



Region 6

2024-2027

Workforce Development Plan

May 31, 2024

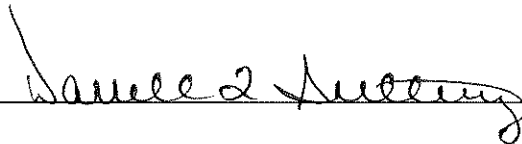
Attachment 4: Signature Page (Region 6)

The undersigned hereby agree to adhere to all applicable federal, State, and local laws, regulations, and policies in performing any duty associated with the funds made available to under the Workforce Innovation and Opportunity Act.

Name: Darrell L. Stillings

Title: Local Workforce Area Director (Area 11)

Entity Representing: Middle Georgia Consortium, Inc.

Signature: 

Name: Chris Weidner

Title: Chief Local Elected Official (Area 11)

Entity Representing: Chairman Jones County Commissioners

Signature: 

Name: Steve Williams

Title: Local Workforce Development Board Chair (Area 11)

Entity Representing: Reliable Globe Systems/Morris Bank

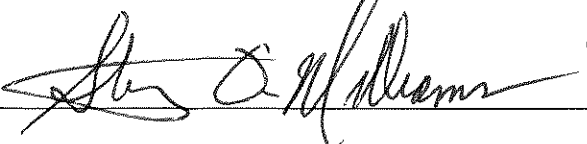
Signature: 

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INTRODUCTION OF REGION 6

Service Delivery Region 6 consists of the 11 counties of Middle Georgia: Baldwin, Crawford, Houston, Jones, Macon-Bibb, Monroe, Peach, Pulaski, Putnam, Twiggs, and Wilkinson. Region 6 is served by one workforce development board (WorkSource Middle Georgia) and the Middle Georgia Consortium, Inc. serves as the administrative entity. This Workforce Development Plan has been developed to be consistent with the Unified Plan of the State of Georgia and the Workforce Innovation and Opportunity Act (WIOA) of 2014.



STRATEGIC ELEMENTS, GOVERNANCE, AND STRUCTURE

Identification of the Fiscal Agent

Provide an identification of the entity responsible for the disbursement of grant funds described in WIOA § 107(d)(12)(B)(i)(III) as determined by the chief elected official.

Local Workforce Development Area (LWDA) 11 consists of the 11 counties of Middle Georgia: Baldwin, Crawford, Houston, Jones, Macon-Bibb, Monroe, Peach, Pulaski, Putnam, Twiggs, and Wilkinson. Jones County Commissioner Chris Weidner is the Chief Local Elected Official and has designated Baldwin County Board of Commissioners as the fiscal agent responsible for the disbursement of grant funds described in WIOA § 107(d)(12)(B)(i)(III).

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For the purposes of this plan, when referencing the 11-county workforce development region of Middle Georgia, the term “Region 6” will be utilized.

2. Description of Strategic Planning Elements

The COVID-19 pandemic induced a severe recession that led to unprecedented job losses and caused a significant number of people to leave the labor force in both the U.S. and Middle Georgia (Region 6). As of 2024, the labor market has shown signs of recovery, though the effects of the pandemic are still evident.

The labor market in Middle Georgia, along with the rest of the U.S., has been gradually recovering since the initial impacts of the pandemic in 2020. Key indicators reflect this trend. The number of unemployed individuals and the unemployment rate have decreased significantly from their pandemic peaks but remain slightly above pre-pandemic levels. The labor force participation rate has shown modest improvement but has not fully returned to pre-pandemic levels. The number of long-term unemployed individuals (12 weeks or longer) has decreased but still remains higher than pre-pandemic levels. The number of people working part-time for economic reasons has returned to pre-pandemic levels, and there has been an increase in the number of self-employed individuals, reflecting a shift in employment patterns and possibly the growth of the gig economy.

Different demographic groups have experienced varied recovery trajectories. Women experienced a larger drop in labor force participation than men during the pandemic, largely due to caregiving responsibilities. However, there was an acceleration in the participation rate among women in September 2021, coinciding with the return to in-person schooling for children. The male participation rate remains lower than pre-pandemic levels. This has been partially

attributed to the impact of Federal Pandemic Relief Funds, which may have influenced the decision of some men to remain out of the labor force. Additionally, there has been a noticeable change in attitudes towards work, influenced by the widespread adoption of remote working. This shift has introduced improved labor flexibility and has changed how people view traditional workplace settings.

Region 6 is focusing on identifying and re-engaging discouraged workers and involuntary part-time workers to bridge the gap between available jobs and the unemployed. Strategies include targeted outreach to connect with individuals who have left the labor force but are willing and able to return to work, and providing resources and opportunities for part-time workers who wish to transition to full-time employment. Expanding vocational training and educational programs to align with current job market demands and future growth sectors is also a priority.

While Middle Georgia's labor market has made significant strides in recovering from the COVID-19-induced recession, challenges remain, particularly in fully restoring labor force participation and addressing long-term unemployment. Continued efforts in workforce development and adapting to new employment trends will be crucial for sustained economic recovery and growth.

