WIOA LOCAL INTEGRATED PLAN 2024-2028

Waccamaw Workforce Development Area
Horry, Georgetown and Williamsburg Counties

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Waccamaw Regional Council of Governments

Workforce Innovation and Opportunity Act

Local Plan
July 1, 2024 — June 30, 2028

Local Area
Waccamaw

Counties within the Local Area
Horry
Georgetown
Williamsburg

Local Area Administrator and Contact Information
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Attachment B: Local Plan Requirements

The local plan serves as a four-year action plan to develop, align, and integrate local workforce development area (LWDA) service delivery strategies with those that support the state's strategic and operational goals. In partnership with the chief elected officials (CEOs), each local workforce development board (LWDB) must develop and submit a local plan to identify and describe the policies, procedures, and activities that are carried out in the LWDA, consistent with the strategic vision and goals outlined in the WIOA State Plan and the respective regional plan.

In alignment with South Carolina's Unified State Plan (resulting from South Carolina's Act 67 of 2023), the Program Years (PYs) 2024 – 2027 WIOA State Plan vision is to achieve and sustain South Carolina's workforce potential. The plan focuses on the following priorities:

1. Develop and create an effective customer-driven workforce system through the alignment of programs and policies, the use of leading-edge technology, and high-quality staff.
2. Prepare jobseekers for priority occupations through relevant training and skills acquisition, and match jobseekers to open employer positions.
3. Improve the education and workforce infrastructure network to decrease obstacles to work in order to improve recruitment and retention of workers, which is necessary to maintain economic development competitiveness.
4. Create alignment between the workforce development system and the South Carolina agencies and organizations directing implementation of the Infrastructure Investments and Jobs Act of 2021 (IIJA), Inflation Reduction Act of 2022 (IRA), and CHIPS and Science Act of 2022 funding.

The following guiding principles must be considered priorities and included in responses throughout the LWDA's PYs 2024 – 2027 Local Plan:

- Partnership and collaboration,
- Increased access to resources and services through the use of technology, and
- Innovation and cost efficiencies.

The local plan must include:

Section I:	Workforce and Economic Analysis
Section II:	Strategic Vision and Goals
Section III:	Local 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 must include the following:

- **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.**

The Waccamaw Workforce Development has reviewed current, projected, and experiential data and has determined that Health Care, Manufacturing and Retail/Hospitality will continue to be forecasted as the in-demand industries and occupations in the LWDA.

- **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.**

This chart below shows the minimum level of education requested by employers on job openings advertised online in the areas selected on November 20, 2024[1]

Education Level	Georgetown	Horry	Williamsburg
No Minimum Education	5	85	1
Less than High School	0	0	0
High School Diploma or Equivalent	60	287	12
Some College	0	0	0
Associate's Degree	30	176	4
Bachelor's Degree	19	68	3

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[1] Job Source: Online advertised jobs data
  Candidate Source: Individuals with active resumes in the workforce system

This chart below shows the minimum required work experience on job openings advertised online in the areas selected on November 20, 2024[2]

Experience Required	Georgetown	Horry	Williamsburg
Less than 1 year	4	53	5
1 year to 2 years	514	4,370	142
2 years to 5 years	20	32	3
5 years to 10 years	2	2	0

The advertised educational levels and required experience in the Waccamaw Workforce Development Area clearly show the absolute need for a high school diploma or its equivalency.   Work experience requirements indicate the need for 1 to 2 years of experience.   This information provides important data to assist in our LWDA strategies for training and for work experience.   In the event, participants are nearly ready for work but need more experience, the LWDA will use on-the-job training and work experience activities to make the sale to the business customer.

The top 3 types of certifications that employers advertise in job listings are Nursing Credentials, Commercial Driver's Licenses, and Medical Treatment and Therapy. These certifications require education beyond high school. In fact, nine of the top 10 job certifications advertised in job postings are in the healthcare sector.

Advertised Job Certifications[3]		
The table below shows the top advertised certification groups found in job openings advertised online in Waccamaw, SC in October 2024.		
Advertised Certification Group	**Advertised Certification Sub-Category**	**Job Opening Match Count**
American Heart Association (AHA)	Nursing	478
Registered Nurse (RN)	Nursing	454
American Red Cross Certifications	Nursing	374
Licensed Practical & Licensed Vocational Nurses (LPN & LVN)	Nursing	160
Commercial Driver's License (CDL)	Ground Transportation	153
Certified Nursing Assistants (CNA)	Nursing	86
Certified Registered Nurse Anesthetist (CRNA)	Nursing	59
National Registry of Emergency Medical Technicians (NREMT)	Nursing	50
American Organization for Nursing Leadership (AONL) Certification	Nursing	40
National Healthcareer Association (NHA) Certification	Medical Treatment and Therapy	38

[2] Job Source: Online advertised jobs data
  Candidate Source: Individuals with active resumes in the workforce system.
[3] Source: Online advertised job data 11/2024

- **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.**

The population in the three-county area shows a modest growth rate.   A review of barriers related to individuals served in PY24 confirm the need for basic skills support.

County	Population 4/1/2020[4]	Growth Rate[5]
Horry County	351,032	2.0%
Williamsburg County	31,023	1.4%
Georgetown County	62,249	1.9%
Waccamaw Area Total	**444,304**	**1.7%**

Barriers Served PY24[6] thru 11/24/24 in WWDA		
Barrier	**Youth**	**Adult & Dislocated Worker**
Low-Income Individuals	36	104
Substantial Disability	6	7
Homeless	2	1
Justice-Involved	1	1
Pregnant or Parenting	13	0
Basic Skills Deficient	47	111
Foster Care	2	0
Food Stamps	11	50
Total Barriers Served	**118**	**274**

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[4] Source: US Census Bureau Population, Census, April 1, 2020
[5] Source: US Census Bureau Population, Change from 2018 to 2020
[6] Source: SC Dept of Employment & Workforce

The November 2024 unemployment rate in the Waccamaw Workforce Development Area was 5.2% which ties for the third highest unemployment rate in South Carolina's Workforce Areas. The range in South Carolina is a high of 5.8% in Lower Savannah and a low of 4.1% in Trident. The high unemployment figure in the Waccamaw Workforce Area provides an opportunity to recruit eligible and suitable applicants who may be able to access existing certifications and reenter the workforce with skills the business community is looking for.

