the healthcare sector.

<b>Advertised Job Certifications</b>		
The table below shows the top advertised certification groups found in job openings advertised online in Waccamaw, SC in July, 2020.		
<b>Advertised Certification Group</b>	<b>Advertised Certification Sub-Category</b>	<b>Job Opening Match Count</b>
American Heart Association (AHA) CPR & First Aid Certifications	Nursing	2,267
Nursing Credentials and Certifications	Nursing	1,686
Commercial Driver’s License (CDL)	Ground Transportation	215
National Registry of Emergency Medical Technicians (NREMT)	Fire Rescue	110
National Board for Respiratory Care (NBRC)	Medical Treatment and Therapy	76
American Association of Nurse Anesthetists (AANA) Certifications	Nursing	51
American Association of Medical Assistants (AAMA) Certifications	Medical Professional	48
American Red Cross - First Aid Certifications	Nursing	42
Social Worker Credentials & Certifications	Social and Human Services	33
National Healthcareer Association (NHA) Certifications	Medical Treatment and Therapy	30
<i>Source: Online advertised jobs data</i>		

- An analysis of the current workforce in the region, including employment and unemployment data, labor market trends, and the educational and skill levels of the workforce, including individuals with barriers to employment; and

As of 2019 Horry County, the 4th most populated county in South Carolina, has experienced the most rapid growth since the census at 27.34% to a population of 344,147. In terms of population size, Georgetown County 24th and Williamsburg is 31st (US Census Bureau).

County	Population in 2018	Growth Rate
Horry County	344,147	27.34%
Georgetown County	62,249	3.15%
Williamsburg County	30,606	-10.89%
Waccamaw Area Total	437,002	19.60%

2020 has been a challenging year for the WWDA, the State of South Carolina, the nation, and the world; as all have been impacted to varying degrees by the Coronavirus/ COVID-19 Pandemic. In March 2020 in an effort to limit the spread of the disease, South Carolina entered into a phase of school and business closures while also urging residents to remain at home unless absolutely necessary. As a result of these closures, the entire WWDA has been economically impacted by the Coronavirus Pandemic as unemployment increased from 4% to 20.8% in one month (March to April 2020). Residents have been dislocated due to business closures and layoffs throughout the local area.

Horry County was most severely impacted within the WWDA. Hospitality and Tourism are the main economic drivers and employers in Horry County. The pandemic resulted in the closure of hotels, dine-in restaurants, leisure and tourist attractions for a period of time. As a result, the unemployment rate in Horry County went from 3.9% in March to a high of 22.7% in April. Horry County experienced the highest unemployment rate in the state and made up 10% of the state’s unemployment claims as a direct result of COVID-19 business closures and lay-offs in April alone. In late May, hotels and other business began staged re-openings as the Governor instituted Accelerate SC. The Accelerate SC ask force provided statewide guidance for phased reopening of businesses throughout the state.

<b>Period</b>	<b>wa</b>	<b>South Carolina</b>	<b>United States</b>
Jun-20	11.1%	8.9%	11.2%
May-20	17.1%	12.0%	13.0%
Apr-20	20.8%	12.2%	14.4%
Mar-20	4.0%	3.0%	4.5%
Feb-20	4.3%	3.1%	3.8%
Jan-20	4.4%	3.0%	4.0%
Dec-19	3.4%	2.4%	3.4%
Nov-19	2.9%	2.3%	3.3%
Oct-19	2.9%	2.4%	3.3%
Sep-19	2.4%	2.0%	3.3%
Aug-19	3.3%	2.8%	3.8%
Jul-19	3.4%	3.0%	4.0%
Jun-19	3.6%	3.1%	3.8%

*Source: S.C. Department of Employment & Workforce*

The July unemployment rate in the WWDA is 10.8% with 6,620 jobs advertised and 71,460 candidates in the database. There has been a steady decrease in unemployment each month since the high in April. However, the unemployment rate is still high in comparison to the low of 4% in March 2020. Prior to the pandemic, the last time unemployment rates were in the double digits for the WWDA was during the recession of 2009-2012 where annual rates ranged from 13%-11%. The Waccamaw workforce system is actively working to help those currently unemployed to access the services and program offerings in an effort to help them successfully reenter the workforce.

**Waccamaw**

<b>Year</b>	<b>Employment</b>	<b>Unemp</b>	<b>Rate</b>
2018	175,159	8,149	4.4%
2017	171,455	9,385	5.2%
2016	167,018	10,912	6.1%
2015	162,545	13,139	7.5%
2014	158,321	13,335	7.8%
2013	154,364	15,505	9.1%
2012	151,127	18,661	11.0%
2011	149,826	21,475	12.5%
2010	148,178	22,163	13.0%
2009	155,236	21,127	12.0%
2008	163,422	13,098	7.4%

*Source: S.C. Department of Employment & Workforce*

	Horry	Georgetown	Williamsburg	<b>Total Waccamaw Area</b>	<i>Sources on August 5, 2020:</i>
Jobs Available	5,856	563	201	<b>6,620</b>	<i>Online Advertised Jobs Data</i>
Candidates Available	26,487	22,764	22,209	<b>71,460</b>	<i>Online Advertised Jobs Data</i>
Unemployment Rate	11.4%	10.1%	10.9%	<b>10.8%</b>	<i>Bureau of Labor Statistics, SC Dept of Employment &amp; Workforce</i>

The top three industry sectors in Horry with the highest number of employees in 2019 were Accommodation and Food Services (30,252), Retail Trade (24,349), and Health Care and Social Assistance (14,509).

The top three industry sectors in Georgetown with the highest number of employees in 2019 were Health Care and Social Assistance (4,349), Accommodation and Food Services (3,424), and Retail Trade (2,885).

The top three industry sectors in Williamsburg with the highest number of employees in 2019 were Manufacturing (2,318), Public Administration (1,023), and Health Care and Social Assistance (936).



<b>Industry Employment Distribution for Waccamaw Area</b>			
The table below shows the industries with the highest number of employees in the areas selected for the 4th Quarter, 2019.			
<b>Industry</b>	<b>Georgetown</b>	<b>Horry</b>	<b>Williamsburg</b>
Health Care and Social Assistance	4,349	14,509	936
Accommodation and Food Services	3,424	30,252	303
Retail Trade	2,885	24,349	891
Manufacturing	2,416	3,145	2,318
Public Administration	1,305	6,252	1,023
Finance and Insurance	1,252	2,915	131
Construction	1,172	7,898	523
Administrative and Waste Services	1,078	7,980	694
Arts, Entertainment, and Recreation	1,072	4,467	8
Professional and Technical Services	874	3,783	96
<i>Bureau of Labor Statistics, SC Dept of Employment &amp; Workforce</i>			

The top three employers in the WWDA, with the highest number of job openings advertised online on August 5, 2020 were Lowe’s Companies, Inc (233), Conway Medical Center (154) and HCA Healthcare, Inc (107).

(Horry County has the top three employers: Lowe’s Companies, followed by Conway Medical Center and HCA Healthcare. The top three employers in Georgetown County, with the highest number of job openings advertised online, were McDonald's Corporation (27), Lowes Foods, LLC (21), and Piggly Wiggly, LLC (20). The top three employers in Williamsburg County, with the highest number of job openings advertised online, were Army National Guard (10), McDonald's Corporation (9), and Federal Bureau of Prisons (BOP) - Federal Correctional Institution (FCI) WILLIAMSBURG (8).)

<b>Employers By Number of Job Openings in Waccamaw</b>	
Lowe's Companies, Inc	233
Conway Medical Center	154
HCA Healthcare, Inc.	107
McDonald's Corporation	107
McLeod Health	102
Tidelands Health	90
Hospital Corporation of America	89
Circle K Stores, Inc.	88
Wendy's International, Inc.	79
Lowes Foods, LLC	77
Source: Online advertised jobs data, August 5, 2020	

The top three occupations in the WWDA, SC with the highest 2016-2026 projected annual average percent change were Home Health Aides (4.44%), Physician Assistants (3.85%), and Nurse Practitioners (3.63%).

Occupation	2016 Estimated Employment	2026 Projected Employment	2016-2026 Annual Avg. Percent Change	Annual Openings
Home Health Aides	971	1,500	4.44%	190
Physician Assistants	98	143	3.85%	10
Nurse Practitioners	133	190	3.63%	14
Software Developers, Applications	89	123	3.29%	9
Personal Care Aides	1,099	1,508	3.21%	223
Combined Food Preparation and Serving Workers, Including Fast Food	4,107	5,535	3.03%	1,016
Medical Assistants	558	743	2.90%	87
Occupational Therapists	92	120	2.69%	8
Cooks, Restaurant	3,765	4,905	2.68%	715
Diagnostic Medical Sonographers	53	69	2.67%	6

*Source: SC Dept of Employment & Workforce*

Projections for long term growth in the Health Care and Social Assistance sectors suggest a 25.39% growth between 2016 and 2026 in the WWDA.

Long Term Industry Projections - Health Care and Social Assistance (Waccamaw, SC)					
Industry Sector	2016 Estimated Employment	2026 Projected Employment	Total 2016-2026 Employment Change	Total 2016 - 2026 Percent Change	Total Annual Percent Change
Health Care and Social Assistance	16,559	20,764	4,205	25.39%	2.29%

*Source: SC Dept of Employment & Workforce*

- An analysis of workforce development activities in the region, including available education and training opportunities. This analysis must indicate the strengths and weaknesses of workforce development activities necessary to address the education and skill needs of job seekers, including individuals with barriers to employment, and the employment needs of employers in the region.

## Groups with Barriers to Employment

South Carolina’s workforce is diverse. Different population groups often face varying challenges and barriers and may need more specific or dedicated services to meet their employment and training needs. There are many programs and services that address the needs of individuals with barriers to employment. Additionally measures are being taken at the state and local levels to further improve programmatic and physical accessibility for LEP individuals and individuals with disabilities, and to improve overall education and employment outcomes for all individuals, but especially individuals with significant barriers to employment.

The Workforce Innovation and Opportunity Act (WIOA) program in the Waccamaw area continues to meet or exceed state averages when it comes to serving the priority populations identified in WIOA. These priority populations have barriers to employment. In PY19, 89% of the clients in the Adult funding stream were low income or basic skills deficient (the state average was 81%). Twenty-nine percent of the WIOA clients received public assistance.

	Unduplicated Low Income Or Basic Skills Deficient Percentage	ID Basic Skills Deficient Percentage	Total Percentage Low Income	Unduplicated Total Percentage Public Assistance
Waccamaw	89%	45%	68%	29%
State Total	81%	32%	67%	31%

The WWDA area serves a diverse population with a myriad of barriers to employment. The Waccamaw workforce system actively works to help assist these populations with achieving employment and/or skills to obtain employment as well as connect them to wrap-around services to meet the challenges presented by their barriers in an effort to help them to be more resilient and self-sufficient through sustainable employment. Below are the total WIOA participants with barriers to employment during PY19.