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

Over the past five years total employment in the region has grown. The global Coronavirus pandemic did impact employment in 2020; however, by 2021 total employment rebounded past the 2019 levels and continued to grow in 2022. The region has experienced several changes related to employment. This has occurred both within the various employment types, as well as within the major industries of the region. While overall employment has continued to increase, certain sectors were hit harder during COVID than others. This means that each sector of the economy will require a different response to their workforce challenges. Data obtained from the Bureau of Economic Analysis tracks these changes and can be found in Table 1.

Table 1 -- Regional Employment by Type and Industry Sector (2018-2022)					
Description	2018	2019	2020	2021	2022
Total employment	278,412	283,773	272,031	292,216	300,539
By Type					
Wage and salary employment	215,237	219,006	210,798	214,589	218,476
Proprietors' employment	63,175	64,767	61,233	77,627	82,063
Farm proprietors' employment	1,451	1,446	1,444	1,426	1,428
Nonfarm proprietors' employment	61,724	63,321	59,789	76,201	80,635
By Industry					
Farm employment	2,663	2,827	2,998	3,031	3,084
Nonfarm employment	275,749	280,946	269,033	289,185	297,455

Private nonfarm employment	221,335	225,661	214,944	236,048	244,577
Forestry, fishing, and related activities	459	641	631	768	886
Mining	962	1,178	1,160	326	1,245
Utilities	11	21	92	100	155
Construction	10,499	10,853	10,820	12,179	12,955
Manufacturing	14,885	14,830	14,226	17,010	17,918
Wholesale trade	3,564	1,122	1,177	1,424	1,415
Retail trade	29,042	28,585	28,001	30,674	31,402
Transportation and warehousing	4,443	8,250	7,642	11,204	12,824
Information	1,996	1,577	1,307	1,536	2,012
Finance and insurance	16,191	15,763	15,984	18,043	18,773
Real estate and rental and leasing	7,800	7,576	7,377	9,795	10,742
Professional, scientific, & technical services	11,508	12,654	12,733	13,435	13,732

Table 1 -- Regional Employment by Type and Industry Sector (2018-2022)

Description	2018	2019	2020	2021	2022
By Industry					
Management of companies and enterprises	2,330	2,106	1,658	1,732	2,220
Administrative & waste management services	17,675	19,413	18,807	20,995	20,722
Educational services	4,830	4,976	4,772	5,118	5,516
Health care and social assistance	29,846	31,260	30,255	31,104	31,326
Arts, entertainment, and recreation	3,525	3,579	2,931	3,939	4,069
Accommodation and food services	21,826	22,404	19,719	22,667	23,527
Other services, except public administration	18,597	19,023	17,580	20,201	20,437
Government and government enterprises	54,414	55,285	54,089	53,137	52,878
Federal, civilian	16,753	17,355	17,266	17,056	16,688
Military	4,670	4,733	4,859	4,918	4,722
State and local	32,991	33,197	31,964	31,163	31,468
State government	10,925	11,181	10,665	10,053	9,921
Local government	22,066	22,016	21,299	21,110	21,547

Source: Bureau of Economic Analysis, 2022

One of the first notable and significant trends visible from this data is the change in types of employment seen within the 21st Century. While the economy as a whole has added jobs since 2018, by 2022, traditional wage and salary employment has not surpassed pre-COVID levels. Nearly all new growth in employment has come from an increase in the number of proprietors- especially since 2020. This represents a tremendous opportunity for small businesses to play an

increasingly significant role in the marketplace. To effectively harness these opportunities, local and regional infrastructure to support investments in entrepreneurship will be required. This includes educational opportunities that focus on business development (within both the universities and technical colleges), as well as small business incubators and makerspaces where individuals can experiment with new technologies and ideas.

Turning the focus back to employment by industry, another sharp distinction can be seen between private-sector and public-sector employment. Among those who are employed within Middle Georgia, private-sector employment makes up approximately 82 percent of jobs in the region, while public-sector employment comprises the other 18 percent. As a whole, this makes the government one of the more significant employers within the region. Federal government employment makes up over 30 percent of public sector employment, due in large part to Robins Air Force Base (RAFB)—the region’s largest employer and the largest single-site industrial complex in the state. Since 2018, public-sector employment has been declining throughout the region including state government employment. Within the past five years, federal civilian and local employment have also begun to decline. This trend will require continued monitoring in the years ahead and may require additional investment in growing the private sector to offset job losses in the public sector. The public sector employment challenges are significant and often require a different approach to recruitment and retention than the private sector.

Among private-sector employment, all industry sectors have passed their pre-COVID levels of employment with transportation and warehousing having the highest growth, nearly tripling their 2018 employment levels. While sectors such as Utilities, Mining, and Forestry, experienced minimal growth, the only private sector industry that saw a decline in employment was wholesale trade.