Annual Unemployment Rate (Unadjusted)

Trends

● South Carolina ● United States ● Waccamaw   [7]
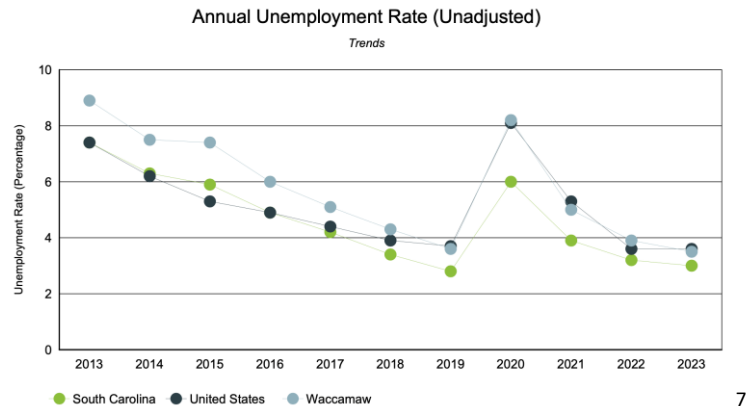
Area	Time Period	Labor Force	Employed	Unemployed	Unemployment Rate
Waccamaw	2023	195,139	188,375	6,764	3.5%
Waccamaw	2022	188,721	181,389	7,332	3.9%
Waccamaw	2021	184,448	175,251	9,197	5.0%
Waccamaw	2020	181,880	166,990	14,890	8.2%
Waccamaw	2019	182,451	175,856	6,595	3.6%

[8]

Civilian Labor Force[9]	Number Employed	Number Unemployed	Unemployment Rate
198,846	188,547	10,288	5.2%

Occupations with the highest job Openings Advertised in Waccamaw Workforce Development Area[10]			
Occupation	Job Openings	Potential Candidates	Median Wage
Registered Nurses	245	85	$77,982
Retail Salespersons	223	181	$23,169

[7] Source: SC Dept of Employment & Workforce
[8] Source: Bureau of Labor Statistics, SC Dept of Employment & Workforce
[9] Source: SC Dept of Employment & Workforce
[10] Candidate Source: Active Resumes in Workforce System; Job Source: Online Advertised Job Data; Wage Source: Bureau of Labor Statistics

Physical Therapists	79	0	$101,071
First-Line Supervisors of Food Preparation and Serving Workers	74	50	$36,702
First-Line Supervisors of Retail Sales Workers	66	99	$37,542
Customer Service Representatives	62	1,028	$31,338
Fast Food and Courier Workers	59	81	$21,625
General and Operations Managers	54	213	$78,000
Cooks, Restaurant	53	106	$29,141
Janitors and Cleaners (Except maids/Housekeeping)	52	121	$23,948
Nursing Assistants	51	212	$30,395
Cashiers	49	337	$21,940
Licensed Practical and Licensed Vocational Nurses	47	34	$48,023
Waiters and Waitresses	47	131	$18,332
Radiologic Technologists and Technicians	41	6	$59,514
Managers, All Other	40	179	$106,976
Nurse Practitioners	38	6	$103,982
Maids and Housekeeping Cleaners	34	128	$22,896
Medical Assistants	32	171	$34,956
Stockers and Order Fillers	32	195	$27,538
Health Technologists and Technicians, All Other	29	33	$36,924

Waccamaw Workforce Development Area falls in the lower half of the Local Workforce Areas in regard to the Candidates Per Job figure of 2.92.   The above table shows the need to consider a variety of strategies to get people to work, stay in work, and obtain a living wage.   When there are more job openings than candidates, a focused effort should be given to recruiting eligible and suitable candidates through advertising and outreach to place and/or train individuals.   When there are more potential candidates than job openings, a focused effort should be given to identifying employers and develop opportunities for the candidates and/or discuss retraining with the potential candidates.   Noting in these statistics is also the openings in Retail Trade and Accommodations and Food Service.   The program design can incorporate using Retail Trade/Accommodations and Food Service as a stepping stone to provide job readiness coaching

and pre-employment skills work while determining the appropriate career path an individual may want to take.

	Jobs and Candidates Available				
Data	Horry	Georgetown	Williamsburg	Total Waccamaw Area	Sources on November 21, 2024
Jobs Available	4,520	548	155	5,223	Online Advertised Jobs Data
Candidates Available	14,451	12,678	12,657	39,786	Online Advertised Jobs Data

2-Digit Industry	Empl	Avg Ann Wages	LQ	5yr History	Annual Demand	Forecast Ann Growth
Accommodation and Food Services	35,872	$27,656	2.17		7,077	1.9%
Retail Trade	30,938	$35,276	1.65		4,736	1.5%
Health Care and Social Assistance	23,612	$61,120	0.84		2,880	2.3%
Construction	13,402	$58,662	1.17		1,411	1.8%
Administrative and Support and Waste Management and Remediation Services	11,278	$41,735	0.96		1,518	1.9%
Educational Services	10,918	$52,022	0.71		1,260	2.1%
Public Administration	9,255	$52,496	1.05		1,008	1.6%
Manufacturing	8,194	$64,775	0.54		880	0.6%
Other Services (except Public Administration)	7,946	$32,143	0.99		1,066	1.9%
Professional, Scientific, and Technical Services	7,378	$70,020	0.53		769	2.2%
Remaining Component Industries	31,495	$62,911	0.77		4,071	1.8%
Total - All Industries	**190,287**	**$46,667**	**1.00**		**24,438**	**1.9%**

[11]

The top four employers in the Waccamaw Workforce Development Area, with the highest number of job openings advertised online on November 24, 2024, were in the Health Care Sector: Tidelands Health (344), McLeod Health (183), HCA Heathcare, Inc. (107), and Conway Medical Center (102).

The Retail Sector had on November 25,2024, four (4) of the ten (10) highest number of job openings advertised online. Although this sector typically is not a focus due to low entry level wages, many of the workforce system applicants have a number of barriers that may cause them to need a starting point in the Retail Sector to gain some work readiness skills and address barriers while determining an appropriate career path in an industry that pays a living wage and has promotional opportunities.

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[11] Source: JobsEQ Industry Spotlight report, 2024Q1

Employers by Number of Job Openings in Waccamaw Local Workforce Area[12]	
Tidelands Health	344
McLeod Health	183
HCA Healthcare, Inc.	107
Conway Medical Center	102
Coastal Carolina University	98
Food Lion	75
McDonalds Corporation	67
TeamHealth, Inc.	54
Wendy's International, Inc.	45
The Kroger Company	43

The occupations with the highest projected employment change in 2030 do not show the same trends as the current job openings previously researched and identified in this plan which are dominated by health care positions. The data for 2030 does indicate that Nurse Practitioners will experience a significant increase in the Waccamaw Workforce Development Area in regard to the number of projected openings in 2030 (319) and an annual average percent change of 5.32%.