### Barriers to Employment WIOA PY19

Displaced Homemakers	3
Low-Income Individuals	445
Older Individuals	36
Ex-Offenders	57
Homeless Individuals or Runaway Youth	6
Current for Former Foster Care Youth	2
English Language Learners, Individuals with Low Levels of Literacy or Facing Substantial Cultural Barriers	327
Single Parents (Including Single Pregnant Women)	129
Long-Term Unemployed (27 or more Consecutive Weeks)	70

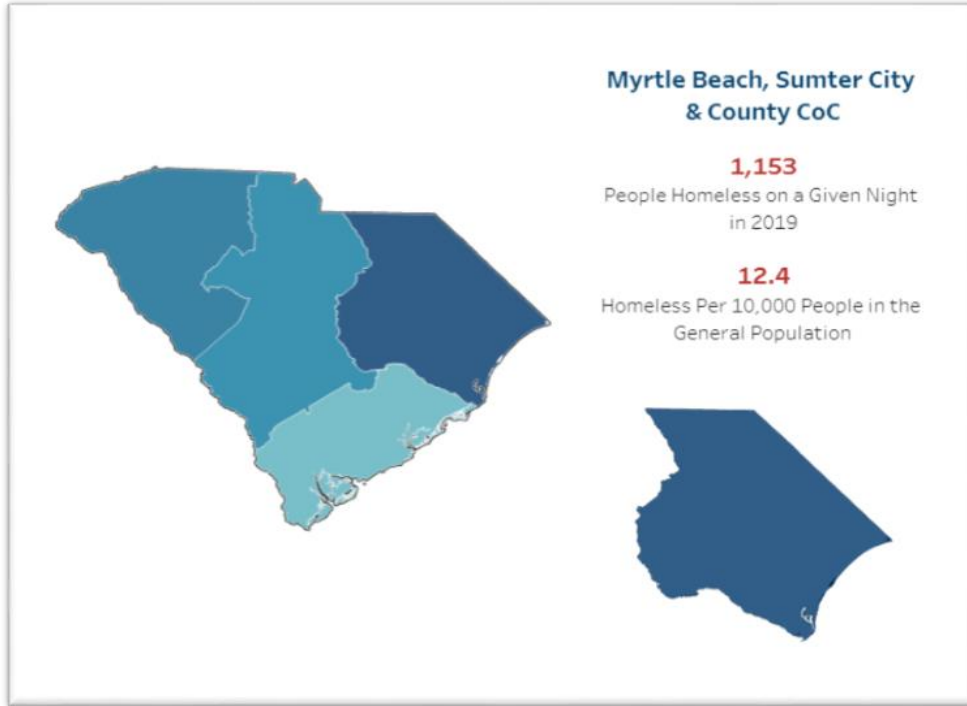
The Waccamaw area also prioritizes serving Veterans, and people with disabilities. Around 9% of the area’s population is comprised of civilian veterans, and 18% of the population have a disability.

	Horry County		Georgetown County		Williamsburg County	
	Estimate	Percent	Estimate	Percent	Estimate	Percent
Civilian Veterans	27,893	10.7%	4,996	10.0%	1,644	6.6%
Noninstitutionalized pop with Disability	53,295	16.7%	9,897	16.2%	5,971	19.8%
<i>Source: U.S. Census Bureau: American Community Survey 2014-2018</i>						

The WWDA had higher than the national average percentages of persons living in poverty in 2018. In the United States, 11.8% of people were living in poverty. 14.3% of people in Horry County were living in poverty. 19.6% of people in Georgetown County were living in poverty. Williamsburg County tops them both with 26% of the population living in poverty. Unfortunately current poverty information is not available, but there is no doubt that the COVID-19 pandemic will cause these numbers to increase.

Persons in Poverty	Horry County	Georgetown County	Williamsburg County
		14.3%	19.6%
<i>Source: U.S. Census Bureau: American Community Survey 2014-2018</i>			

According to the National Alliance to End Homelessness, homelessness increased by 6% in South Carolina from 2018 to 2019. There are 1,153 people who are homeless on any given night in 2019 in the Myrtle Beach Continuum of Care area. The WWDA has and will continue to outreach to the homeless through outreach efforts such as sharing information at group meetings, providing the shelters with flyers, serving as a referral source, and fostering relationships with the staff at the local homeless shelters, New Directions an Sea Haven. The WWDA will also continue those efforts with the local community agencies such as Friendship Place and Helping Hands which provide food and other services to those in need.



The average hourly wage, weekly wage and annual wage in the Waccamaw area is significantly lower than the state average. For example: the average hourly wage for the state is \$23.28, while \$18.63 is the average for the Waccamaw Region.

Average Wages:	Number of Employees	Average Hourly Wage*	Average Weekly Wage	Average Annual wage
Waccamaw	163,811	\$18.63	\$745	\$38,740
South Carolina	2,142,551	\$23.28	\$931	\$48,412
<i>*Assumes a 40-hour week worked the year round</i>				
<i>Source: Bureau of Labor Statistics, SC Dept of Employment &amp; Workforce</i>				

One way the WWDA is addressing the wage discrepancy is to focus on the Health Care and Social Assistance sector where the income gap is much lower when compared to the state average.

<b>Health Care and Social Assistance Sector</b>	Average Hourly Wage*	Average Weekly Wage	Average Annual Wage*
Waccamaw	\$25.60	\$1,024	\$53,248
South Carolina	\$26.43	\$1,057	\$54,964
<i>*Assumes a 40-hour week worked the year round</i>			
<i>Source: Bureau of Labor Statistics, SC Dept of Employment &amp; Workforce</i>			

## Workforce Development Activities in the Region

All core and required partners that provide services in the WWDA (WWDA) are part of the local workforce system. Funding streams that represent core and required partners include:

- Carl Perkins Career and Technical Education Act
  - *Services to individuals who are eligible to receive career and technical education at the secondary and post-secondary levels.*
- Community Services Block Grant
  - *Services low-income individuals to empower, educate, coordinate and assist with reducing poverty and building self-sufficiency.*
- Job Corps
  - *Services youth 16-24 who are low income to receive free education and training that helps young people learn a career, earn a high school diploma or GED, and find and keep a good job.*
- Older Americans Act
  - *Services older adults through Senior Community Service Employment Program with employment and training assistance.*
- Temporary Assistance for Needy Families
  - *Services individuals who have dependent children with cash assistance when available resources do not fully address the family's needs while preparing program participants for independence through work.*
- Title I Adult
  - *Services target individuals who are 18 and older and who have been chronically unemployed or underemployed, have barriers to getting and keeping a job, and need assistance with job search and/or training.*
- Title I Dislocated Worker
  - *Services target individuals who have lost their jobs due closure or downsizing with no fault of their own.*
- Title I Youth
  - *Services target older youth 18 years to 24 years of age who have barriers to getting and keeping a job and are in need of educational and employment services.*
- Title II Adult Education and Literacy
  - *Services target individuals in need of basic education classes with low basic skills and low educational attainment; English language acquisition for eligible learners to achieve competence in reading, writing, speaking and comprehension of the English language; and math skills needed to attain a high school credential and transition to post-secondary education and employment. These services are awarded through a competitive application process at the State level.*
- Title III Wagner-Peyser
  - *Services target individuals who are in need of help with updating or developing a resume and labor exchange assistance that connects them to employment.*
- Title IV Rehabilitation Act
  - *Services target individuals with disabilities to assist in achieving competitive*

*integrated employment.*

- Trade Act
  - *Services individuals who are eligible workers who lose their jobs, or whose hours of work and wages re reduced, as a result of increased imports or production transfers abroad.*
- Unemployment Compensation
  - *Services individuals who are unemployed and eligible to receive unemployment compensation.*
- Veterans Program
  - *Services individuals who are veterans with significant barriers to employment to receive tailored employment and training services.*

The ongoing partner convening group will provide a strength to the local workforce system that fosters inclusive and diverse approaches to service delivery.

The Waccamaw Workforce Development Board (WWDB) identified the following strengths and weaknesses overall of the workforce development activities in the Local Workforce Development Area (LWDA):

Waccamaw Workforce Development Area	
<i>Strengths</i>	<i>Weaknesses</i>
In-demand industries represented on Local Board	Transportation issues
Collaboration between Local Workforce Board and Chief Elected Officials	Diversification of funding
Knowledgeable staff	Partner database differences
Good partnership with DEW local manager	Infrastructure dollars
Strong education and training institutions that provide certifications and credentials	Higher than State unemployment rates
Pool of individuals that need career pathways	One-third residents commute outside of County they live in

The WWDA has a good mix of diverse workforce programs that provide opportunities to individuals with barriers to get the necessary training and job search assistance to achieve success. All of the core program partners participate actively in the design of the One-Stop Center activities and are represented on the Local Workforce Development Board. Board staff and service provision staff are experienced and focus on individuals with barriers for placements and career pathway methodologies to carry out the mission and vision of the State and the Waccamaw Workforce Development Board. Money continues to be an issue. Partners have a difficult time financially supporting the infrastructure especially since in-kind contributions are no longer permitted. The lack of databases among partners that interface with each other to provide needed data is lacking. Partners

have agreed to meet face-to-face or virtually to discuss co-enrollments and exits until a more integrated database system is created. Co-enrollments will assist all partner agencies in leveraging resources and providing a more comprehensive menu of activities for job seekers, employers, and youth.



## Section II: Strategic Vision and Goals

A description of the local board's strategic vision to support regional economic growth and self-sufficiency, including:

- Goals for preparing an educated and skilled workforce, including youth and individuals with barriers to employment; and
- A description of how the local board will work with core and required partners to align local resources to achieve the strategic vision and goals referenced above.

The WWDB's strategic vision to support regional economic growth and self-sufficiency is rooted in connecting youth and individuals with barriers to employment with career pathways that lead to financial stability and establishing a pipeline for employers and industries with high growth potential. The strategic vision is one which values and emphasizes both workers and employers reaching their full potential. Disconnected youth and individuals with barriers to employment can help close the workforce skills gap when provided the opportunity and resources to develop skills that lead to long-term career success, as they are a source of untapped talent that can benefit sectors and businesses. The WWDB will guide the Waccamaw workforce delivery system in developing a skilled workforce that meets the needs of business, strengthens and makes the local economy more resilient; even in the face of challenges such as the COVID-19 pandemic.

### Strategic Goals

1. Develop a workforce system that continuously improves and is relevant and actively engages business customers.
2. Establish and implement a sector partnership and career pathway model, based upon local and regional labor market data, to grow the talent pipeline of new and emerging in-demand industries and occupations.
3. Serve diverse populations and inform improved processes and procedures through a customer-centric methodology.
4. Identify industries that have growth potential, sustainable wages, and career opportunities.
5. Foster partner alignment and integration to better serve business customers and jobseeker clients.
6. Utilize the outcomes driven performance management dashboard to measure how and document evidence-based return on investment through measures such as employment, retention, wages, and credential and educational attainment.

The WWDB established a partner-convening group comprised of Core Program Partners to provide recommendations and advice on the local workforce system and to establish procedures for aligning resources. The partner-convening group will continue to participate in meetings and discussions that will further align procedures that enhance the WWDA's ability to carry out the vision and goals for the workforce system:

- Ensure that all jobseeker clients, regardless of where they first access the workforce system, will be registered in SC Works database.
- Create a common intake form that will be used until such time a statewide electronic common intake is established.
- Establish initial screening questions to help in identifying potential partner engagement.
- Establish partner lists of typical characteristics for each program in regard to potential eligibility and suitability for enrollment to assist with targeted referrals.
- Use a referral process that kicks in based on the initial screening findings and if the initial screening is done at the One-Stop Center, basic and individualized services will be offered and provided.
- Have a service map of available basic and individualized career services, training, and supportive services.
- Use a system orientation to be used at all access points in the WWDA.
- Facilitate a primary case management system where an individual maintains his or her case manager at the point of first enrollment to provide a single point of contact regardless of the subsequent funding streams he or she may be co-enrolled in. Subsequent funding streams will serve as a program contact that maintains appropriate recordkeeping to track progress and performance data.
- Use a tracking form that will be used until such time a statewide electronic tracking is available via an integrated case management system.
- Core Program Partners meet at least quarterly to review referral listings, enrollments, co-enrollments, and exits. These meetings will serve as informational to help partners follow through on referrals, to provide opportunities for pitching co-enrollment possibilities, discuss performance strategies, and to coordinate exits.
- Core Program Partners that have a “job” as a planned outcome are invited to participate on an Integrated Business Service Team (IBST) including Adults, Dislocated Workers, Youth, Wagner-Peyser, Vocational Rehabilitation, and Temporary Assistance for Needy Families.
- Core Program Partners plus educational institutions and economic development representatives assist in the creation and support of sector partnerships for the identified existing and emerging industries and occupations. The sector partnerships will incorporate career pathways into its responsibilities in terms of creating a flow of the career path options, analysis of the needs and expectations of business customers, analysis of the existing skills and knowledge of the talent pipeline, and work with education representatives to tap into existing training or create new credentialing or certification options. The educational institutional representatives include Carl Perkins options in the equation to assist with credits for eligible participants.
- Core Program Partners review and assist with existing and emerging in-demand industries and occupations that the WWDA has identified regarding business development and the building of a talent pipeline to meet business needs and expectations.