Since 2003, Middle Georgia has been engaged in work to diversify the economic base of the region. Much of this work that relates to assisting areas dependent on a single industry, or only on a few businesses, can be discussed under the concept of economic adjustment. Economic adjustments can be implemented across various sectors or within any industry. The goals of this process are long-term diversification of the local or regional economy and short-term response to stabilize local and regional economies that have been heavily impacted by job losses within a major economic sector.

In Middle Georgia, one of these significant areas of employment is the aerospace and defense sector. Nowhere is this more significant than Houston County, where one in four employed persons works directly at RAFB. When considering indirect jobs, over half the jobs in Houston County are tied to Robins Air Force Base. Regionally, this trend continues, with approximately 20 percent of all employed persons in Middle Georgia owing their employment to Robins Air Force Base, either directly or indirectly. The result is that as defense-sector employment in Middle Georgia goes, so goes the remainder of the region. Middle Georgia has responded to this challenge by working with the Department of Defense, Office of Local Defense Community Cooperation to identify and develop new opportunities for workers who have been displaced from defense-related industries due to federal spending reductions. This type of economic

adjustment work remains vital within the region, especially in some of the rural communities that continue to struggle economically.

All industry sectors are facing one of the tightest labor markets in recent decades—tighter than even before the pandemic when the unemployment rate hit a 50-year low. Employers must widen the funnel of potential job candidates and identify those individuals who want a job but haven’t been searching. In turn, Region 6 continues to work with these employers to ensure the pool of candidates are trained and job skill ready. The challenge will be working with employers on resetting their expectations of the ideal new hire, by thinking in terms of the best “trainable match” rather than the “perfect match.”

Occupational Projections

Table 2 shows Georgia Department of Labor projections for occupations comparing 2020 to 2030. Major occupational categories expected to see growth include the healthcare practitioners and technical; healthcare support; food preparation and serving related; production; sales and related; and transportation and material moving occupations. These occupations refocus on Macon-Bibb County as a hub within the state for healthcare, education, and other similar services that can often not be found elsewhere. In addition, the county’s strategic location for transportation affords the potential for additional job growth in those related occupations as well.

Several service-sector positions, such as personal care and service; building and grounds cleaning and maintenance; business and financial operations and installation, maintenance, and repair occupations are also expected to continue seeing job growth in the next few years; however, at a slower rate than others. Three occupational groups are projected to realize a decline by 2030-architecture and engineering; farming, fishing and forestry, and office and administrative support.

Table 2 -- Middle Georgia Occupation Projections			
Occupation	2020 Estimated Employment	2030 Projected Employment	Total 2020-2030 Employment Change
Total, All	127,795	137,101	9,306
Architecture and Engineering	3,591	3,574	-17
Arts, Design, Entertainment, Sports, and Media	802	837	35
Building and Grounds Cleaning and Maintenance	4,210	4,393	183
Business and Financial Operations	9,432	9,605	173
Community and Social Service	1,327	1,526	199
Computer and Mathematical	2,650	2,891	241
Construction and Extraction	5,825	6,047	222

Educational Instruction and Library Workers, All Other	682	693	11
Farming, Fishing, and Forestry	5,469	4,623	-846
Food Preparation and Serving Related	10,988	13,342	2,354
Healthcare Practitioners and Technical	5,300	6,271	971
Healthcare Support	4,269	5,141	872
Installation, Maintenance, and Repair	7,299	7,578	279
Legal	323	350	27
Life, Physical, and Social Science	756	760	4
Management	9,553	9,615	62
Office and Administrative Support	12,689	12,678	-11
Personal Care and Service	2,294	2,728	434
Production	9,277	10,312	1,035
Protective Service	3,289	3,388	99
Sales and Related	9,796	10,705	909
Transportation and Material Moving	9,741	11,298	1,557

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

The Long-term Occupational Outlook is compiled every other year and is a ten-year occupational forecast. The current long-term outlook for Georgia is projected from the year 2020 to 2030 and the Local Workforce Development Areas are projected from 2020 to 2030. WorkSource Georgia and the Georgia Department of Labor received a Workforce Information Grant from the U.S. Department of Labor’s Employment and Training Administration to capture the occupational outlook by workforce development area. Tables 3-5 provide a deep dive into the fastest growing, highest growth and highest declining occupations in Middle Georgia between 2020 and 2030.

Table 3 highlights the fastest-growing occupations for Region 6. Of note is that more than half of the top fifteen occupations require either a high school diploma equivalent or no formal education credentials. This will highlight the importance of short-term certificate programs as a workforce development strategy. It is also noteworthy that eight of the top fifteen are health care related.