Occupation[13]	2020 Estimated Employment	2030 Projected Employment	2020 – 2030 Annual Average % Change	Annual Openings
Ushers, Lobby Attendants, and Ticket Takers	119	235	7.04%	52
Interpreters and Translators	21	39	6.39%	5
Logisticians	49	83	5.41%	8
Cooks, Restaurant	3,547	5,975	5.35%	931
Audio and Video Technicians	57	96	5.35%	12

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[12] Source: Online advertised jobs data 11/2024
[13] Source: SC Dept of Employment & Workforce

Nurse Practitioners	190	319	5.32%	26
Information Security Analysts	60	98	5.03%	9
Curators	15	24	4.81%	3
Hazardous Materials Removal Workers	48	75	4.56%	10
Air Traffic Controllers	36	56	4.52%	6

2030 Projected Growth by Industry does provide data to support the current trend of Health Care and Transportation employment focus with the following documented in the top eighteen (18) industries.

Industry[14]	2020 Estimated Employment	2030 Projected Employment	2020 – 2030 Annual Average % Change
Transit and Ground Passenger Transportation	157	220	3.43%
Health and Personal Care	1,400	1,896	3.08%
Truck Transportation	1,038	1,385	2.93%

- **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.

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[14] Source: SC Dept of Employment & Workforce

These priority populations have barriers to employment.

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.

Barriers Served PY24[15] thru 11/24/24 in WWDA		
Barrier	Youth	Adult & Dislocated Worker
Low-Income Individuals	36	104
Substantial Disability	6	7
Homeless	2	1
Justice-Involved	1	1
Pregnant or Parenting	13	0
Basic Skills Deficient	47	111
Foster Care	2	0
Food Stamps	11	50
Total Barriers Served	**118**	**274**

The Waccamaw area also prioritizes serving Veterans, and people with disabilities.

Education levels continue to be a challenge for the WWDA. Barrier data shows a significant number of individuals who are basic skills deficient, yet job openings advertised are asking for high school diplomas or its equivalency. Job openings also demonstrated an overwhelming need for 1 to 2 years of work experience.

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[15] Source: SC Dept of Employment & Workforce

Education Level	Georgetown	Horry	Williamsburg
No Minimum Education	5	85	1
Less than High School	0	0	0
High School Diploma or Equivalent	60	287	12
Some College	0	0	0
Associate's Degree	30	176	4
Bachelor's Degree	19	68	3

Experience Required	Georgetown	Horry	Williamsburg
Less than 1 year	4	53	5
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5 years to 10 years	2	2	0

WIOA activities that address barriers to employment include:

- Individual Training Accounts (ITA) to help cover tuition costs for training programs that are on the local Eligible Training Provider List (ETPL)
- Supportive Services including assistance with the cost of transportation/mileage, books, supplies, tools and uniforms
- Supportive Services to help cover the cost for childcare, legal fees and certain emergencies which are subject to approval
- Reimbursements to WIOA clients for the costs of required testing and exams for licensure and certification for various occupations
- Reimbursement to WIOA clients for drug testing or other required lab testing prior to completion of training or prior to employment
- Incentives for WIOA youth to complete career readiness boot camp, EFL gains, and credentials earned

Additional 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
  - o *Services to individuals who are eligible to receive career and technical education at the secondary and post-secondary levels.*
- Community Services Block Grant
  - o *Services low-income Individuals to empower, educate, coordinate and assist with reducing poverty and building self-sufficiency.*
- Job Corps

- o *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
  - o *Services older adults through Senior Community Service Employment Program with employment and training assistance.*
- Temporary Assistance for Needy Families
  - o *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
  - o *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
  - o *Services target individuals who have lost their jobs due closure or downsizing with no fault of their own.*
- Title I Youth
  - o *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
  - o *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 moth 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
  - o *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
  - o *Services target individuals with disabilities to assist in achieving competitive integrated employment.*
- Trade Act
  - o Services individua/s who *are eligible workers* who lose their *jobs, or* whose hours *of* work *and wages reduced, as a result of increased imports or production transfers abroad.*
- Unemployment Compensation
  - o *Services individuals who are unemployed and eligible to receive unemployment compensation.*
- Veterans Program
  - o *Services individuals who are veterans with significant barriers to employment to receive tailored employment and training services.*

In order to address the need for occupational skills training, the Waccamaw Workforce Development Board (WWDB) approved the following training providers for inclusion on the local Eligible Training Provider List (ETPL):

Academy for Careers and Technology - Marion County School of Nursing

Advanced Diagnostic Institute
Carolina Welding Training Institute
Carolina Construction School
Florence Darlington Technical College
Horry Georgetown Technical College
Florence Darlington Technical College
Miller Motte Technical College
Nixon School of Masonry
Palmetto School of Career Development
Palmetto Training, Inc
Pee Dee Medical Training of Lake City
Pittsburgh Institute of Aeronautics
Professional Medical Training Center
Williamsburg Technical College

Some of the training programs approved by the Waccamaw Workforce Development Board include:

Automotive Technology
Welding
CDL
Heavy Equipment Operator
Practical Nursing
Nursing- Associate in Applied Science
Certified Nursing Assistant
Patient Care Medical Assistant
Phlebotomy Certification
Dental Hygiene
Medical billing and Coding
Electrical Lineman
Electronic Engineering
HVAC Brick and Block Masonry
Aviation Maintenance Technician
Machine Tool Technology
Mechatronics Technology

These programs, along with others, provide WIOA clients with the training they need to become employed and self-sufficient. WIOA clients earn certifications and credentials that local employers require to fill their job openings. (The complete list of approved training programs is located at www.scpath.org)

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	
Strengths	*Weaknesses*
In-demand Industries Represented on Local Board	Transportation Issues
Collaboration between Workforce Board and Chief Elected Officials	Funding Diversification
Knowledgeable Staff	Partner Database Communication
Good Partnership with DEW management	Infrastructure and Cost Sharing Funds
Strong Education and Training Institutions that Provide Diverse Certifications and Credentials	Higher than State Unemployment Rates
Large Pool of Individuals Needing Career Pathways	One-third of 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 LWDB'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.**
- **A description of how the LWDB will work with core and required partners to align local resources to achieve the strategic vision and goals referenced above; and**
- **A description of how the LWDB will utilize technology to increase access to resources and services for job seekers and employers.**

The WWDB's strategic vision to support regional economic growth and self-sufficiency is rooted in connecting youth and individuals who have 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 value 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.

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 has 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 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 shifts 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 9-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 LWDB 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 the Workforce Innovation and Opportunity Act and a history of working together for the good of the communities served.