### Section III: Local Area Partnerships and Investment Strategies

1. A description of the planning process undertaken to produce the local plan. The description must include how the chief elected officials, local board, and core and required partners were in the development of the plan.

The WWDB staff compiles and updates information on a regular basis in terms of what services are provided by core and required partners. Examples of these types of information gathering is by participating in the annual partner MOU/IFA negotiations, statements of work, development of policies, etc. Workforce Board, committee and business partner meetings are all held either every other month or quarterly where valuable information is shared regarding industry, education and other issues that shape workforce development.

Current data trends, community events, employer needs/concerns and much more were taken into consideration through the above mentioned partner-convening groups and collaborations, when developing the WWDA's local plan to ensure it was inclusive of all the Core Program and Required Partners.

A draft plan was created based on input from WWDB Members, local CEOs and partners. Once the draft was completed, a link to the document was placed in the three local county newspapers, websites and social media sites for a 10 day public comment period.

Public comments were compiled and provided to the partner-convening group and to the WWDB Members and Chief Elected Officials along with plan revision recommendations as provided in the public comments. Partners advised the WWDB and Chief Elected Officials of their support of the revised plan and the plan was finalized and submitted to the State of South Carolina for the State review and approval process.

2. A description of the workforce development system in the local area, including:
  - Identification of the programs that are included in the system; and
  - How the Local Board will support strategies for service alignment among the entities carrying out workforce development program in the local area.

The WWDA is a three-county area including Georgetown, Horry, and Williamsburg Counties. The WWDA is fortunate to have had long standing relationships with the Core and Required Partners identified in Workforce Innovation and Opportunity Act and a history of working together for the good of the communities they serve.

Waccamaw Regional Council of Governments (WRCOG) is the administrative entity for WIOA (WIOA) and employs the administrative staff of the Workforce Development Program.

In the spring of 2019, WWDB procured a service provider for Adult, Dislocated Worker, and

Youth WIOA Title I programs. WRCOG continues to be the Administrative Entity, Fiscal Agent, and Board Support. Ross Innovative Employment Solutions was the successful proposer for Adult, Dislocated Worker, and Youth service provision. The WWDB facilitates and coordinates business services for the local area.

These Workforce Development programs are tailored to suit the needs of both employers and jobseekers in Williamsburg, Horry and Georgetown Counties. By helping the unemployed or underemployed find work that's right for them, and matching employers up with workers who have the training and skills their businesses require, these programs help bolster economic growth in Waccamaw Regional's three-county service area. The WWDA has a full-service SC Works Center in each county it serves. Centers are located in Conway, Georgetown and Kingstree. These facilities are hubs where clients can find a variety of employment and training resources — most offered for free — under one roof.

All core and required partners that provide services in the WWDA are part of the local workforce system. Funding streams that represent core and required partners include:

- Carl Perkins Career and Technical Education Act
  - *Services to individuals who are eligible to receive career and technical education at the secondary and post-secondary levels.*
- Community Services Block Grant
  - *Services low-income individuals to empower, educate, coordinate and assist with reducing poverty and building self-sufficiency.*
- Job Corps
  - *Services low income youth ages 16-24 to receive free education and training that helps young people learn a career, earn a high school diploma or GED, and find and keep a sustainable job.*
- Older Americans Act
  - *Services older adults through Senior Community Service Employment Program with employment and training assistance.*
- Temporary Assistance for Needy Families
  - *Services individuals who have dependent children with cash assistance when available resources do not fully address the family's needs while preparing program participants for independence through work.*
- Title I Adult
  - *Services target individuals who are 18 and older and who have been chronically unemployed or underemployed, have barriers to getting and keeping a job, and need assistance with job search and/or training.*
- Title I Dislocated Worker
  - *Services target individuals who have lost their jobs due to closure or downsizing with no fault of their own.*

- Title I Youth
  - *Services target older youth ages 18 to 24 who have barriers to getting and keeping a job and are in need of educational and employment services.*
- Title II Adult Education and Literacy
  - *Services target individuals in need of basic education classes with low basic skills and low educational attainment; English language acquisition for eligible learners to achieve competence in reading, writing, speaking and comprehension of the English language; and math skills needed to attain a high school credential and transition to post-secondary education and employment. These services are awarded through a competitive application process at the State level.*
- Title III Wagner-Peyser
  - *Services target individuals who are in need of help with updating or developing a resume and labor exchange assistance that connects them to employment.*
- Title IV Rehabilitation Act
  - *Services target individuals with disabilities to assist in achieving competitive integrated employment.*
- Trade Act
  - *Services individuals who are eligible workers who lose their jobs, or whose hours of work and wages re-reduced, as a result of increased imports or production transfers abroad.*
- Unemployment Compensation
  - *Services individuals who are unemployed and eligible to receive unemployment compensation.*
- Veterans Program
  - *Services individuals who are veterans with significant barriers to employment to receive tailored employment and training services.*

Funding streams not available in the local area include:

- Employment and Training Housing and Urban Development
- Migrant and Seasonal Farmworker Program
- National American Programs
- Second Chance Act
- YouthBuild

The WWDB realizes the importance of service alignment and integration among the workforce partners. A One-Stop Committee meeting is held quarterly. Members are comprised of all of the partners including Workforce Board members. This group is tasked with aligning and integrating services to provide a comprehensive approach to serving employers as well as jobseekers. Strategies discussed by the partner-convening group all center around areas of initial screening, workforce system registration, resource room coverage, assessment, testing, referrals, workshops, and co-enrollments.

The WWDB will support service alignment through its convening of the Integrated Business Services Team that coordinates business engagement activities across funding streams. The Board uses a data driven approach to decision-making such as ensuring that local policies require training dollars be invested in those occupations that are part of the local area's declared in-demand industry sectors.

Strengthening the talent pipeline throughout the WWDA will be a focus involving service designs that assist in increasing middle-skill and middle-wage attainment possibilities. This is done through a dynamic approach to creating the talent pipeline using career pathway concepts to prepare individuals for placement into sectors that are in-demand.

The WWDA has a soft-skills curriculum designed for Adult/DW and Youth.

- **Adults/DW**

- Resume Writing
- Interviewing
- Professionalism
- Cover Letter

- **Youth**

- Resume Writing
- Interviewing
- Professionalism and Work Ethics
- Financial Literacy
- Customer Service
- Team Work
- Dress for Success

3. A description of the strategies and services that will be used in the local area to:

- Expand access to employment, training, education, and supportive services for eligible individuals, including individuals with barriers to employment;
- Improve access to activities leading to a recognized post-secondary credential, including an industry-recognized certificate or certification that is portable and stackable;
- Facilitate engagement of employers in workforce development programs, including small employers and employers in in-demand industry sectors and occupations;
- Support a local workforce development system that meets the needs of businesses in the local area;
- Improve coordination between workforce development programs and economic development; and
- Strengthen linkages between the SC Works delivery system and unemployment insurance programs.

Expanding access to employment, training, education, and supportive services are crucial to the success of the WWDA. One of the strategies used now includes increasing outreach and information sharing to diverse populations and rural areas for outreach by utilizing technology, social media, and other methods to connect to those throughout the local area who are disconnected, dislocated, and facing barriers to employment.

Encouraging clients to share ways in which they have benefited from services with friends and family is another strategy used in the local area. Person-to-person/word of mouth connections is a way to build trust within hard to reach communities. By encouraging others to share their successes and how the services provided helped them to achieve employment/career goals by providing tools to address and overcome employment barriers, their voices speak truth to power and help build a bridge for others to access services too.

The WWDA consists of three counties with large rural populations. Most areas outside of the larger cities receive limited to no public transportation services. As a result, more innovative tools and approaches will be used to connect to clients. The local workforce development system will embrace technology; tools to aid with virtual connections, remote/virtual learning and training. The COVID-19 pandemic has pushed the world to reimagine how work is done, where work is done, how people connect with others, how education and other services are provided, and what all of those things look like. The local workforce development system is also in the midst of reimagining how services are provided and how to ensure that access is afforded to everyone. Emphasis will be placed on ensuring that systems unconsciously creating barriers to access for underserved populations and barriers to employment are not utilized or are redesigned.

Emphasis will also be placed on ensuring that access to training needed to enter high growth fields through the attainment of credentials and occupational skills training is provided. Technical colleges and non-degree granting training institutions have begun to provide more online/virtual training opportunities to obtain credentials needed to enter various career fields. The online offerings are beneficial as it provides access to those who are challenged by transportation, child care, and other barriers. Continued collaboration and evaluation will be done to help ensure that the appropriate classroom training, work experiences, and credentials are provided to fill the pipeline for employers and career pathways for workers to enable employers and workers reach their full potential.

Additional strategies include:

- Strengthening collaboration with partners and community agencies to help outreach to diverse populations.
- Partnering with agencies to provide wrap around services to help decrease barriers that may hinder client engagement and credential/educational attainment.

- Providing case management that challenges and supports clients in reaching employment and career goals by assigning a dedicated case manager to each client, adhering to the IEP, providing intensive and wrap around services when needed, and teaching clients how to navigate educational and workplace settings and challenges.
- Accessible and easy to understand intake procedures (online and in-person)
- Increasing utilization of the common intake form in order for clients to not continuously repeat the same information and be able to be triaged to partners who can assist with their most immediate needs so they are able to focus on employment assistance upon having their most basic needs addressed (such as housing, food, clothing, electricity).
- Ensuring that front line staff receive annual diversity and sexual harassment training. Ensure that front line staff are well trained in workforce development and are abreast of innovation, trends, common practices, standards, and benchmarks in the field. Those insights and knowledge should be observed in the level of service provided to clients.
- Core Partner Programs, local technical colleges, and economic development representatives work with the Board to make informed decisions, based upon the labor market data for the local area and region, in regards to which industries are experiencing skills and employment gaps and where there is growth and anticipated growth. That information is shared with businesses and other stakeholders in an effort to meet their employment needs and fill skills gaps. Labor market research identifies and forecasts the greatest need and growth for various fields. That information is also used to help educate the workforce on employment and high growth sectors located in the local area. Traditionally, transportation is a barrier for clients in the WWDA. By providing work-based learning opportunities and training opportunities close to “home”, many gain access to employment that has the potential to yield financial stability as well as a return on investment for the workforce system.
- Facilitating monthly (virtually or in-person) Core Program Partners meeting to review referral listings, enrollments, co-enrollments, and exits. These meetings will serve as informational to help partners follow through on referrals, to provide opportunities for pitching co-enrollment possibilities, discuss performance strategies, and to coordinate exits.
- Core Program Partners are invited to participate on an IBST including Adults, Dislocated Workers, Youth, Wagner-Peyser, Vocational Rehabilitation, and Temporary Assistance for Needy Families.
- Core Program Partners, along with educational institutions and economic development representatives, assist in the creation and support of sector partnerships for the identified existing and emerging industries and occupations. The sector partnerships will incorporate career pathways into its responsibilities in terms of creating a flow of the career path options, analysis of the needs and expectations of business customers, analysis of the existing skills and knowledge of the talent pipeline, and work with education representatives to tap into existing training or create new credentialing or certification options. The educational institutional representatives include Carl Perkins options in the equation to assist with credits for eligible participants.