Table 3: Fastest Growing Occupations 2020-2030					
Occupations	Typical Education	2020 Base Employment	2030 Projected Employment	% change Employment	Annual Growth Rate
Nurse Practitioners	Master's degree	130	230	69.2%	5.4%
Cooks, Restaurant	No formal educational credential	1,030	1,570	52.7%	4.3%
Physical Therapist Aides	High school diploma or equivalent	80	130	50.6%	4.2%
Physical Therapists	Doctoral or professional degree	160	230	45.2%	3.8%

Exercise Trainers and Group Fitness Instructors	High school diploma or equivalent	130	190	44.6%	3.8%
Medical and Health Services Managers	Bachelor's degree	210	300	39.3%	3.4%
Speech-Language Pathologists	Master's degree	90	130	40.2%	3.4%
Amusement and Recreation Attendants	No formal educational credential	130	180	35.6%	3.1%
Bartenders	No formal educational credential	270	360	33.5%	2.9%
Animal Caretakers	High school diploma or equivalent	220	290	31.2%	2.8%
Respiratory Therapists	Associate degree	110	140	29.5%	2.6%
Market Research Analysts and Marketing Specialists	Bachelor's degree	150	190	28.0%	2.5%
Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	No formal educational credential	400	510	27.8%	2.5%
Packaging and Filling Machine Operators and Tenders	High school diploma or equivalent	250	320	28.3%	2.5%
Diagnostic Medical Sonographers	Associate degree	80	100	26.8%	2.4%

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

Table 4 includes the occupations projected to experience the highest growth between 2020 and 2030. Again, of the top fifteen, twelve require no formal education credential, high school or equivalency, or post-secondary non-degree award. This is noteworthy as it highlights the need for short-term, credential-based training opportunities as a workforce development strategy.

Table 4: Highest Projected Growth Occupations 2020-2030					
Occupations	Typical Education	2020 Base Employment	2030 Projected Employment	% change Employment	Annual Growth Rate
Fast Food and Counter Workers	No formal educational credential	4,300	5,020	16.7%	1.6%
Cooks, Restaurant	No formal educational credential	1,030	1,570	52.7%	4.3%
Retail Salespersons	No formal educational credential	3,530	4,030	14.2%	1.3%
Waiters and Waitresses	No formal educational credential	2,130	2,580	21.2%	1.9%
Stockers and Order Fillers	High school diploma or equivalent	1,800	2,240	24.2%	2.2%
Home Health and Personal Care Aides	High school diploma or equivalent	1,600	2,000	25.2%	2.3%
Laborers and Freight, Stock, and Material Movers, Hand	No formal educational credential	1,950	2,270	16.7%	1.6%
Registered Nurses	Bachelor's degree	1,570	1,820	15.9%	1.5%
Industrial Truck and Tractor Operators	No formal educational credential	970	1,210	25.0%	2.3%

Production Workers, All Other	High school diploma or equivalent	790	1,000	25.9%	2.3%
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	1,730	1,910	10.0%	1.0%
General and Operations Managers	Bachelor's degree	1,520	1,680	10.8%	1.0%
Medical Assistants	Postsecondary non-degree award	580	740	27.2%	2.4%
Nursing Assistants	Postsecondary non-degree award	1,220	1,360	11.2%	1.1%
Cashiers	No formal educational credential	2,780	2,900	4.2%	0.4%

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

Table 5 shows the occupations with the highest projected decline between 2020 and 2030, according to the Georgia Department of Labor. Buyers and Purchasing Agents, Executive Administrative Assistants, Data Entry Keyers and First Line Supervisors of Farming, Fishing and Forestry Workers are all occupations projected to decline more than 10 percent during the period.

Table 5: Highest Projected Decline Occupations 2020-2030

Occupations	Typical Education	2020 Base Employment	20230 Projected Employment	% change Employment	Annual Growth Rate
Project Management Specialists and Business Operations Specialists, All Other	Bachelor's degree	3,680	3,530	-4.1%	-0.4%
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	High school diploma or equivalent	1,710	1,580	-7.5%	-0.8%
Buyers and Purchasing Agents	Bachelor's degree	600	520	-12.8%	-1.4%
Electronics Engineers, Except Computer	Bachelor's degree	1,080	1,020	-5.8%	-0.6%
Sheet Metal Workers	High school diploma or equivalent	1,190	1,130	-5.4%	-0.6%
Office Clerks, General	High school diploma or equivalent	1,750	1,700	-2.6%	-0.3%
Aircraft Mechanics and Service Technicians	Postsecondary non-degree award	1,100	1,050	-4.7%	-0.5%
Inspectors, Testers, Sorters, Samplers, and Weighers	High school diploma or equivalent	630	590	-6.6%	-0.7%
Chief Executives	Bachelor's degree	500	470	-6.4%	-0.7%
Tellers	High school diploma or equivalent	360	330	-8.1%	-0.8%
Postal Service Mail Carriers	High school diploma or equivalent	310	280	-9.3%	-1.0%
Executive Secretaries and Executive Administrative Assistants	High school diploma or equivalent	130	100	-18.4%	-2.0%
Data Entry Keyers	High school diploma or equivalent	110	80	-22.2%	-2.5%

First-Line Supervisors of Farming, Fishing, and Forestry Workers	High school diploma or equivalent	290	260	-11.5%	-1.2%
Engineers, All Other	Bachelor's degree	450	430	-3.8%	-0.4%

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

Summary of Industry Trends

Region 6 is expected to continue seeing growth trends that shift employment away from the production sectors of the economy and further into the service sectors of the economy. This is not to say that opportunities are non-existent within manufacturing. In fact, certain industries like the food processing or the automotive industry may continue to see growth in future years in light of successful relocations to the region. Additionally, the transportation and logistics sector are poised for growth, given the region’s strategic geographic position within the state’s transportation network. Finally, with additional investment in STEM education activities, these industries have significant growth potential, provided Middle Georgia can recruit, train, and retain a well-educated workforce.