   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
  o *Services to individuals who are eligible to receive career and technical education at the secondary and post-secondary levels.*
- Community Services Block Grant
  o *Services low-income Individuals to empower, educate, coordinate and assist with reducing poverty and building self-sufficiency.*
- Job Corps
  o *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
  o *Services older adults through Senior Community Service Employment Program with employment and training assistance.*
- Temporary Assistance for Needy Families
  o *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
  o *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.*
  o *and/or training.*
- Title I Dislocated Worker
  o *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 moth 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
- Native 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 recruitment, 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 LWDA.**
   - **Improve coordination between workforce development programs and economic development.**
   - **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 local workforce development system is 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 recruitment and outreach to diverse populations.
• Partnering with agencies to provide wrap around services to help address barriers that may hinder client engagement and credential/educational attainment.
• Providing case management and career coaching that challenges and supports clients in reaching employment and career goals by assigning a dedicated case manager to each client, adhering to the Individual Employment Plan, 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 is 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 regard to which industries are experiencing skills and employment gaps and where there is growth and anticipated growth. 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 *lor* the identified existing and emerging industries and occupations. The sector partnerships 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 industry representatives who are WWDB Members will participate in 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 and require different strategies to successfully recruit participants versus recruiting business and industry engagement.

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. Partners will make referrals among each other to increase the menu of service options available for eligible and suitable individuals.

Business development, on the other hand, is about outreach and recruitment of business customers to request applicants when openings occur or when they are upgrading and seek incumbent worker training options. 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 all 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 works 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 to support their goals of maintaining and growing existing business and recruiting new business to the three counties in the Waccamaw Workforce Area. WWDA provides assistance to economic development directors by attending prospect meetings in order to answer workforce related questions for certain industries and often assists 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 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.   These new procedures continue and the Waccamaw workforce system will continue 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 UI claimants 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 WIOA State Plan; specifically addressing the following:**

   - **Developing and implementing cross-partner staff training to enhance service delivery to job seekers and business.**
   - **Increasing the percentage of participants that obtain high value credentials.**
   - **Increasing access to education and training necessary for individuals to use Broadband to advance their personal goals and increase South Carolina's technology workforce competitiveness.**
   - **Improving strategic outreach and service delivery to employers to effectively match job seekers with employers.**
   - **Increasing awareness of resources to mitigate obstacles to employment.**
   - **Implementing a multifaceted outreach strategy to rural and underserved communities to ensure that individuals living in these rural areas of South Carolina have access to employment and training resources.**
   - **Identifying resources and funding opportunities to provide services to jobseekers.**
   - **Communicating opportunities to the workforce system.**
   - **Identifying and strategically targeting training providers in the state that are offering programs in the infrastructure, energy, and advanced manufacturing sectors.**

The WWDB continues to embrace the concepts outlined in South Carolina's State Plan. WWDB is committed to meeting and communicating with business and community leaders, including educational, economic development, non-profit, and state partners.   The WWDB is tasked with aligning and integrating services to provide a comprehensive approach to serving business customers, adult workers, dislocated workers, and youth clients. This plan will outline strategies discussed by the center partners 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.

The WIOA Adult/Dislocated Worker and Youth career specialists emphasize the importance of career pathways to all of their clients. During orientation, initial meetings with the clients, and after the CareerScope assessment, career specialists work with their clients to determine which occupation is best suited for them and the necessary training to arrive at their desired goal. If a client needs to start at the beginning of the training path they are encouraged to continue down the path and continue raising their income potential.

Often career pathways lead to partnering and/or co-enrolling with community agencies. Currently the local area Is creating a firefighter pipeline with Horry Georgetown Technical College and Georgetown County. The County has a demand for more firefighters. The technical college will provide the training and WIOA will cover the participant cost for the instruction. The WWDA is also discussing a heavy machine operator program where Horry Georgetown Technical College will provide training and Goodwill and WIOA will assist in covering the training cost for the participant.

Work-based Learning (WBL) activities remain a priority for the WWDA as the region continues to see growth in the healthcare, hospitality, and manufacturing sectors. Previous and on-going WBL activities for WIOA participants, especially Youth participants, include identifying new employers and fostering existing employer relationships. The Business Services Team utilizes networking platforms and events via Chamber of Commerce, Economic Development, Educational Partners, Civic/Club organizations, Trade Associations, and Partner agencies to identify new WBL opportunities for WIOA participants. In addition, the Business Services Team reviews job opportunities presented through SCWOS and other online job boards for possible WBL and/or employment opportunities.

The WWDA also promotes Apprenticeship opportunities whenever possible, however policies, procedures, and training are needed to increase activity in the region. Previous Apprenticeship opportunities have been presented to participants for full-time employment opportunities, however Apprenticeship codes in SCWOS have not been utilized due to lack of knowledge and questions regarding the use of codes. The Business Services Team continues to assist the Apprenticeship Carolina staff with identifying employers who would benefit from creating an Apprenticeship program and by assisting Apprenticeship Carolina staff with OJT and PWE information. In order to increase WBL and Apprenticeship opportunities for WIOA participants, the WWDA will need to gain a better understanding of Apprenticeship codes and best practices

by coordinating training with other state workforce regions, SCDEW, and Apprenticeship Carolina. In addition, a local policy will need to be discussed, developed, and implemented to help increase the number of Apprenticeship opportunities.

WBL will continue to develop as Business Services staff continue to use networking opportunities and online job boards as resources to assist WIOA clients. Business Services carefully monitors any changes needed due to policy changes for the employer or for any concerns of the participant. Participants who are unable to complete a WBL activity with an employer due to employer policy changes or participant concerns are presented with alternative work-based learning opportunities whenever possible.

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 or the current term, essential 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 (essential skills) and transferable skills are identified as well as deficiencies in those areas. All are required to attend soft skills (essential skills) workshops while enrolled in WIOA, as many employers have indicated that job seekers demonstrate a major deficiency in these fundamentals. The workshops may be taught face-to-face in small groups or one-on-one sessions with the Workshop Facilitator, and we also utilize technology and virtual approaches to increase access capability for the trainings. There will be a continued emphasis on developing innovative and accessible approaches to soft-skills (essential 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/Dislocated Workers receive financial-literacy training. Workshops have also been provided to small groups and individuals via Zoom as well as in-person in a group or as an individual. The Workshop Facilitator also provides soft skills (essential 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 (essential 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/coaching staff continue providing 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 (essential skills) training and any other services through the Waccamaw Workforce System, individuals are much more prepared and have gained the necessary soft (essential) and hard skills to get and keep employment.