- Core Program Partners review and assist with existing and emerging in-demand industries and occupations that the WWDA has identified regarding business development and the building of a talent pipeline to meet business needs and expectations.

The WWDB recognizes business and industry as a primary customer to the workforce system. Business needs and expectations in existing and emerging in-demand industries and occupations drive the workforce services provided in the WWDA. Employer needs and expectations are established through the work of sector partnerships, along with recommended career pathways for each industry and occupation. Economic Development partners in the WWDA assist in the formation of the sector partnerships and gather information on the needs and expectations of business and industry. Existing and emerging industries as well as occupations representatives who are WWDB Members will participate on the appropriate sector partnerships along with union representatives and educational institutions.

The Waccamaw Business Services team reaches out to smaller businesses (both new and existing) through involvement with regional Chambers of Commerce, networking opportunities, and working with the integrated team for new leads and referrals. Targeting small, large, and in-demand business sectors is key to placing participants in long-term careers.

Successful workforce systems utilize both job development and business development methods in serving business and industry customers and assisting jobseekers in getting and keeping a job. It is understood that job development and business development are very different outreach and recruitment approaches to working with business and industry.

WWDB sees job development as an approach that requires specific funding sources to reach out to small and family-owned businesses with a particular client in mind in an effort to place the individual with known barriers, strengths, and weaknesses in a work-based learning opportunity. Job development will remain the responsibility and role of individual partner programs because it requires obligating dollars to assist a specific individual with a specific program activity by a specific service provider.

Business development, on the other hand, is about outreach and recruitment of business customers to request applicants when openings occur. Typically, business development is medium size to large size businesses. WWDA, through its core program partners, has an IBST to conduct business development. Business development is the tool driving career pathways and sector strategies. WWDB will serve as the primary coordinator of Business Services in the local area and work with all core program partners to create an integrated business development model.

Through Sector Strategies, Working Wednesday, Manufacturing Day, Employability Initiative, career fairs, and other employer engaging programs, the WWDB is able to provide opportunities

for businesses, large and small, to help facilitate growing a pipeline of talent. Through existing relationships with businesses the WWDB is able to strategically plan and implement strategies that allow them to be involved with future applicants.

WWDB continues to serve as the primary coordinator of Business Services in the local area and work with all core program partners to create an integrated business development model. The Business Services Team attends regular economic development sponsored meetings and events for all 3 counties. Economic development offices continue to support local workforce initiatives and refer employers to workforce programs. WWDA provides assistance to economic development directors by attending prospect meetings in order to answer workforce related questions for certain industries and often assist with hiring events and recruiting for new employers or expanding employers in the region.

As members of the IBST, participating core program partners, as well as economic development and educational institutions, align and integrate business development activities within the WWDA for the purpose of:

- Creating a single point of contact for businesses
- Establishing a collaborative outreach and recruitment structure
- Coordinating workforce services and training options
- Leveraging resources
- Sharing performance outcomes
- Creating and managing a talent pipeline in existing and emerging in-demand industries and occupations
- Establishing an inventory of existing training options, particularly those that include a credential or certification in existing and emerging in-demand industries and occupations
- Identifying skill and knowledge gaps between what a business needs and expects and what training options are available
- Working with education to enhance or establish short-term training options for portable or stackable credential/certification opportunities

The WWDB recognizes that Unemployment Insurance (UI) claimants are a pool of workforce system participants that could benefit from other partner services and activities. UI is included in the system orientation that is provided at each access point. UI staff are encouraged to have claimants view the system orientation and provide each recipient with information on how to access other partner services. Coordination efforts will be negotiated in the Memorandum of Understanding process.

Individuals utilize computers in the American Job Centers to register for UI and receive access to telephones to contact SCDEW's UI hotline. Increased effort and staff will be directed toward assisting clients remotely with SCWOS registration, accessing UI portal, and instruction on utilizing SCWOS for job searching and resume development via telephone and other methods such as online tutorials and group orientations/question and answer sessions via zoom or other platforms.

The Waccamaw Workforce systems has already created a local UI call number and email account to help clients with common UI issues. The increasing unemployment in the WWDA created an overwhelming demand for UI services during the pandemic. As a result, the WWDA created innovative ways to assist in the local area as the statewide system was flooded with calls and backed up. The Waccamaw workforce system will also develop creative approaches to help connect UI claimants and other job seekers to businesses through virtual job fairs and interviews. Efforts will be taken to help ensure they are prepared to re-enter the workforce by providing virtual soft skills workshops and virtual resume assistance.

An additional strategy that SCDEW has engaged to improve service delivery to individuals who are receiving UI benefits is to use the SCWOS as a communication tool to inform new UI registrants about Center hiring events, relevant job listings, and job fairs planned in the region. Staff can send personal emails to the email address used during the customer's registration in the system, send information about jobs matching their personal profile, attach general announcements about helpful seminars, and send invitations for employer interviews.

4. A description of how the strategies discussed in Question 3 above will be aligned with the priorities outlined in the State Plan; specifically:
  - Increasing participation in work-based (WBL) activities, including registered apprenticeship programs;
  - Increasing the formal assessment and provision of soft-skills training;
  - Facilitating the development of career pathways and increasing co-enrollment across partner programs, as appropriate;
  - Implement cross-program staff training to enhance service delivery to businesses and job seekers;
  - Streamline intake and referral processes;
  - Developing strategies that increase access to reliable transportation, affordable housing and access to identification and vital records;
  - Supporting industry-led, sector partnerships; and
  - Sharing best practices across partner programs in order to increase awareness of partner services, promote a workforce environment of growth and continuous improvement, and support a system viewpoint.

The WWDB embraces the concepts outlined in South Carolina's State Plan regarding

alignment and integration. WWDB will convene a group comprised of all of the partners as well as economic development. The group is tasked with aligning and integrating services to provide a comprehensive approach to serving business customers and youth, jobseeker and worker clients. This plan will outline strategies discussed by the partner-convening group in the areas of initial screening, workforce system registration, resource room coverage, assessment, testing, referrals, workshops, and co-enrollments.

The WWDB will support service alignment through its convening of the IBST that coordinates business engagement activities across funding streams. The Board uses a data driven approach to decision-making such as ensuring that local policies require training dollars be invested in those occupations that are part of the local area's declared in-demand industry sectors.

Strengthening the talent pipeline throughout the WWDA will be a focus involving service designs that assist in increasing middle-skill and middle-wage attainment possibilities. This is done through a dynamic approach to creating the talent pipeline using career pathway concepts to prepare individuals for placement into sectors that are in-demand.

5. A description of how the local board will work with core, required, and other partners, including economic development, to implement the strategies and services discussed in Question 3.

The WWDB established a partner-convening group comprised of Core Program Partners to provide recommendations and advice on the local workforce system and to establish procedures for aligning resources. The partner-convening group will continue to participate in meetings and discussions that will further align procedures that enhance the WWDA's ability to implement the strategies and services discussed above.

Economic development will participate in the partner-convening group to discuss and formulate strategies to serve business and industry effectively and play an important advisory role in the development of the sector partnerships.

Economic development representatives will participate in collecting information from business customers regarding the skills and knowledge they are looking for to fill entry level and middle-skill jobs in the in-demand occupations.

6. A description of the Adult, DW, Youth assessment processes of soft-skills and subsequent provision of soft-skills training, including descriptions of formal tools or resources utilized.

The Waccamaw Workforce system places high value on not only preparing clients for the workforce through training and work based learning, but also through providing soft-skills training to help ensure that clients are fully prepared to enter employment opportunities when

they arise. Adult, Dislocated Workers, and Youth complete a comprehensive assessment in which soft and transferrable skills are identified as well as deficiencies in those areas. All are required to attend soft skills workshops while enrolled in WIOA, as many employers have indicated that soft skills is a major deficiency amongst job seekers. Traditionally, the workshops have been provided face-to-face in small groups or one-on-one sessions with the Workshop Facilitator. However, the COVID-19 pandemic has encouraged the utilization of more technology and virtual approaches to soft skills training. There will be a continued emphasis on developing innovative and accessible approaches to soft-skills training to help make it easier for all clients to participate. The WIN Soft Skills Training will be used more often as it is an online platform. The “Skills to Pay the Bills” Curriculum and videos are often used for the Youth participants in conjunction with a “boot camp” to prepare them for training and employment. Both the Youth and Adults/DW receive financial literacy training as well. Workshops have also been provided to small groups and individuals via Zoom. The Workshop Facilitator also provides soft skills training in topics such as: ethics in the workplace, managing time, employability skills, teamwork, goal setting, social media, appropriate workplace communication, and interviewing skills.

The WWDA encourages that the following also be included in the soft skills curriculum: Life skills (especially for the youth), work habits and behaviors, work attitudes and values, communication and interpersonal skills, and job search skills. It is important that the Workshop Facilitator and case management staff continue providing soft skills training in the above mentioned areas and that they are prescribed based upon the individual needs rather than a one size fits all approach. The WWDA believes in meeting clients where they are and taking an individualized approach to addressing their needs while being guided by the goals set forth on the individualized employment plan. It is the aim that after receiving soft skills training and any other services through the Waccamaw Workforce System, individuals are much more prepared and have gained both soft and hard skills that will make them better prepared to (re) enter the workforce.

7. A description of the strategies and services for employers that may include the implementation of initiatives such as Incumbent Worker Training (IWT) programs, On-the-Job Training (OJT) 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 regional employers and support the local board’s strategic vision and goals.

Adult, Dislocated Worker, and Older Youth Title I training funds will only be expended on industries and occupations identified as in-demand during the life of this plan. Should a shift in forecasted growth industries occur, the local plan will be modified.

Incumbent Worker Training (IWT) and On-the-Job Training (OJT) are a major part of the IBST’s business outreach strategy in the Waccamaw Region. Funds typically become available each year

for state and local IWT, and the IBST works with a variety of workforce and economic development partners to disseminate relevant information to business customers throughout the tri-county region. The basics of IWT and OJT including policies and procedures are outlined during Business Service Team member's new business development meetings. Business customers who have previously received IWT or OJT are informed of any updates or changes throughout the program year. IWT as well as On the Job Training are used for business categories that fall under the WWDA's region's in-demand umbrella. OJT is reserved for any WIOA participant who will require further training while working full-time in an on demand occupation, this is a main tool the IBST uses to employ workers who have just completed training or may need extra skill upgrades to be successful. The IBST recognize that IWT and OJT are a key element in providing a career pathway for workers as well as providing a financial benefit to employers.

Customized Training can assist eligible existing workers and eligible new hires in building the necessary skills and knowledge to benefit the employers and provide a career path for workers. The IBST will include these initiatives in their outreach and recruitment packages that will be used for business development. Sector Partnerships will play an intricate role in identifying career paths and the skills and knowledge needed to be proficient in the existing and emerging in-demand industries and occupations. The WWDA has been working with a regional team and has identified Health Care, Manufacturing, and Hospitality Sector Partnerships as the focus. These sector partnerships will inform the IBST regarding career pathways and the skills and knowledge needed to establish the talent pipeline for these three sectors. The healthcare sector partnership is underway and includes representatives from various settings including, hospital, long term care, private practice establishments, home healthcare, medical transport, and nonprofit clinics.