It is worth noting that this new job growth may not take the expected form of years past. Wage and salary employment has been stagnant for a significant length of time—even declining in some parts of the region. There is a continued need for job training activities that respond to new occupational opportunities in the context of small business and the entrepreneurial spirit.

Finally, given continued trends in population toward an aging America that is ever more concentrated in the urban and suburban areas of the country, continued investment in job training opportunities for the health and medical services sector may also be necessary.

Table 6 provides the median age over the next 25 plus years, showing that the median age in Middle Georgia, the state, and the nation as a whole is on the rise. This has the potential to be a strategic advantage for Middle Georgia compared to other more rural parts of the state. The growth of a highly trained workforce for medical endeavors, as well as in support of the higher education sector that remains a significant contributor to the workforce will only pay long-term dividends for the people of the region.

Table 6 -- Median Age (2015 - 2050)						
County	2015	2020	2025	2030	2040	2050
Baldwin	34.29	35.87	35.13	34.66	37.47	37.74
Crawford	35.54	35.86	36.29	37.43	39.29	39.2
Houston	43.02	44.82	44.92	44.93	45.58	44.5
Jones	34.65	35.4	36.57	37.71	39.12	40.42
Macon-Bibb	39.7	40.77	41.83	42	43.05	44.68
Monroe	42.43	42.36	43.56	43.91	44.87	46.3
Peach	36.42	37.3	39.21	40.36	41.63	41
Pulaski	43.05	44.5	44.85	45.2	46.58	47.23
Putnam	45.32	47.61	47.66	47.69	48.2	47.02

Twiggs	46.27	47.29	47.11	46.82	46.19	43.93
Wilkinson	46.27	42.43	42.1	41.63	39.67	39.52
Region	40.25	41.29	41.75	42.03	42.88	42.87
Georgia	35.82	36.79	37.15	37.76	38.6	39.41
United States	37.25	38.11	38.83	39.61	40.67	41.01

Source: Woods & Poole Economics, 2023

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

Middle Georgia is focusing on several key industry sectors, including advanced manufacturing, shared services, logistics, healthcare, IT, and education. All of these sectors present opportunities for new growth in employment. With a heightened focus on the advanced manufacturing sector, the region continues to work on forming partnerships to align local school systems with these companies, enhancing communication and expanding the pipeline for future jobs. An analysis of occupations within these in-demand sectors highlights several occupations that can be expected to grow over the next 10 years. This data is found in Table 7.

The largest share of growth is expected to occur in the medical sector—both among healthcare practitioners, as well as in healthcare support operations. Closely following this growth is the sales sector and the transportation/moving sector. As previously indicated, the presence of a strong medical sector throughout the region presents many opportunities. Given that job growth within the medical field in Middle Georgia has sometimes lagged behind other parts of the nation, a possible conclusion is that a skills gap exists between the needs of the community and the available labor pool. The need for healthcare workers, especially nurses, represents a potential training priority for job seekers within the region.

Similar to nurses, the region is expected to need more teachers over the next 10 years; however, this presents a significant job training challenge considering the typical requirements for schoolteachers across the state. In this case, potential gaps must be addressed earlier, including within the K-12 education system to prepare students for future careers in education. This is a cycle, which if properly refocused, could produce long-term benefits for the region. This is also the method by which future demands for management positions, computer and mathematical occupations, and financial operations specialists will be met.

Within the advanced manufacturing sectors, employment has gradually begun to show positive movement again in the past couple of years. Projections show that there will be some occupational needs going forward in the production sectors of the economy. Some of these needs include engineers, industrial maintenance and repair workers, assemblers, machine operators, packaging and filling machine operators, welders, cutters, solderers, and braziers. To effectively get manufactured products to market, there is also projected to be significant demand within the logistics sector, owing in large part to the region’s strategic location. Laborers, truck

drivers, packagers, and industrial tractor operators can all present opportunities for additional job growth.

In partnership with the State and Local Workforce Board, Region 6 will prepare a Middle Georgia demand-occupations listing, which will serve as the framework for training services for WIOA program participants.