In order to ensure SC Works Center staff are cross trained in other partner programs, all partner staff took the online course, SC Works 101, which included 5 self-paced modules covering the SC Works system, centers, customers, partners, and customer service. This training program was developed by Midlands Technical College under SCDEW's direction. Also, during the COVID pandemic there was such an impact on unemployment and the satellite centers saw a massive flood of phone calls and in-person visits regarding unemployment insurance, all WIOA staff in those satellite center locations received in-house training on basic common Q & As from customers so that more staff would be able to assist in the overwhelming number of calls and visits. This practice helps our team provide better customer service even after the pandemic.

Sharing promising practices across partner programs in order to increase awareness of partner services and to promote a workforce environment of growth and continued improvement and to support a system viewpoint is a key component in shaping the WWDA.

The WWDB has streamlined the intake and referral process. Staff are now experienced in working virtually at any given time but are able to maintain the integrity of the process and provide high quality services to visitors and clients. Upon entering the center, visitors sign in at the Virtual Greeter Kiosk and select the purpose of their visit. Resource staff assists customers at check in, makes sure they have a SCWOS account, and helps them access the services that they requested. Veteran representatives are available at the comprehensive center. Resource staff can assist with job searches and help visitors navigate filing for unemployment. Resources specialists will also provide visitors with contact information for various partners and other community resources. Often this is a "soft" handoff, where the staff member calls the agency with the customer to help facilitate and set up an appointment.

Visitors, who walk into the center looking for WIOA services, may be provided an orientation the same day if a WIOA career specialist is available. Otherwise, a virtual group orientation is scheduled. WIOA orientation slide shows are also available anytime on the computers in the resource area or online at the www.waccamawworks.org website.

The WIOA staff work closely with partner agencies for referrals to the WIOA program. Agencies including DSS/SNAP, Vocational Rehabilitation, Waccamaw EOC and Adult Education send referral forms and call with referrals on a regular basis. This process was considered during the updating of the Memorandum of Understanding.

All WIOA partner referrals are routed to a specific staff member. This career specialist communicates with the client and makes sure the client has a SCWOS account. If the client is interested in the WIOA program, they are scheduled for a virtual group orientation. These orientations are live and are provided on a regular basis. Individual orientations are also available in person or online.

The WWDB has developed strategies to increase access for clients in need of reliable transportation, affordable housing, and access to identification and vital records. WWDB ensures that staff in job centers are well trained on resources and services in the community. Additionally, there are close partnerships and regular communication with community agencies. In an effort to help eliminate barriers to employment, referrals are often made to agencies that can meet client needs. A Father's Place and South Carolina Legal Services are agencies that have assisted clients with accessing identification, vital records, and legal issues that have been barriers to employment. Customers are often referred to those agencies for assistance with obtaining I-9 documentation or civil legal assistance. The Department of Social Services is a key partner and is a referral source for clients who are in foster-care or aged out of foster care. Referrals are made back to their social workers or other case managers who may be able to assist with obtaining vital records and identification. The WIOA program has also provided supportive services to pay fines for expungements as well as fees to reinstate driver's licenses for WIOA participants.

The job center provides clients with information regarding affordable public transportation. The COAST RTA provides mass public transportation in Horry and Georgetown Counties. Williamsburg County Transit System (WCTS) provides mass transportation from Williamsburg County to Myrtle Beach. Both systems of transportation are invaluable to the Waccamaw area as it provides reliable transportation for workers throughout the area. COAST RTA and WCTS provide additional transit services for customers with disabilities. WCTS provides demand response wherein customers can request a ride to medical appointments within and outside of Williamsburg County. They also have a medical transportation program in which customers receiving Medicaid can receive transportation to medical appointments at no cost. COAST RTA has a paratransit service for those who are unable to access fixed routes independently and safely due to physical or mental disabilities. The WIOA program also provides supportive services for transportation to eligible participants who cannot afford their own transportation, are participating in an OJT, classroom training, or work experience, do not live near bus routes, and are not eligible for the paratransit and other programs through the public transportation system.   Supportive services through WIOA include mileage reimbursement and emergency car repair. Steps that have been taken to increase access to public transportation include community meetings and a grant in 2017 which increased access to public transportation through increased bus routes to underserved areas such as the Bucksport Community and Loris.

The WWDB encourages all staff in the Centers to be resourceful and to remain abreast of housing options in the local area. When clients come to the center in need of affordable housing, staff are able to provide referral for the following types of assistance: ECHO, local shelters, or Public Housing Authority for the Housing Voucher Program (Section 8).   ECHO, Eastern Carolina Housing Organization, is a partner organization which provides housing solutions to those that are homeless or in danger of becoming homeless. ECHO has a "housing first" approach which means that the organization will connect individuals and families to housing without preconditions and barriers to entry such as sobriety, treatment or service participation requirements. Services provided through ECHO include short term rapid re-housing and homeless prevention assistance to veteran

households; John's Place which is a bridge program to help veterans secure permanent housing, Transitional housing for domestic violence victims and for substance abuse disorder which is designed to help the participants become stabilized and obtain permanent housing and short-term housing and long-term housing programs for permanent housing. Center staff are also able to refer clients to the Public Housing Authority to apply for the Housing Voucher Program (Section 8). Staff are able to utilize the HUD Resource Locator (resources.hud.gov) to help the client locate low-income housing tax credit properties and multifamily housing for low income, elderly, and special needs. When needed, staff refer clients to local shelters such as Sea Haven Shelter Home for Youth (ages 13-21), New Directions of Horry County (provides shelter for men, women, and families with children), and North Strand Shelter. The staff assists clients with initiating contact with all of the aforementioned agencies. Some of the shelters, such as Sea Haven can arrange to pick up the client at a safe location to provide transportation to the shelter. The SCWorks Center staff provides assistance throughout the contact process. If the client agrees and signs a disclosure agreement, staff can work with the case managers at the shelters and ECHO to provide employment and training services.

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.

When the Greater Pee Dee Region developed a proposal for the Sector Partnerships grant from the SC Department of Employment and Workforce, consideration had to be given to the Manufacturing Sector. There was discussion of trying to pick up the Pee Dee Region Healthcare Partnership that started in October of 2019 and which COVID halted. It was decided that there had been major changes to the healthcare industry. Many of the participating hospitals had been bought out by other hospitals and administrative staff had shifted priorities ensuring preparatory measures are in place in case of another pandemic occurring. Many of the hospital leaders who were involved in the launch meeting in 2019 had either retired or found employment elsewhere. Employers in the healthcare sector emerged from the pandemic perhaps more self-reliant than ever therefore making efforts to revive the healthcare sector partnership more difficult.