Additionally, the IBST participated the previous two years in Pathways to Possibilities, a regional collaboration for middle school students to explore various career pathways through a hands-on learning approach. Economic development will assist in identifying business intermediaries throughout the three-county region. Business intermediaries will be apprised of the work of the IBST and will help identify contacts for existing and emerging in-demand industries and occupations.

8. [A description of how the local board will coordinate local workforce investment activities with regional and economic development activities that are carried out in the local area, including how the local board will promote entrepreneurial skills training and microenterprise services.](#)

Economic development will participate in the partner-convening group to discuss and formulate strategies to serve businesses and industries effectively and play an important advisory role in the development of the sector partnerships.

Economic development representatives will participate in collecting information from business customers regarding the skills and knowledge they are looking for to fill entry-level and middle-skill jobs in the in-demand occupations. This will be done in the form of an electronic survey to their business and industry contacts. This survey will be conducted after the Sector Partnership for each in-demand industry and occupation has convened and provided the career path flow that will inform the appropriate industries and occupations to survey. Economic development will be involved in the Sector Partnership meetings.

WWDB will request economic development provide a training session to workforce system partners on what they do and how the workforce system and economic development can work together.

WWDB will partner with economic development to offer entrepreneurial information sessions.

## Section IV: Program Design and Evaluation

1. A description of the SC Works delivery system in the local area, including:
  - How the local board will ensure the continuous improvement of eligible providers of services through the system and that the providers will meet the employment needs of local employers, workers, and jobseekers;
  - How the local board will target rural communities, including facilitating increased access to services provided through the SC Works delivery system through the use of technology and other means;
  - How entities within the SC Works delivery system, including center operators and partners, will comply with the nondiscrimination provisions of WIOA, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 (ADA) and the ADA Amendments Act of 2008 (ADAAA) regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities; and
  - Identification of the roles and resource contributions of the SC Works partners.

The programs provided through Title I of the Workforce Innovation and Opportunity Act are tied to negotiated common performance measures. Continued success and funding are directly related to meeting or exceeding the negotiated performance levels.

The WWDB will establish a balanced scorecard metrics that provides a format to analyze success ratios of each eligible training provider in terms of participant engagement, including but not limited to:

- Receipt of a credential or certification in an in-demand industry and occupation
- Receipt of a job
- Receipt of a job in a training related in-demand industry and occupation
- Six Month Retention in a job
- Six Month Retention in a training related in-demand industry and occupation
- Median wage at job entry comparable to the local negotiated level
- Entry into a more advanced course of study to achieve progress towards a career path goal

WWDB ensures continuous improvement of basic career services, individualized career services, training services, and follow-up services through ongoing monitoring and evaluation. In addition to in-house monitoring, the Board contracts for an independent monitoring review at least annually to get an outside objective assessment. The monitor reviews participant case files and case notes to ensure that the jobseekers are receiving the services they need.

Business Service Representatives (BSRs) have an open door policy with the employers they



work with and are available to them as needed. OJT and WE timesheets have sections requesting feedback from the employer about the participant assigned to them. BSRs also talk with employer customers as well as job seeker clients to find out what is working for them and what can be improved.

Finally, SCDEW monitors the programmatic side of Waccamaw's WIOA services annually. The scope of the review includes the following areas:

- Governance
- SC Works Delivery System
- SC Works Online System
- Adult, Dislocated Worker, and Youth Program Activities
- Service Provider Review
- Participant File Management

The programmatic monitoring of WIOA activities are accomplished through documentation review, observation of operations, data testing, and interviews with WIOA staff. WIOA monitors travel to the Georgetown and Conway SC Works Centers. WRCOG and sub-recipient staff are interviewed during the course of the monitoring visit. Additionally, WIOA staff monitors personnel at OJT sites. Any recommendations made by SCDEW are implemented to ensure continuous improvement.

SC Works Certification Standards were issued in PY 2018. These standards were created to evaluate the one-stop centers and one-stop delivery system for effectiveness, including customer satisfaction, physical and programmatic accessibility, and continuous improvement.

The WWDB submitted the following to SCDEW:

- a current Business Engagement Plan;
- a current SC Works Operational Plan;
- documentation of the assessment process, to include criteria used; and
- documentation of a full certification determination.

Additionally, all SC Works staff successfully completed the SC Works Next Step training program.

Access to services will be achieved through a variety of mechanisms starting with training all Core Program Partners on "how to register" individuals in the SC Works database, providing workforce system initial screening questions, and offering the system-wide orientation that is being developed. This "no wrong door" concept allows multiple and varied access points.

Technology is encouraged throughout WIOA. Information will be provided on all Core Program Partner websites on services that are available via the web. Information on how to access web resources will be provided via the system orientation and through outreach and

recruitment materials.

Section 188 of the Workforce Innovation and Opportunity Act prohibits discrimination on the grounds of race, color, religion, sex, national origin, age, disability, political affiliation or belief.

Section 188 of the Workforce Innovation and Opportunity Act requires reasonable accommodations be provided to qualified individuals with disabilities in certain circumstances.

The SC Works Center Operator, triage staff and WIOA staff receive on-going training about the principles in Section 188 of the Workforce Innovation and Opportunity Act and applicable provisions of the ADA of 1990 and the ADA Amendments Act of 2008.

Staff Training includes a review of resources and technologies available to assist clients and proper protocol. *"Equal Opportunity is the Law"* signs are posted in each center, and the content is reviewed with WIOA clients and documented in their files. Equal Opportunity language is found on all outreach materials and staff email signatures. Signs are posted in each center notifying clients that Assistive Technology is available upon request. Staff members have ADA resource binders to reference for compliance, best practices, and community resources.

The Center Operator maintains the ADA checklist for each center. The ADA checklists and an accessibility assessment were completed for each center by Able South Carolina (Able SC) in 2018. Along with those reports, Able SC provided training for SC Works staff.

WRCOG's Programmatic Monitoring includes an assessment of Waccamaw's SC Work Center's compliance with ADA and ADAAMA.

Each Local Board is responsible for ensuring that a Memorandum of Understanding (MOU), which includes the Infrastructure Funding Agreement (IFA), is developed and executed with all of the required workforce system partners within its local area. The MOU/IFA must take the form of an "umbrella" document, agreed to and signed by all workforce system partners within the local area.

Each Local Board is responsible for coordinating at least one annual meeting with all required and additional partners within its local area to negotiate the MOU/IFA and must include, at a minimum, presentation and discussion of the following:

- Completed budget templates for the upcoming program year using annualized actual costs from the previous program year to project a new baseline budget. The agreed upon cost-sharing methodology is a product of local discussion and negotiation; therefore, the preferred methodology used to complete the template, i.e. FTE and square footage, must be presented with an explanation of why that methodology is preferred by the Local Board; and

- Corresponding FTE staffing addendum and square footage breakout by partner program.

All local MOUs and attachments must be developed in a standard format which have been developed in collaboration with core and other partners at the State level. The template is designed to give guidance in the development of local area service delivery agreements and to ensure that Local Boards and partners are in compliance with US Department of Labor directives, as well as those of the partners' federal cognizant agencies. Local Boards and partners must utilize the attached template of their choosing and all related documents when negotiating the MOU to increase consistency among all partners and maximize partner participation in the development and execution of the agreements. Additionally, the template and attachments must be used as formatted to streamline the signature process, including ease of administration for partners with multiple agreements to review.

2. [A description and assessment of the type and availability of adult and dislocated worker employment and training activities in the local area.](#)

The WWDB is guided by a customer centric model which means that the workforce system does not prescribe to a “cookie cutter” approach. Adults and Dislocated Workers are serviced as individuals with unique experiences and employment histories. The front line staff provides tools and services to meet clients where they are and assist them with reaching training and employment goals. As many options for Individualized Career Services and Training as possible are made available to allow a tailored, unique experience based on client needs. Front-line workers and IBST members create a meaningful and individualized plan of action for each client.

Service mapping was used to assess the type and availability of employment and training activities. The services will not all be the role of the Title I Adult and Dislocated Worker provider. In some instances, the services are Basic Career Services that one or more partner agencies may assist with. In other instances, such as Adult Education and Literacy, a Core Program Partner will provide the service. Adults and Dislocated Workers may be co-enrolled across partner programs to leverage resources and expand the menu options.

The WWDA will consider all Title I service possibilities on the options menu; however, as mentioned previously, clients may not receive all services as they are prescribed as needed to meet the individualized needs of the client:

Basic Career Services

- Eligibility determination
- Outreach, intake, and orientation
- Initial assessment of skill levels, aptitudes, abilities, and supportive service needs
- Labor exchange services
- Referrals and coordination of activities
- Workforce and labor market employment statistics information

- Performance information and program cost information on eligible providers of training
- Local area performance regarding accountability measures
- Information on availability of supportive services and referrals
- Assistance in establishing eligibility for financial aid assistance for training and education programs
- Information and assistance regarding filing Unemployment Insurance claims.

#### Individualized Career Services

- Comprehensive and specialized assessments of the skill levels and service needs of adults and Dislocated Workers
- Individual employment plan
- Career planning, guidance, and counseling (including case management)
- Short-term pre-vocational services
- Internships and work experiences
- Workforce preparation activities
- Financial literacy services
- Out-of-area job search assistance and relocation assistance
- English language acquisition and integrated education and training programs

#### Training Services

- Occupational Skills Training
- On-the-Job Training
- Programs that Combine Workplace Training with Related Instruction
- Apprenticeship Training
- Training Programs Operated by Private Sector
- Skill Upgrading and Retraining
- Entrepreneurial Training
- Customized Training
- IWT
- Adult Education and Literacy Activities
- Job Readiness Training

Front-line staff will be trained on each of the service options and the WWDB will develop policies to support each service. The Adult and Dislocated Worker Program service provider will also develop standard operating procedures in alignment with the Board's policies. The service provider will also provide professional development training to help the front line staff remain fully equipped with knowledge and expertise in the field so that they can provide high level service to clients.

3. [A description of how the Local Board will coordinate workforce development activities carried out in the local area with statewide rapid response activities.](#)

Rapid Response is designed to shorten or eliminate time between employment opportunities for an individual, reducing or eliminating the time an individual would receive Unemployment Insurance benefits. A Rapid Response team, which is comprised of State and WWDA employees, offers its services to small organizations and large companies alike. The Dislocation Service Unit employees disseminate essential information to individuals, ranging from how to file for and what to expect from Unemployment Insurance to local resources available for individuals seeking re-employment.

In the WWDA, Rapid Response is a collaborative effort that involves locally defined partnerships with staff from the State, the Waccamaw Dislocated Worker Program, the State's Business Services Team, WWDA's Integrated Business Services Team and Division of Unemployment Insurance. Rapid Response teams work with both Worker Adjustment and Retraining Notification (WARN) and non-WARN businesses and employees to quickly maximize public and private resources that will minimize the disruptions on companies, affected workers, and communities associated with job loss. Generally, Rapid Response Teams provide customized services onsite at an affected company, accommodate work schedules, and assist companies and workers through the challenging transitions associated with job loss.

All Rapid Responses, irrespective of the size of the dislocation event and whether it is a WARN or non-WARN situation, involve (1) an initial business consultation, which is employer-focused, and (2) an information session, which is employee focused. The State works collaboratively with local workforce system partners, the Division of Unemployment Insurance, and other relevant stakeholders to ensure effective, customer-centric Rapid Response provision.