Table 7: Long Term Occupational Projections (Selected)

SOC Code	Occupations	Typical Education	2020 Base Employment	2030 Projected Employment	% change Employment	Annual Growth Rate
11-3031	Financial Managers	Bachelor's degree	220	270	21.6%	2.0%
11-9111	Medical and Health Services Managers	Bachelor's degree	210	300	39.3%	3.4%
11-1031	Legislators	Bachelor's degree	70	70	6.1%	0.6%
13-1111	Management Analysts	Bachelor's degree	670	750	13.1%	1.2%
13-1161	Market Research Analysts and Marketing Specialists	Bachelor's degree	150	190	28.0%	2.5%
13-2011	Accountants and Auditors	Bachelor's degree	670	720	7.9%	0.8%
15-1211	Computer Systems Analysts	Bachelor's degree	160	160	2.6%	0.3%
15-1232	Computer User Support Specialists	Some college, no degree	330	350	6.7%	0.7%
21-1018	Substance Abuse, Behavioral Disorder, and Mental Health Counselors	Bachelor's degree	220	270	25.7%	2.3%
21-1023	Mental Health and Substance Abuse Social Workers	Master's degree	*	*	-	-
21-1093	Social and Human Service Assistants	High school diploma or equivalent	230	270	21.2%	1.9%
25-2021	Elementary School Teachers, Except Special Education	Bachelor's degree	1,370	1,440	5.2%	0.5%
25-3031	Substitute Teachers, Short-Term	Bachelor's degree	90	90	-1.1%	-0.1%
25-9044	Teaching Assistants, Postsecondary	Bachelor's degree	*	*	-	-

Table 7: Long Term Occupational Projections (Selected)

SOC Code	Occupations	Typical Education	2020 Base Employment	2030 Projected Employment	% change Employment	Annual Growth Rate
25-9045	Teaching Assistants, Except Postsecondary	Some college, no degree	1,090	1,170	6.6%	0.6%
29-1071	Physician Assistants	Master's degree	60	70	25.0%	2.3%
29-1123	Physical Therapists	Doctoral or professional degree	160	230	45.2%	3.8%
29-1126	Respiratory Therapists	Associate's degree	110	140	29.5%	2.6%
29-1127	Speech-Language Pathologists	Master's degree	90	130	40.2%	3.4%
29-1141	Registered Nurses	Bachelor's degree	1,570	1,820	15.9%	1.5%
29-1171	Nurse Practitioners	Master's degree	130	230	69.2%	5.4%
29-1228	Physicians, All Other; and Ophthalmologists, Except Pediatric	Doctoral or professional degree	150	170	12.0%	1.1%
29-1248	Surgeons, Except Ophthalmologists	Doctoral or professional degree	*	*	-	-
29-2040	Emergency Medical Technicians and Paramedics	Postsecondary non-degree award	210	230	13.7%	1.3%
29-2052	Pharmacy Technicians	High school diploma or equivalent	310	370	19.7%	1.8%
29-2061	Licensed Practical and Licensed Vocational Nurses	Postsecondary non-degree award	830	940	13.5%	1.3%
31-1120	Home Health and Personal Care Aides	High school diploma or equivalent	1,600	2,000	25.2%	2.3%
31-1131	Nursing Assistants	Postsecondary non-degree award	1,220	1,360	11.2%	1.1%
31-9092	Medical Assistants	Postsecondary non-degree award	580	740	27.2%	2.4%

Table 7: Long Term Occupational Projections (Selected)

Soc Code	Occupations	Typical Education	2020 Base Employment	2030 Projected Employment	% change Employment	Annual Growth Rate
35-2021	Food Preparation Workers	No formal educational credential	550	570	3.3%	0.3%
39-9011	Childcare Workers	High school diploma or equivalent	800	870	8.6%	0.8%
43-1011	First-Line Supervisors of Office and Administrative Support Workers	High school diploma or equivalent	*	*	-	-
43-3021	Billing and Posting Clerks	High school diploma or equivalent	320	350	8.7%	0.8%
43-4051	Customer Service Representatives	High school diploma or equivalent	1,400	1,440	2.4%	0.2%
43-4171	Receptionists and Information Clerks	High school diploma or equivalent	850	930	10.5%	1.0%
43-6013	Medical Secretaries and Administrative Assistants	High school diploma or equivalent	390	440	14.8%	1.4%
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	High school diploma or equivalent	1,710	1,580	-7.5%	-0.8%
53-7065	Stockers and Order Fillers	High school diploma or equivalent	1,800	2,240	24.2%	2.2%

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

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

General Population Trends

The 2020 Decennial Census indicated that the Middle Georgia population was 509,994, an increase of 4.4 percent over 2010. In the decades to follow 2020, Middle Georgia is projected to realize continued growth, although at a slower rate than the State of Georgia as a whole. Within Middle Georgia, Houston, Monroe and Putnam Counties are projected to grow at the fastest rate. Conversely, Baldwin, Crawford, Pulaski, Twiggs and Wilkinson Counties are all projected to lose population.