Data shows that Manufacturing is in fourth place for the region, however, it is number two in the six-county Pee Dee LWDA and number three for the Santee-Lynches LWDA. Also, it is noted that the average annual wage for manufacturing is higher than the top three occupations. Wages for the workforce in Retail trade and Accommodation and Food Services are the lowest of any of the sectors identified. Therefore, the selection of a Diversified Manufacturing Sector Partnership was made. Beginning in November 2023, work began with Brianna Dennis, of Indevo Sparks Group, LLC, the selected convenor for the Diversified Manufacturing Partnership, to bring the manufacturers together first locally and then regionally. Following three meetings with employers and/or support partners in

each LWDA, the regional collaboration response was very good for the first regional meeting held in Lake City, SC, on August 28, 2024. Nearly 70 people were in attendance including 22 representatives from 18 manufacturers and 47 persons representing education of all levels, workforce, state and local agencies, community-based organizations, and councils of governments. Ms. Dennis engaged the industries to provide more information about their needs and explained how support partners in the room could assist them. Rebecca Battle Bryant of Battle Plan Consulting provided a dynamic presentation about Recruitment and Retention strategies in rural areas and generational differences in the workplace. More regional events are planned before the end of the grant. The goal is that manufacturers will realize value from the sector strategy so that efforts can be sustained.

Promising practices are shared at the Waccamaw Workforce Board Meetings where the membership is made up of businesses as well as education, labor, economic, government and community organizations. Discussions about available human services programs offered locally, business needs and educational opportunities are held at each meeting. Also, the disability, youth and one stop committees meetings are other venues in which awareness is brought up about what other agencies are doing to promote growth and continuous improvement in the local workforce environment. Finally, the quarterly Business Partner Meetings convene employers and partner agencies on a larger scale which allows for even more of a detailed discussion on best practices and community needs.

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.**

All of the core program partners, plus Economic Development, are represented and participate actively on the Local Workforce Development Board. At each bi-monthly board meeting, members are updated not only about the WIOA program but also about the SC Works centers and the partner staff activities. During these meetings, WWDB members can discuss, brainstorm and share ideas that may further align procedures to enhance the WWDA's ability to implement the strategies and services discussed above.

The Youth, One Stop and Disabilities Committees all include partner agencies and are all chaired by a member of the WWDB. These committees work closely with SC Works staff by developing processes and procedures for aligning resources. During quarterly meetings feedback is provided by the committee members regarding the efficacy of existing procedures or the need for new ones to address any shortcomings.

The WWDB Economic Development Member is a key component of the board and all committees and provides recommendations and advice on the local workforce system and strategies to serve business and industry effectively. The WWDB Economic Development Member also helps the WWDB staff collect 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, Dislocate Worker, 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, now known among employers as essential 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 transferable skills are identified as well as deficiencies in those areas. All are required to attend soft skills (essential skills) workshops while enrolled in WIOA, as many employers have indicated these skills 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. Since the pandemic we have utilized more technology and virtual approaches to soft skills (essential skills) training. There is a continued emphasis on developing innovative and accessible approaches to soft-skills (essential skills) training to help make it easier for all clients to participate. The WIN Soft Skills Training will be used 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/Dislocated Workers receive financial literacy training as well. Workshops have also been provided to small groups and individuals via Zoom and in-person with a group or as an individual. The Workshop Facilitator also provides soft skills (essential 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 (essential 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 (essential 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 LWDB'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 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. When the Greater Pee Dee Region developed a proposal for the Sector Partnerships grant from the SC Department of Employment and Workforce, consideration had to be given to the Manufacturing Sector. There was discussion of trying to pick up the Pee Dee Region Healthcare Partnership that started in October of 2019 and which COVID halted. It was decided that there had been major changes to the healthcare industry. Many of the participating hospitals had been bought out by other hospitals and administrative staff had shifted priorities ensuring preparatory measures are in place in case of another pandemic occurring. Many of the hospital leaders who were involved in the launch meeting in 2019 had either retired or found employment elsewhere. Employers in the healthcare sector emerged from the pandemic perhaps more self-reliant than ever therefore making efforts to revive the healthcare sector partnership more difficult.

Additionally, the IBST participated 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 LWDB will coordinate local workforce investment activities with regional and economic development activities that are carried out in the LWDA, including how the local board will promote entrepreneurial skills training and microenterprise services.**

Economic development organizations continue to participate in discussions in an effort to help formulate strategies to serve businesses and industries effectively and play an important advisory role in the development of business partnerships. County Economic Development Directors in the region continue to consult the Business Services Manager and Workforce Development Director for information regarding skills needed for in-demand occupations in the region as well as any emerging industry training needs. The WWDA provides labor market data to Economic Development Directors on a regular basis and often meets with existing and potential businesses looking to expand and/or locate a facility to the region. This partnership has proven effective as expansion and new industry announcements are now communicated through SC Works to the public allowing SCWorks the opportunity to help employers screen and hire for positions.

The local area continues to provide assistance to businesses or to individuals inquiring about starting a business, by referring and providing information about the South Carolina Business One Stop (SCBOS), connecting them to the local Small Business Administration, Business Innovation and Incubator Centers, Economic Development, and Chambers of Commerce. Entrepreneurs are also encouraged to utilize WIOA OJT and PWE opportunities whenever growth and expansion allows for increasing the number of employees. Activities in Horry County indicate increased growth of microenterprises through Charlie's Place and the HTC Innovation Center-both in early stages of opening in the Myrtle Beach area. WWDA will embrace opportunities of engagement to help promote entrepreneurial skills training throughout the Waccamaw Region.

Section IV: Program Design and Evaluation

1. **A description of the SC Works delivery system in the LWDB, 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 LWDB will target rural communities, including how the LWDB will use technology and other means to facilitate increased access to services provided through the SC Works delivery system.**
   - **How entities within the SC Works delivery system, including center operators and partners, will comply with the nondiscrimination provisions of WIOA and applicable provisions of the South Carolina Nondiscrimination Plan, the Americans with Disabilities Act of 1990 (ADA) and the ADA Amendments Act of 2008 (ADAAA) in regards to 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.**
   - **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 are in place. 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.
- documentation of a full certification determination.

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

Access to services are 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.

Providing information and access to the rural communities is always a challenge. Lack of transportation and lack of sufficient internet service continues to make it very difficult for citizens living in the rural areas to visit an SC Works center. The local area frequently visits the more rural communities and sets up half day sessions in public facilities where the career specialists can be accessible. Career specialists bring laptops, and any other equipment needed

to test, certify and enroll on the spot.

The local area also has a very comprehensive website with not only WIOA information but also SC Works partner program information. There are also direct links to SC Works Online and other partner websites. Orientation can be done online through the website as well. (www.waccamawworks.org). Facebook and Instagram are also active and relay hot jobs and job fair information as well.