4. [A description and assessment of the type and availability of youth workforce investment activities in the local area, including activities for youth who are individuals with disabilities, which must include an identification of successful models of such activities.](#)

The WWDB assesses the activities of the Youth Program. Title I Youth Program in the WWDA has almost exclusively focused on out-of-school youth and it has been determined that the focus will remain on strengthening and increasing service delivery to out-of-school youth (16-24 years old) with barriers to employment. The COVID-19 pandemic has amplified the need for services to out-of-school youth as many have had education and employment plans uprooted due to financial and employment constraints many families and individual have experienced. Waccamaw experienced some of the highest unemployment rates in the state. Also, thousands of secondary school students in the local area were unaccounted and remain unaccounted since schools were forced to begin remote instruction in March 2020. It is anticipated that some of those unaccounted high school students may have dropped out. There will be an increase in outreach and utilization of more innovative and creative approaches to outreaching to disconnected youth. Waccamaw's Title I Youth Program partners closely with Adult Education and the Department of Juvenile Justice and often co-enroll and leverage resources to service youth. A new partnership is emerging with

Waccamaw Economic Opportunity Council as it is piloting a program for youth who are aging out of foster care. Other community agencies that provide services to targeted youth include SOS (serving youth with autism), A Father's Place young parenting group (youthful fathers up to age 24) and Family Outreach of Horry County (serves young mothers). Although the local area does not currently have any specific program models for serving youth with disabilities, recruitment and partnership efforts to serve more youth with disabilities are in process. There is a strong partnership with Vocational Rehabilitation through co-enrollments and leveraging of services. The WWDB and the Youth Committee are heavily vested in the local area and realize that the youth are the future. The local area will continue its focus on out-of-school youth in an effort to help develop and train up the future workforce.

WIOA requires that a minimum of 75% of WWDA Title I Youth funds, minus administrative costs, must be spent on out-of-school youth. The WWDB has chosen to use the majority of its Title I funds for out-of-school youth services ages 16 to 24, but reserves the right to use up to 25% on in-school youth for special projects approved by the Board.

Also, WIOA requires a minimum of 20% of the WWDA Title I Youth funds, minus administrative costs, must be spent on work based learning:

- Concurrent Academic and Occupational Education
- Summer Jobs
- Work Experiences
- Pre-Apprenticeship Programs
- On-the-Job Training
- Internships and Job Shadowing

Program expenditures on the work based learning program element include wages as well as staffing costs, for the development and management of the work based learning experiences.

Examples of the 20% priority spending include:

- Youth wages including Federal Insurance Contributions Act (FICA) tax.
- Staffing costs for time spent identifying potential work based learning opportunities.
- Staffing costs for time spent working with employers to develop the work based learning experiences.
- Staffing costs for time spent working with employers to ensure a successful work based learning experience.
- Staffing costs for time spent evaluating the work based learning experience.
- Participant work based learning experience orientation sessions.
- Required academic education component directly related to the workforce experience.
- Orientation for employers.

Waccamaw's Title I Youth Program will include the fourteen (14) required program elements:

1. Tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential.
2. Alternative secondary school services or dropout recovery services, as appropriate.
3. Paid and unpaid work experiences that have as a component academic and occupational education, which may include:
  - a. Summer employment opportunities and other employment opportunities available throughout the school year.
  - b. Pre-apprenticeship programs.
  - c. Internships and job shadowing.
  - d. On-the-job training opportunities.
4. Occupational skill training, which may include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area.
5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
  - a. Adult education and literacy activities such as basic academic skills training, critical thinking skills, or digital literacy skills;
  - b. Workforce preparation activities such as self—management skills grooming for employment, or following directions, and
  - c. Workforce training such as occupational skills training, OJT, job readiness training, or customized training.
6. Leadership development opportunities, which may include community service and peer-centered activities, encouraging responsibility and other positive social and civic behaviors, as appropriate.
7. Supportive services.
8. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months.
9. Follow-up services for not less than 12 months after the completion of participation, as appropriate.
10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate.
11. Financial literacy education.
  - a. Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions.
  - b. Supporting participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit and,
  - c. Supporting a participant's ability to understand, evaluate and compare financial products and services.
12. Entrepreneurial skills training.

- a. Entrepreneurial skills training provides the basics of starting and operating a small business. These trainings should develop the skills associated with entrepreneurship and may include, but are not limited to:
    - i. Taking initiative, creatively seeking out and identifying business opportunities, develop budgets and forecast resource needs, understand various options for acquiring capital and the trade-offs associated with each option; and,
    - ii. Communicate effectively and market oneself and one's ideas.
  - 13. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.
  - 14. Activities that help youth prepare for and transition to postsecondary education and training.
    - a. Inform participants of legal responsibilities after turning 18, assess participant strengths/abilities/interests, help participants prepare and submit post-secondary education applications and financial aid, investigate and apply for scholarships, and develop a portfolio that demonstrates accomplishments and competencies.
5. A description of how the fourteen youth program elements are integrated in program design, including a description of partnerships or formalized agreements in place for the provision of program elements not provided by the local program.

The WWDB is guided by a customer centric model, which means that the workforce system does not prescribe to a “cookie cutter” approach to administering services of the Title I Youth Program. The youth clients served through the program arrive with unique experiences, employment histories, and needs. The front line staff provides tools and services to meet clients where they are and assist them with reaching training and employment goals. All 14 elements of the Youth Program are available through the service provider or partner programs. Youth may be co-enrolled across partner programs such as Adult Education and Literacy, Wagner-Peyser, and Vocational Rehabilitation to leverage services and resources. There is a tailored approach to the Youth Program wherein service elements are provided based upon the specific needs of each client. Front-line workers and IBST members create a meaningful and individualized plan of action for each client.

Waccamaw makes all 14 program elements available as described below:

Tutoring and Study Skills Training and Instruction

For out-of-school youth, participants receive services in the WIOA classroom/computer lab or the Adult Education program. This includes tutoring in core curricula courses by certified teachers on an as needed basis, assistance with homework or other assignments, basic skills upgrading including computer-based GED preparation program, and computer based WIN self-paced tutorial on basic skills preparation. Career Specialists coordinate these youth services on an individual basis for each participant.



### Alternative Secondary School Services

Participants receive services at the Alternative Secondary school assigned to the district in which they reside or another approved agency that is K-12 funded. Services must be approved by the school district and lead to a high school diploma or GED. Career Specialists will coordinate services and will require participants demonstrate progress through attendance, progress and grade reports.

### Paid and Unpaid Work Experiences

The purpose of the work experience is to provide the participant with the opportunity for career exploration and skill development in a work setting. The Career Specialists and Business Services Representatives collaborate to provide work experience opportunities that are in alignment with participant Career Scope assessment results as well as their Service Development Strategy. The work experience placements assist youth participants in acquiring personal attributes, knowledge and skills needed to obtain a job, and advance in employment through hands-on experience in the workplace.

### Occupational Skills Training

Training services are coordinated by the Career Specialists, in conjunction with the participant, based on expressed interest and skill levels as demonstrated by assessments. Training is provided as appropriate and available by technical colleges, vocational schools, Adult Education Centers, and proprietary training centers. Training is aligned with locally focused in-demand industry sectors.

### Education Offered Concurrently with and in the Same Context as Workforce Preparation Activities and Training for a Specific Occupation or Occupational Cluster

Youth have access to a wide array of workforce preparation training to assist in getting and keeping a job, including life skills and work readiness skills in five categories: life skills, work habits and behaviors, work attitudes and values, communication and interpersonal skills, and job search skills. The local area has co-enrolled participants in Adult Education where they have received assistance with basic skills, such as reading and math, which would be needed in various occupations such as certified nursing assistant or brick masonry while also providing training to obtain credentials for CNA and brick masonry.

### Leadership Activities

Participants perform community service projects that emphasize positive social behaviors, self-esteem building, maintaining healthy lifestyles and encourage the importance of responsibility. Participants are also provided an opportunity to participate in a local radio show which aims to inform and empower youth in the community. Participants are also able to be peer tutors to assist others while also increasing their reading and math skills. Seminars are also provided to assist in self-esteem, positive self-image, and leadership development.

### Supportive Services

Support services are provided on an as needed basis and validated on the Individual Service Strategy. A reference list is available to assist in identifying supportive service resources in the local area. WIOA funds are used as a last resort.

#### Adult Mentoring

Local adult volunteers serve as mentors to participants when the service is needed. Mentors help participants develop good habits and a positive attitude toward work and life in general. Mentors assist with motivating participants and providing guidance and input as needed. The Mentor becomes the role model for participants. A minimum of two hours per month is provided to each youth participating in the Mentoring element.

#### Follow-up Services

Follow-up services are provided for twelve (12) months after youth exit from the program. Career Specialists contact youth at least every twenty-five (25) days to provide encouragement and to assist with addressing any challenges that may impact their ability to remain gainfully employed or enrolled in education. The type and extent of services provided during follow-up are based upon individual needs of the youth participant. The need for follow-up services are often identified during semi-monthly contact which may be face-to-face or through electronic means and are documented in the SCWOS case notes section.

#### Comprehensive Guidance and Counseling

Career Specialists provide career guidance to youth participants. Formal counseling is provided via referral on a case-by-case basis to specialized services such as Drug Counseling or Abuse Counseling.

#### Financial Literacy Education

The WWDA has curriculum it uses to either train youth one-on-one or in a group setting on how to budget, how to write a check, and information on withholding from paychecks.

#### Entrepreneurial Skills Training

Local chambers of commerce and the Small Business Association offer entrepreneurial classes that youth participants may participate in if it fits the Individual Service Strategy plan. The training includes speakers from business and industry, information on how to start a business, and operating and maintaining a successful business. Youth who are not sure if running a business is a good option are encouraged to participate in Junior Achievement activities locally and/or can be provided an opportunity to shadow a small business owner to learn more about what it is like to own and operate a business.

#### Services that Provide Labor Market and Unemployment Information about In-Demand Industry Sectors

Youth participants are encouraged to visit the local SC Works Centers to attend workshops that are related to career exploration and to access labor market information and skills required for specific jobs in the area.

## Activities that Help Youth Prepare for and Transition to Post-Secondary Education and Training

Local staff utilize Career Scope and DOL's My Skills My Future website to identify and learn more about career interests. In addition, a workshops are provided by local staff to help prepare them for post-secondary education and education. Local staff also provide assistance with college applications and provide information on apprenticeships and other avenues youth may pursue.

6. If using the basic skills deficient definition contained in WIOA Section 3(5)(B), what is the LWDAs policy that further defines how to determine if a youth is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society. If your area continues to use TABE for determining youth basic skills deficiency, a local policy is not required.

The local area uses TABE to determine basic skills deficiency for youth.

7. A description of how the local board will coordinate relevant secondary and post-secondary education programs and activities with education and workforce investment activities to coordinate strategies, enhance services, and avoid duplication of services.

The Youth Committee was established by the WWDB to ensure that the needs of youth ages 16-24 years old were being met through the local workforce system. The Youth Committee is tasked to ensure youth services are coordinated between education and workforce development activities, particularly in regard to post-secondary education. The engagement with secondary education includes recruitment efforts targeting individuals who have dropped out of school or who are graduating and need help with further education and training activities. The goal is to catch those youth before they drop through the cracks and to connect with the hard to reach/disconnected youth to provide them with the option to engage in preparation to enter the workforce through credential attainment or other post-secondary training/education.

Educational institutions and economic development agencies are active in assisting with program design concepts to ensure that the services provided by WIOA are aligned with other post-secondary opportunities in the local area and that there is no duplication of service. An annual service mapping session will be held and will include all required partners as well as other community-based organizations. The service mapping session will include discussion of available services that are relevant to secondary and post-secondary education and workforce investment activities. Additional discussion will focus on innovative approaches to education and training since the pandemic and ways some of those techniques and approaches can be adopted in the local area in an effort to make services accessible to more youth.