Table 8 -- Projected Population Change (2020 - 2050)

County	2020	2030	2040	2050	2020-2030 % Change	2030-2040 % Change	2040- 2050% Change	2020- 2050 % Change
Baldwin	43,799	43,199	42,901	41,753	-1.37%	-0.69%	-2.68%	-4.67%
Crawford	12,130	11,752	11,253	10,990	-3.12%	-4.25%	-2.34%	-9.40%
Houston	163,633	185,225	204,631	221,418	13.20%	10.48%	8.20%	35.31%
Jones	28,347	28,784	28,894	29,694	1.54%	0.38%	2.77%	4.75%
Macon- Bibb	157,346	161,390	165,622	167,097	2.57%	2.62%	0.89%	6.20%
Monroe	27,957	32,105	35,533	37,961	14.84%	10.68%	6.83%	35.78%
Peach	27,981	29,447	31,676	33,866	5.24%	7.57%	6.91%	21.03%
Pulaski	9,855	9,545	8,698	8,288	-3.15%	-8.87%	-4.71%	-15.90%
Putnam	22,047	24,732	27,937	29,528	12.18%	12.96%	5.69%	33.93%
Twiggs	8,022	7,416	7,163	7,118	-7.55%	-3.41%	-0.63%	-11.27%
Wilkinson	8,877	8,332	8,044	7,803	-6.14%	-3.46%	-3.00%	-12.10%
Region	509,994	541,927	572,352	595,516	6.26%	5.61%	4.05%	16.77%
Georgia	10,711,908	11,764,473	12,786,367	13,545,662	9.83%	8.69%	5.94%	26.45%
Nation	331,449,281	352,070,270	372,916,420	393,774,710	6.22%	5.92%	5.59%	18.80%

Source: Woods & Poole Economics, 2022

The region will also face challenges due to an increasingly aging workforce throughout Middle Georgia, as shown in Table 6. As the rapid aging of the regional workforce continues, more and more employees will begin to near the age of retirement, which will further drain the supply of qualified and skilled workers. In fact, the post-WWII generation of Baby Boomers, which had been the largest generation of Americans in number until 2015, is already at this point, with the youngest of the generation already over age 60. As these workers begin to retire, companies in Middle Georgia can expect the gap in skilled workers to only grow at an accelerating pace. This underscores the need for significant investment to ensure that the newer generation of workers can fill these positions that are becoming available with increasing frequency.

Although impending retirements are expected to cause additional job openings to be created, the younger generation of workers is not yet ready to fill these positions. Youth unemployment is particularly high throughout Middle Georgia, as individuals in the labor force under the age of 24 are considerably less likely to be employed than their older counterparts. For example, in Crawford and Putnam counties, unemployment for the 20-24 age bracket is approximately 19.9

and 18.8 percent, respectively. This is likely due to a skills gap, not only among these individuals but also among older workers who also lack the skills to advance beyond their own entry-level positions. If youth unemployment is left unaddressed, then the impending retirement boom will lead to positions that have to be filled with individuals who lack even entry-level work experience. The natural challenge that will follow this is keeping young adults from becoming increasingly disconnected from society. The longer their challenges persist, the greater difficulty they will face in obtaining employment and job skills later, which can lead to increased rates of crime, worse health, and greater need for welfare and social support.

Source: U.S. Census Bureau, 2022 ACS 5-Year Estimates

County	Estimate Total Population 16 years and over	Estimate Unemployment Rate Population 16 years and over	Estimate Total Population Age 16 to 19 years	Estimate Unemployment Rate Age 16 to 19 years	Estimate Total Population Age 20 to 24 years	Estimate Unemployment Rate Age 20 to 24 years
Baldwin	36,567	7	4,160	33.2	4,558	6.6
Crawford	9,963	8.1	595	14.6	843	19.9
Houston	127,435	4.8	9,048	19.3	10,591	8.7
Jones	22,733	4.3	1,274	11	1,784	7.4
Macon-Bibb	122,654	7.5	8,487	28.2	11,036	13.6
Monroe	23,202	3.8	1,444	9.6	1,949	0
Peach	22,841	6.6	2,052	25	2,784	7.1
Pulaski	8,219	3.9	331	33.3	528	0
Putnam	18,713	3.2	1,153	3.2	1,300	18.8
Twiggs	6,601	3.4	390	0	181	4.5
Wilkinson	7,063	5.8	457	24.3	484	2.3

Source: U.S. Census Bureau, 2022 ACS 5-Year Estimates

Wages and Poverty

County	Description	2000	2010	2020	2021	2022	Change 2020-2022	Change 2010-2022
Baldwin	Employment	19,976	16,807	16,669	16,942	17,536	5.20%	4.3%
Baldwin	Avg. Wage and Salary	\$24,130	\$31,097	\$37,315	\$39,644	\$41,719	11.80%	34.2%
Crawford	Employment	1,644	1,432	1,521	1,482	1,489	-2.10%	4.0%
Crawford	Avg. Wage and Salary	\$20,409	\$29,610	\$34,336	\$35,974	\$36,966	7.66%	24.8%
Houston	Employment	52,181	64,636	68,379	70,140	71,560	4.65%	10.7%
Houston	Avg. Wage and Salary	\$31,405	\$44,302	\$52,548	\$54,510	\$56,603	7.72%	27.8%
Jones	Employment	3,602	4,188	4,528	4,335	4,519	-0.20%	7.9%