The WWDA hosts a number of job fairs every year. The rural communities of all three counties are targeted and job fairs are taken to the heart of the community. The Covid pandemic required some new innovative ways of reaching people and WWDA created new methods that we continue to use including drive-thru job fairs in Myrtle Beach, Kingstree and Georgetown as well as virtual job fairs.

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 the One Stop Operator and the EO Coordinator.   Along with those reports, Able SC and the EO Coordinator provided training for SC Works staff.

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

The Waccamaw Workforce Development 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.

The Waccamaw Workforce Development 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.

The Memorandum of Understanding and its attachments must be developed in a standard format which have been established 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 prescribed 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.

Carl Perkins Career and Technical Education Act (Horry Georgetown Technical College)
  o *Access to facilities for job fairs which reduces the financial burden of "renting" space*
  o *Brochures and other literature to disseminate in the SC Works Centers*
  o *Referrals*
Community Services Block Grant (Waccamaw EOC)
  o *Brochures and other literature to disseminate in the SC Works Centers*
  o *Referrals*
Job Corps
  o *Brochures and other literature to disseminate in the SC Works Centers*
  o *Referrals*
Older Americans Act (Goodwill)

o *Work Experience to serve in the SC Works Centers*

Temporary Assistance for Needy Families (DSS)

    o *Brochures and other literature to disseminate in the SC Works Centers*

    o *Referrals*

    o *Cash payment*

Title I Adult (WRCOG)

    o *Oversight*

    o *Cash payments*

Title I Dislocated Worker (WRCOG)

    o *Oversight*

    o *Cash **payments***

Title I Youth (WRCOG)

    o *Oversight*

    o *Cash payments*

Title II Adult Education and Literacy (Horry County Adult Ed)

    o *Brochures and other literature to disseminate in the SC Works Centers*

    o *Referrals*

    o *Cash payment*

Title III Wagner-Peyser (SCDEW)

    o *Referrals*

    o *Cash payment*

Title IV Rehabilitation Act (Vocational Rehabilitation)

    o *Referrals*

    o *Cash payment*

Trade Act (SCDEW)

    o *Referrals*

    o *Cash payment*

Unemployment Compensation (SCDEW)

    o *Cash payment*

Veterans Program (SCDEW)

    o *Cash payment*

All partners agree to:

- Actively participate in the strategic planning process for the local SC Works system.
- Serve on the Business Services team and participate in industry or sector partnerships, as applicable.
- Participate in SC Works Partner meetings, as appropriate.
- Coordinate and integrate activities so that individuals seeking assistance will have access to information and services that lead to positive employment outcomes.
- At a minimum, provide electronic access to programs, activities and services:
  - Services provided through electronic means will supplement and not supplant

those provided through the physical SC Works delivery system. The term "electronic" includes Web sites, social media, internet chat features, and telephone.

2. **A description and assessment of the type and availability of adult and dislocated worker employment and training activities in the LWDA.**

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 LWDA 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 LWDA, 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 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. WWDA has increased outreach and the 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 partnership has emerged 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 develop and train our 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, identifying business opportunities, develop budgets and forecast resource needs, understand various options for acquiring capital and the trade-offs associated with each option.

        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 which identifies the entities involved and the function(s) they are providing, and a description of 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.

<u>Paid and Unpaid Work Experiences</u>
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 works experience placements assist youth participants in acquiring personal attributes, knowledge and skiIls needed to obtain a job, and advance in employment through hands-on experience in the workplace.

<u>Occupational Skills Training</u>
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.

<u>Education Offered Concurrently with and in the Same Context as Workforce Preparation Activities and Training for a Specific Occupation or Occupational Cluster</u>
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.

<u>Leadership Activities</u>
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.

<u>Supportive Services</u>
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.

<u>Adult Mentoring</u>
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 painfully 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, 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 LWDB 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 LWDB will coordinate the WIOA Title I workforce investment activities with the provision of transportation, child care, and other appropriate supportive services in the LWDA.**

   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.

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 is co-located full-time in the comprehensive One-Stop Center and shares in the facility costs. In addition, a representative sets 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.

9. **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 the WWDA EO Coordinator 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.

Identifying members of groups protected by the Equal Opportunity provisions of WIOA § 188, remains a focus to the WWDB. WIOA staff are encouraged to participate in all outreach opportunities which allows them to communicate with individuals protected under these

provisions. Recent activities over the past years have included outreach campaigns to minority groups such as the Waccamaw Indian People by attending festivities and providing resource information to the tribal center. In addition, WIOA staff assists with planning events with the Grand Strand Martin Luther lying, Jr. celebrations which allow for interaction of all ethnic and racial backgrounds, religious backgrounds, and disabilities. WIOA staff has also interacted regularly with Adult Education which provides courses on ESL. WWDB has also provided outreach services through advertising WIOA services through Spanish speaking radio stations and through digital ads to individuals who may speak Spanish or who may be of Spanish descent. WWDB will continue to provide outreach to diverse populations through in-person events, networking events, online presentations, and marketing campaigns.

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 LWDB 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.**

   The WWDA utilizes the MOU/IFA developed by SCDEW and other state partners to address the process of integration of and access to the entire set of services available in the local SC Works system. The local area does have a local cooperative agreement with Georgetown County Adult Education.   A summary of the agreement is provided below:

   Georgetown County Adult Education will:
   - Provide pre-TABE Assessment
   - Maintain student data/documentation (LACES)
   - Provide Basic Skills, GED, High School Diploma, and WIN instruction at no cost (Howard and Andrews Library Sites)
   - Provide post-TABE Assessment
   - Provide scholarships for GED Testing (for those who meet a checklist criteria)
   - Provide free WIN Testing
   - Provide free copies of educational records at students' request
   - Provide office/customer service work experiences
   - Provide meeting space

   SC Works will:
   - Provide student referrals
   - Provide Youth Career Coaches
   - Provide Stipend for student work experiences

2. **A description of the entity responsible for the disbursal of grant funds as determined by the chief elected official(s).**

   The Chief Elected Officials have designated WRCOG as the entity responsible for the disbursal 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.
- 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:
  o The item is available only from a single source.
  o The public emergency for the requirement will not permit a delay resulting from competitive solicitation.
  o After solicitation of a number of sources, competition is determined inadequate.