8. A description of how the local board will coordinate the WIOA Title I workforce investment activities with the provision of transportation, child care, and other appropriate supportive services in the local area.

The WWDA depends on many local community-based organizations to assist with support services. A resource guide is available to help identify resources that may help a specific need of a participant. The United Way's 211.org is also a very comprehensive resource that the front line staff also utilize to assist clients with locating various services. The Board has established a supportive services policy that provides transportation, child care, and other services on a case by case basis if the assistance is required so the participant will be able to participate in education, training, or work-based activities. The supportive services are offered as a final resort, if the participant is unable to receive assistance through their personal network or community-based service agencies.

It should be noted that transportation is a major barrier for low-income and individuals with barriers to employment in the WWDA. The issue spans all three counties, which is why the difficulty in accessing transportation is a driving force behind the necessity to maintain an American Job Center in each county within the WWDA.

#### Supportive Services Policy

Supportive services may include transportation, child-care, legal fees (to include expungement costs), books, fees, supplies and testing and other/emergency payments that are necessary to enable participation in activities authorized under WIOA. The policy stipulates that supportive services be provided only to those participants who are unable to obtain such services through other programs.

Supportive services may only be provided to individuals who are:

1. Participating in career or training services as defined in WIOA secs. 134 (c) (2) and (3).
2. Unable to obtain supportive services through other programs providing such services.
3. In need of assistance to participate in career services and training activities.

Youth supportive services may be provided during participation in WIOA activities as well as during the required 12 month follow-up period after exit.

9. A description of plans, assurances, and strategies for maximizing coordination, improving service delivery, and avoiding duplication of Wagner-Peyser Act services and other services provided through the SC Works delivery system.

Wagner-Peyser is a Core Program Partner in the One-Stop delivery system and their local manager has been actively involved in the partner convening work done to prepare this plan, service map, identify areas of collaboration, and build day-to-day operational procedures.

Wagner-Peyser will be co-located full-time in the comprehensive One-Stop Center and share in the facility costs. In addition, a representative will set office hours in one of the affiliate One-Stop Centers with the intent to visit at least one day a week.

Along with the other Core Program Partners, Wagner-Peyser has agreed to the customer flow that provides for a “no wrong door” approach to serving clients in the WWDA. The design has all Core Program Partner clients registering in the SC Works database and viewing a system orientation as well as receiving any basic career services available at the location they access. Wagner-Peyser has also agreed to the referral process and initial screening to identify potential services for all Center clients.

Wagner-Peyser, along with partner staff, will continue to provide front-door coverage, resource room coverage, and basic career service workshops open to all workforce system clients. Wagner-Peyser will participate on the Local IBST to ensure employers are served according to a customer-centric model and that partners are not duplicating efforts.

10. A description of how the local board will coordinate the WIOA Title I workforce investment activities with adult education and literacy activities under the WIOA Title II, including how the local board will carry out the review of local applications submitted under Title II consistent with WIOA requirements.

Adult Education and Literacy is a Core Program Partner and will be actively participating in the partner-convening groups held in the WWDA to prepare this plan and service map, identify areas of collaboration, and build day-to-day operational procedures.

WIOA focuses on targeted populations with more barriers than previous legislations. The WWDA is expecting to “meet people where they are” and help individuals gain the skills and knowledge they need to get and keep a job. The Sector Partnership approach provides a blueprint for career pathways. Individuals will enter the system with the partner that they will most benefit from and begin a path toward self-sufficiency via career pathways. The career pathways model will create a talent pipeline to fill employment in industries and occupations that are forecasted to have growth and provide a self-sufficient wage over the next few years. The WWDB believes that many of the workforce system individuals will start with Adult Basic Education or English as a Second Language and build from there. The partnership with Adult Basic Education and Literacy is essential.

Along with the other Core Program Partners, Adult Education and Literacy in all three (3) counties will participate in the customer flow that provides for a “no wrong door” approach to serving individuals in the WWDA. The design has all Core Program Partner clients registering in the SC Works database and viewing a system orientation as well as receiving any basic career services available at the location they access. Adult Education and Literacy has also agreed to the referral process and initial screening to identify potential services for all One-Stop Center jobseekers.

Adult Education and Literacy has agreed to post-TABE test the youth that enter the program and provide tutoring for students who are not on level. They will purchase the tests and give it at a One-Stop Center or at their site, whichever is more convenient for the youth. When needed, they will provide the instruction to improve scores. Adult Education and Literacy will also complete adult education paperwork and track the time the student is working with them directly and on approved software. After the hours of instruction are complete, the student will be post-tested readying the student to enter training.

The WWDB will carry out the review of local applications/RFPs submitted under Title II and the Board will also ensure that the review process were consistent with WIOA requirements. The process is as follows:

- Prior to submission, the WWDB will be notified of the review process.
- Eligible providers (potential grantees) will submit a Letter of Intent.
- A LWDB Proposal Review Training will be held via live webinar where LWDB members will be provided with an overview of the proposals, instructions on how to review proposals, and how to use the proposal review rubric. LWDB members will have an opportunity to ask questions during the webinar.
- Any LWDB members with potential conflicts of interest should recuse themselves from the review process.
- Upon receipt of all grant applications, South Carolina Department of Education-Office of Adult Education staff will screen all applications to determine eligibility to apply for funds.
- All applications deemed eligible will be sorted by their LWDA and packaged for hard-copy or electronic transmittal to the Board Chair and LWDA Administrator.
- The package also will include the rubric and review instructions. Board members will use the rubric to review each proposal for alignment with their Local Plan.
- Once the review process is complete, all forms and other supporting documentation will be forwarded to the South Carolina Department of Education-Office of Adult Education for consideration in the grant competition process.
- South Carolina Department of Education-Office of Adult Education staff will review LWDB comments.

11. A description of how the local board will coordinate with partner programs to conduct affirmative outreach to include members of groups protected by the Equal Opportunity provisions of WIOA § 188, including individuals of various religions, racial and ethnic backgrounds, individuals of limited English proficiency, individuals with disabilities, and individuals of different age groups and sexes.

The WWDB works closely with local partners to provide services that are inclusive for all clients. Waccamaw's Disabilities Committee is chaired by a member of the local Vocational Rehabilitation office. Equal Opportunity and Diversity training is ongoing in the WWDA. Recently Able SC provided a Diversity training that focused on serving clients with disabilities. Partner agencies are always

invited to participate in these annual EO training opportunities. Outreach materials shared with partner agencies feature a diverse cross section of people in the graphics, as well as the required Equal Opportunity statement.

## Section V: Operations and Compliance

1. Copies of executed cooperative agreements which define how all local service providers, including additional providers, will carry out the requirements for integration of and access to the entire set of services available in the local SC Works system. This includes agreements between the local board or other local entities with respect to efforts that will enhance the provision of services to individuals with disabilities, such as the cross-training of staff, technical assistance, the use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination.
2. A description of the entity responsible for the disbursement of grant funds as determined by the chief elected official(s).

The Chief Elected Officials have designated WRCOG as the entity responsible for the disbursement of grant funds.

WRCOG is a quasi-governmental agency that serves Georgetown, Horry and Williamsburg Counties. WRCOG fosters regional programs and inter-governmental cooperation to support the three-county region it serves.

3. A description of the competitive process that will be used to award the sub grants and contracts for WIOA Title I activities.

The WWDB's competitive process must:

- provide fair and open competition;
- avoid the appearance of any impropriety;
- allow for and explain the appeal process, should proposing entities protest; and
- abide by applicable ethics rules and procurement laws and regulations.

The WWDB competitive process follows the WIOA Final Rule which states that local areas must use a competitive process based on local procurement policies and procedures and the principles of competitive procurement in the Uniform Guidance outlined in 2 CFR 200.318 through 200.326.

Such principles require:

- Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical.
- Proposals must be solicited from an adequate number of qualified sources. There must be a written method for conducting technical evaluations of the proposals received and for selecting recipients.
- Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.



- Sole source procurement may be used only when one or more of the following circumstances apply:
  - The item is available only from a single source.
  - The public emergency for the requirement will not permit a delay resulting from competitive solicitation.
  - After solicitation of a number of sources, competition is determined inadequate.

4. Agreed upon local performance goals after negotiations are finalized.

TBD

5. A description of actions the local board will take toward becoming or remaining a high-performing workforce area, including:
- The effectiveness and continuous improvement criteria the local board will implement to assess their one-stop centers;
  - A description of fiscal and program performance goals beyond the federal measures and how progress will be tracked and made publically available;
  - A description of the methodology used by the local board to allocate SC Works center infrastructure funds; and
  - A description of the roles and contributions of SC Works partners, including cost allocation.

WWDB is and will continue to be a high-performing Board. The WWDB will analyze evidence-based return on investment through a performance management dashboard to track employment, retention, wages, and educational attainment.

All local fiscal and program performance goals as well as progress being made to achieve these goals are reported to the WWDB at each bi-monthly Board meeting. As all of this data is public information, it can be requested at any time and the WWDB staff will provide as needed.

Waccamaw will use the One-Stop standards set by the State to further its quest for continuous improvement and high performance. The Local Workforce Director for the Board will convene Center partners through the completion of the SC One-Stop Certification Self-Assessment Tool that is divided into three sections: System Standards for Employer Services, System Standards for Job Seeker Services, and One-Stop Management Standards. The Board Committee will review the findings and assist in overseeing a plan for high-performance.

Also, SC Works Certification Standards were issued in PY 2018. These standards were created to evaluate the One-Stop Centers and one-stop delivery system for effectiveness,

including customer satisfaction, physical and programmatic accessibility, and continuous improvement.

The WWDB submitted the following to SCDEW:

- a current Business Engagement Plan;
- a current SC Works Operational Plan;
- documentation of the assessment process, to include criteria used; and
- documentation of a full certification determination.

One-Stop Center infrastructure and roles and contributions of SC Works partners are included in the Memorandum of Understanding/Resource Sharing Agreement shared in Section V, item 1.

One-Stop Center infrastructure costs are allocated based on FTE and direct costs. Partners are billed quarterly according to their negotiated share.

6. A description of how adult and dislocated worker training services will be provided through the use of individual training accounts (ITAs), including:
  - If contracts for training services will be used;
  - How the use of training service 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.

Training services for WWDA will be provided in accordance with 134(c)(3)(G) of the Workforce Innovation and Opportunity Act. Training services will be directly linked to an in-demand industry sector or occupation or related entry-level career path course of study, which is based on labor market data for the local workforce area. The WWDB has selected Health Care and Manufacturing as forecasted new and emerging industry sectors or occupations and has approved training to support career preparation in those pathways. Healthcare Sector Strategies Partnership meetings and strategizing to fill the skills as well as the current and forecasted employment gap in healthcare has already begun. The sector strategies will yield information about what employers need, skills that are lacking, and careers that are facing shortages or may be facing saturation. That information, along with labor market research, will inform the Board on the types of trainings that are needed in the local area so the workforce system can begin developing a pipeline of educated, skilled, and prepared individuals for those identified careers in the healthcare sector.

The WWDB has approved Retail and Hospitality as a career pathway “starter” industry sector or occupation to support career pathways and meet clients where they are. Retail and hospitality are major economic drivers in the WWDA and employment opportunities are plentiful, especially during peak seasons.

As evidenced by the COVID-19 pandemic, labor market data and local economic conditions can change with little warning. As a result, the WWDB may decide to approve training services for occupations determined by the Board to be in sectors of the economy that have a high potential for sustained demand or growth in the WWDA. If this occurs, the WWDB will document the decision in Board meeting minutes along with the justification for the decision.

WRCOG will not directly provide training services. Training services will be done through the Individual Training Account process for educational institution training services and through a contract process for other training services including OJT, customized training, IWT, or transitional employment.

Line item tracking will be done for Individual Training Account funds versus Training Contract funds.

Customer choice will be realized through a comprehensive case management strategy that includes an assessment and the development of an Individual Employment Plan or Individual Service Strategy that leads to training and self-sufficiency. The Career Specialist will provide career guidance by helping the participant access and analyze labor market information for the career pathway of interest. The Career Specialist's role is to aid the customer in making an informed choice after looking at the Eligible Training Provider's List, program and cost information, and taking into considerations the dollar amount of the training and the Board policy on expenditures.

7. A description of the process used by the local board to provide a 10-day public comment period prior to submission of the plan, including an opportunity to have input into development of the local plan, particularly for representatives of the businesses, labor organizations, and education.

The Workforce Innovation and Opportunity Act in subsection (d) says:

*Prior to the date on which the local board submits a local plan under this section, the local board shall—*

- (1) make available copies of a proposed local plan to the public through electronic and other means, such as public hearings and local news media;*
- (2) allow members of the public, including representatives of business, representatives of labor organizations, and representatives of education to submit to the local board comments on the proposed local plan, not later than the end of the 30-day period beginning on the date on which the proposed local plan is made available; and (3) include with the local plan submitted to the Governor under this section any such comments that represent disagreement with the plan.*

The WWDB has included Core Program and Required Partners in the preparation of this plan through partner meetings and Workforce Board and Committee meetings. In addition,

employers have been a voice in the conversation to ensure business and industry needs and expectations are included.

A draft plan was written by Workforce Development Staff with input from the WWDB as well as all partners. The draft plan review process will include forwarding an email notice to a website link targeting Core Program and Required Partners, WWDB Members, Chief Elected Officials, community stakeholders, and providers. In addition, a notice will be posted in each of the One-Stop Centers to alert clients and customers. The notice will be emailed to all three county government offices requesting that it be posted on their county websites. Finally, a notice will also be placed one time in a news publication in The Sun News, the main newspaper serving the three (3) counties.

Following the thirty-day comment period, the partner-convening group will discuss comments and respond with changing the plan or indicating reasons for not making a change.

8. [A description of how the local area SC Works centers are implementing and transitioning to an integrated, technology-enabled intake and case management information system for programs carried out under WIOA and by SC Works partners.](#)

The Core Program Partners will register all applicants/participants in the SC Works database at each of the One-Stop Center and/or partner agency access points. Title I Adult, Dislocated Worker, and Youth Program providers will use the SC Works database as its intake and case management system and tracking system for service engagement and performance outcomes.

Due to the need to coordinate assessments, co-enrollments, exits and case records, it is important that the other Core Program Partners join Wagner-Peyser and Title I Adult, Dislocated Worker and Youth Programs in using the SC Works database as a coordinated database. Until that is possible, the WWDA will hold regular conversations to coordinate essential service delivery components.

The COVID-19 pandemic has encouraged the utilization of more technology and virtual approaches to center access, case management and soft skills training. There will be a continued emphasis on developing innovative and accessible approaches to help make it easier for all clients to participate in WIOA. Increased effort and staff will be directed toward assisting clients with SCWOS registration, accessing UI portal, and instruction on utilizing SCWOS for job searching and resume development will be done remotely via telephone and other methods such as online tutorials and possibly group orientations/question and answer sessions via zoom or other platforms.

The Waccamaw Workforce systems has already created a local UI call number and email account to help clients with common UI issues. The high unemployment in the WWDA are created an overwhelming demand for UI services during the pandemic. As a result, the

WWDA created innovative ways to assist in the local area as the statewide system was flooded with calls and backed up. The Waccamaw workforce system will also develop creative approaches to help connect UI claimants and other job seekers to businesses through virtual job fairs, virtual interviews. Efforts will be taken to help ensure they are prepared to enter the workforce by providing virtual soft skills workshops and virtual resume assistance.

The WIN Soft Skills Training will be used more often as it is an online platform. The Skills to Pay the Bills Curriculum and videos are often used for the Youth participants in conjunction with a “boot camp” to prepare them for training and employment. Both the youth and adults/DW receive financial literacy training as well. Workshops have also been provided to small groups and individuals via Zoom. The workshop facilitator also provides soft skills training in topics such as: ethics in the workplace, managing time, employability skills, teamwork, goal setting, social media, appropriate workplace communication, interviewing skills.

9. A description of how the local board ensures compliance with the adult priority of service requirements under WIOA Title I.

The WWDB will spend Adult funds according to the WWDB’s priority of service policy that includes:

Priority of service status is established at the time of eligibility determination and does not change during the period of participation. The WWDB will spend Adult funds according to the priority of service policy.

1 <sup>st</sup> Priority	Veterans and eligible spouses who are also low-income, recipients of public assistance and/or basic skills deficient
2 <sup>nd</sup> Priority	Individuals who are not veterans or eligible spouses, are recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient
3 <sup>rd</sup> Priority	Veterans and eligible spouses who did not meet "first priority" conditions
4 <sup>th</sup> Priority	Individuals who are residents of the Waccamaw Local Area and who are not veterans and do not meet criteria to be considered a target population

Criteria used to determine whether an individual is basic skills deficient includes the following:

- Lacks a high school diploma or high school equivalency and is not enrolled in a secondary education.
- Enrolled in a Title II Adult Education/ Literacy program
- TABE testing in Reading, Applied Math, and Math Computation skills at an 8.9 grade level or below grade level and/or WIN testing at a level below Silver.

- Determined to be Limited English Skills proficient through staff-documented observations.

Public Assistance Recipient is an individual who receives federal, state, or local government cash payments for which eligibility is determined by a need or income test (WIOA Section 3(5)).

Low-Income is an individual that meets one of the following criteria:

- Receives, or in the past six (6) months has received, or is a member of a family that is receiving, or in the past six (6) months has received, assistance through the supplemental nutrition assistance program, temporary assistance for needy families program, supplemental security income program, or state or local income-based public assistance;
- In a family with total family income that does not exceed the higher of either the poverty line or 70% of the Lower Living Standard Income Level.
- A homeless individual.
- An individual with a disability, whose own income does not exceed the income requirement, but is a member of a family whose total income does (WIOA Section 3(36)).

#### 10. A description of how the local board is serving priority populations, including those with barriers to employment, as required by WIOA.

South Carolina's State Workforce Board's Priority Population Committee identified the following as Priority populations:

- Individuals with disabilities
- Veterans
- Youth with Barriers
- Long-term Unemployed
- Ex-offenders
- Homeless

The WWDA places emphasis on serving individuals with barriers particularly individuals with disabilities, recipients of public assistance, low-income, and those who are basic skills deficient. The "no wrong door" and system-wide coordination effort helps to make information and services accessible. Core Program Partners participate by assisting with SC Works registration, initial screening, system orientation, and referrals.

Vocational Rehabilitation and other Core Program Partners share information specific to their target populations and discuss appropriate co-enrollment standards in order to leverage services to best serve clients. Additionally, monthly partner meetings are held to stay abreast and connected with partners and to develop and facilitate strategies to leverage services for shared participants and to maintain a strong referral system.

SCDEW provides services to Veterans and the Long-term Unemployed in the local SC Works Centers. The WWDA has many community-based organizations that serve homeless and ex-offenders. Those community agencies refer and often bring their clients to receive services once their most basic needs have been met. The WWDA workforce system plays a pivotal role in helping homeless and ex-offender served by those agencies to obtain employment and achieve training to enter into careers.

#### 11. A description of the local area's fiscal and programmatic monitoring process.

- The WWDA conducts a fiscal desktop review on a monthly basis during the program year, as the contractor submits payments requests each month. Any problems or discrepancies discovered are addressed with the contractor at that time, and technical assistance takes place on an ongoing basis.

In addition, once per program year, a comprehensive fiscal monitoring is conducted for all WIOA programs, to determine if contractor(s) administering the programs are in compliance with WIOA (Public Law 113-128), and aligned with Uniform Guidance [2 CFR 200.331(d)]. Testing and reviews are performed also to ensure that the sub-recipient award(s) were used for authorized purposes, in compliance with Federal statues, regulations, terms and conditions of the contract(s), and that performance goals as outlined in the contract(s) were achieved. Any issues or observations discovered are addressed with the contractor, both orally and in a written monitoring report. Issues and observations discovered are also presented to the WWDB, along with the written report. WRCOG WIOA staff follows up to ensure that the contractor implements any necessary changes or corrections, and to provide ongoing technical assistance. The WRCOG WIOA Fiscal Coordinator currently on staff that performs the fiscal monitoring is a Certified Public Accountant with extensive audit experience and holds a FVS Certification (Forensic Valuation Services) from the AICPA. Once the annual fiscal monitoring is completed, it is reviewed by the WRCOG Finance Director and the Workforce Development Director.

In addition, the WRCOG undergoes a single audit on an annual basis whereupon WIOA programs are tested.

- Internal programmatic monitoring will be conducted to monitor compliance with the Workforce Innovation and Opportunity Act of 2014, federal and state regulations, and local policies, processes, and procedures.
  - The programs will be monitored for general compliance and programmatic activities.
  - The monitoring team will visit each site within the local area.
  - The monitoring team will meet with the WIOA Adult, Dislocated, and Youth Program service provider's project director for an entrance conference.

- A desktop review will be conducted wherein a monthly case note report, system closure report, and case note for youth in follow-up report were evaluated. Enrollment and performance numbers will also be examined.
- A monitoring tool was developed and will be used to record findings during case file reviews. A selection of Adult, Dislocated Worker, and Youth Files from each office will be monitored.
- A staff interview questionnaire was also developed which included questions regarding procedures, processes, and policies. Career specialists in each office will be interviewed by the monitoring team.
- A site visit and OJT/WE interview will be held at a business that has had an OJT and/or Work Experience placement during the program year.
- A BSR interview questionnaire was developed in which questions regarding policies, procedures, and experiences with businesses and provider are asked.
- An exit conference will be held where preliminary findings will be shared with the service provider's project director.
- A written report of the findings will be provided to the service provider which includes highlights of strengths, areas for improvement, and recommendations.

Additionally, throughout the program year desktop reviews and file reviews will be conducted. The career specialists and project director will be notified of the findings and are required to address findings.

12. Copies of current local board policies and definitions, including:

- Supportive Services policy
- OJT reimbursement policy;
- IWT policy, when using local funds;
- Youth incentives policy;
- Local training cap policy;
- Youth BSD policy (if applicable);
- Local definition for youth who "require additional assistance"; and
- Adult and dislocated worker self-sufficiency definition(s) for training.

13. Copies of current local workforce area documents, including:

- Memorandum(s) of Understanding, including signature sheets;
- Resources Sharing Agreements, including signature sheets;
- All service provider grants, including statements of work and budgets;
- Statements of work for in-house operational staff (where applicable);
- Current or most recent Grant Application Request(s)/Request(s) for Proposals;
- LWDB By-Laws
- LWDB and Committee meeting schedules;
- LWDB budgets; and
- Local monitoring schedules.



**Local Plan Signatures**

**Local Workforce Development Board:**

\_\_\_\_\_ Workforce Development Board  
\_\_\_\_\_, Chair

\_\_\_\_\_  
Signature Date

**Local Grant Recipient Signatory Official:**

\_\_\_\_\_ Workforce Development Area  
\_\_\_\_\_  
Name Title

\_\_\_\_\_  
Signature Date