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

WIOA Title I Adult	Goal	Actual	% of Goal
Employment Rate 2nd Quarter After Exit	82.5%	85.1%	103.2%
Employment Rate 4th Quarter After Exit	79.5%	86.4%	108.7%
Median Earnings	$6,300	$8,485	134.68%
Credential Rate	60.5%	63.7%	105.3%
Measurable Skills Gain	56.0%	69.0%	123.2%
WIOA Title I Dislocated	**Goal**	**Actual**	**% of Goal**

Worker			
Employment Rate 2nd Quarter After Exit	84.5%	100.0%	118.3%
Employment Rate 4th Quarter After Exit	84.5%	86.7%	102.6%
Median Earnings	$8,500	$5,756	67.7%
Credential Rate	61.5%	80.0%	130.1%
Measurable Skills Rate	54.0%	100.0%	185.2%
WIOA Title I Youth	**Goal**	**Actual**	**% of Goal**
Employment Rate 2nd Quarter After Exit	82.0%	89.2%	108.8%
Employment Rate 4th Quarter After Exit	78.0%	90.0%	115.4%
Median Earnings	$4,700	$6,214	132.21%
Credential Rate	64.3%	63.5%	98.8%
Measurable Skills Rate	61.0%	89.3%	146.4%

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 publicly available.**
   - **A description of the methodology used by the LWDB to allocate SC Works center infrastructure funds.**
   - **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. The Waccamaw WIOA / finance staff completes a budget for the upcoming program year for the Adult, Dislocated Worker, Youth Programs and SC Works Centers which are then approved by the WWDB. The budgets are entered into the accounting system. Budget vs actual cost reports are monitored monthly and presented to the WD board as well as the WRCOG board during the program year. Any problems in tracking budget vs actual costs are addressed as they occur. Monthly reporting includes WIOA GL cost reports for each program

and workforce centers. Costs are analyzed as the PY progresses to ensure proper recording, accruals, classifications, and reporting to DEW via monthly FSRs. FSRs are balanced against the GL to ensure that all YTD program and operating costs are being reported accurately. In addition to the financial reports from the accounting system, the WIOA Fiscal Coordinator also maintains monthly internal spreadsheets which track expenditures by fund, obligations by fund, drawdowns, local services income, and tracking of fiscal performance measures. The fiscal performance measures calculated and tracked on a monthly basis are fund utilization rates, obligation rates, work-based learning rates, allocation of OSY/ISY expenditures as required by WIOA, direct participant cost rates, contractor's budget expenditure rates, operating cost percentages, as well as budget vs costs analysis for Adult, Dislocated Worker, Youth programs, and SC Works Centers. This information is provided to the WD Board. Any issues discovered in analysis of this financial data is discussed and addressed with WIOA staff, the WD Board, and Waccamaw's program contractor(s) on an ongoing basis during any given program year.

In addition to these performance goals, WRCOG establishes enrollment goals for the Service Provider. Individual Career Specialists are assigned goals based on several factors including current caseload size, and their additional responsibilities.

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 5eel‹er 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 to LWDA's. 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 information to SCDEW including: 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 and summarized below. All core program partners provide cash payments as required.

Carl Perkins Career and Technical Education Act (Horry Georgetown Technical College)
    o *Access to facilities for job fairs which reduces the financial burden of "renting" space*

o *Brochures and other literature to disseminate in the SC Works Centers*
o *Referrals*

Community Services Block Grant (Waccamaw EOC)
- o *Brochures and other literature to disseminate in the SC Works Centers*
- o *Referrals*

Job Corps
- o *Brochures and other literature to disseminate in the SC Works Centers*
- o *Referrals*

Older Americans Act (Goodwill)
- o *Work Experience* to *serve in the SC Works Centers*

Temporary Assistance for Needy Families (DSS)
- o *Brochures and other literature to disseminate in the SC Works Centers*
- o *Referrals*
- o *Cash payment*

Title I Adult (WRCOG)
- o *Oversight*
- o *Cash payments*

Title I Dislocated Worker (WRCOG)
- o *Oversight*
- o *Cash payments*

Title I Youth (WRCOG)
- o *Oversight*
- o *Cash payments*

Title II Adult Education and Literacy (Horry County Adult Ed)
- o *Brochures and other literature to disseminate in the SC Works Centers*
- o *Referrals*
- o *Cash payment*

Title III Wagner-Peyser (SCDEW)
- o *Referrals*
- o *Cash payment*

Title IV Rehabilitation Act (Vocational Rehabilitation)
- o *Referrals*
- o *Cash payment*

Trade Act (SCDEW)
- o *Referrals*
- o *Cash payment*

Unemployment Compensation
(SCDEW) o *Cash payment*

Veterans Program (SCDEW)

o *Cash payment*

One-Stop Center infrastructure costs are allocated based on FTE and direct costs. Partners are billed quarterly according to their negotiated share. Waccamaw allocates center costs and charges equal shares to all three WIOA funding streams — Adult, Dislocated Worker, and Youth. For each quarter during the program year, each partner's share of actual costs are calculated by applicable FTEs, as listed on the staffing addendum (see attached) for each center and invoiced. Payments received are recorded in the accounting system and offset as local services income against the three funding streams — Adult, Dislocated Worker, and Youth.

6. **A description of how adult and dislocated working 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.**
   • **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 LWDA 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— make available copies of a proposed local plan to the public through electronic and other means, such as public hearings and local news media; allow members of the public, including representatives *of business, representatives of labor organizations, and representatives of education to submit for 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 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.

   Representatives of business, labor organizations and education are all members of the WWDB. Drafts of the local and regional plan were provided to Board Members and Chief

Elected Officials as well as an Executive Summary. At the recent WWDB meeting, the members were given an update on the local and regional plans process and status.

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, if any comments are received the WWDB will be notified and have the opportunity to discuss and respond with changing the plan or indicating reasons for not making a change.

8. **A description of how the LWDA 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 encouraged the utilization of more technology and virtual approaches to center access, case management and soft skills training. There is 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 Waccamaw workforce system is also

developing 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 if they are unable to attend in person.

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 LWDB 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.

1st Priority	Veterans and eligible spouses who are also low income, recipients of public assistance and/or basic skills deficient.
2nd 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
3rd Priority	Veterans and eligible spouses who did not meet "first priority' conditions
4th 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)).

Waccamaw Regional Council of Governments uses the Priority of Service ad hoc report to track Adult Priority of Service. The report is viewed once a month at a minimum, or more frequently as needed. Case Management staff must submit a request form and get approval from Project Director and Compliance Manager before proceeding with the enrollment if the client does not meet priority of service.

10. **A description of how the LWDB 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 LWDA 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".**
- **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.**
- **Local monitoring schedules.**

Local Plan Signatures

Local Workforce Development Board:

Workforce Development Board Chair

Name	Title

Signature	Date

Local Grant Recipient Signatory Official
Waccamaw Workforce Development Area

Name	Title

Signature	Date