Table 10 Wage and Salary Employment and Average Wages

County	Description	2000	2010	2020	2021	2022	Change 2020-2022	Change 2010-2022
Jones	Avg. Wage and Salary	\$23,262	\$30,455	\$41,163	\$43,157	\$44,892	9.06%	47.4%
Macon-Bibb	Employment	96,641	85,420	86,388	88,130	88,496	2.44%	3.6%
Macon-Bibb	Avg. Wage and Salary	\$29,721	\$38,126	\$49,205	\$52,461	\$53,984	9.71%	41.6%
Monroe	Employment	5,539	7,003	8,110	8,239	8,575	5.73%	22.4%
Monroe	Avg. Wage and Salary	\$25,078	\$36,515	\$45,488	\$47,643	\$51,118	12.38%	40.0%
Peach	Employment	9,075	8,376	10,236	10,283	10,362	1.23%	23.7%
Peach	Avg. Wage and Salary	\$26,811	\$33,107	\$42,127	\$43,732	\$46,625	10.68%	40.8%
Pulaski	Employment	3,499	3,123	3,248	3,256	3,280	0.99%	5.0%
Pulaski	Avg. Wage and Salary	\$24,046	\$31,000	\$35,889	\$39,035	\$39,824	10.96%	28.5%
Putnam	Employment	6,926	6,645	5,989	6,493	6,755	12.79%	1.7%
Putnam	Avg. Wage and Salary	\$25,465	\$29,961	\$38,730	\$42,595	\$45,894	18.50%	53.2%
Twiggs	Employment	1,913	1,233	1,972	1,927	2,073	5.12%	68.1%
Twiggs	Avg. Wage and Salary	\$35,278	\$33,275	\$40,148	\$43,076	\$43,610	8.62%	31.1%
Wilkinson	Employment	3,568	3,118	3,628	3,362	3,831	5.60%	22.9%
Wilkinson	Avg. Wage and Salary	\$32,658	\$43,376	\$44,562	\$48,344	\$49,869	11.91%	15.0%
Georgia	Employment	4,132,965	4,028,123	4,604,905	4,771,619	4,988,559	8.33%	23.8%
Georgia	Avg. Wage and Salary	\$34,316	\$44,934	\$59,706	\$63,347	\$66,670	11.66%	48.4%

US Bureau of Economic Analysis, Economic Profile

Over the span of 40 years, wage growth in Middle Georgia has grown at a similar rate as the national and statewide trends. However, Middle Georgia initially lagged behind these areas in terms of average wages and has never managed to bridge this gap, as illustrated in Table 12. Today, average wages throughout the region are \$18,000 less than the national average. The urban counties of Houston and Macon-Bibb typically fare somewhat better in terms of average wages. The more rural counties like Crawford and Twiggs often see lower wage rates.

Not unrelated from the lower wage rates in the region, median household incomes are also considerably lower throughout Middle Georgia compared to the State of Georgia or the nation as a whole. Only two counties have income and poverty rates comparable to the national average, and one in five Middle Georgians are living below the federal poverty level. In Baldwin County, this number is as high as 24.4 percent. These data support the assertion that a strong focus on growing economic prosperity throughout the region is an important goal with the potential to

benefit many Middle Georgians, and that a continued focus is necessary for the goal of alleviating poverty. This focus must include an understanding of the challenges faced by poverty, and a focus on obtaining employment for residents within sectors that require skilled labor and pay higher wages. Table 11 highlights these statistics.

Table 11 -- Poverty (last 12 months)			
County	Individuals Below Poverty Level	Households Receiving Food Stamps/SNAP	Median Household Income
Baldwin	24.4%	18.6%	54,699
Crawford	24.5%	18.3%	\$56,948
Houston	16.3%	13.9%	\$76,968
Jones	11.6%	13.8%	\$66,288
Macon-Bibb	12.5%	27.2%	\$48,897
Monroe	11.7%	12.1%	\$74,867
Peach	19.5%	18.9%	\$60,940
Pulaski	20.9%	18.6%	\$42,545
Putnam	16.2%	15.3%	\$60,825
Twiggs	21.1%	22.9%	\$50,446
Wilkinson	21.2%	23.3%	\$40,757
Georgia	14.2%	7.5%	\$71,355
United States	11.5%	11.50%	\$74,580

Source: U.S. Census Bureau, 2017-2022 ACS 5-Year Estimates; USDA Food and Nutrition Service, July 2021

Labor Force Participation and Unemployment

As of the December 2023 preliminary numbers from the Georgia Department of Labor there were a total of 215,362 individuals in the workforce who live in the eleven-county region. For 2023, Georgia experienced an unemployment rate of 3.2 percent compared to the region at 3.5 percent. As seen in Table 12, within the region, Houston, Jones, and Monroe Counties had a 2023 unemployment rate lower than the state. The remaining counties, except Crawford, realized an unemployment rate higher than the state with Twiggs County experiencing the highest in the region at 4.9. Table 12 has the labor force participation rate by County. Houston County has the highest percentage of its population in the workforce and Twiggs County has the lowest.

Table 12: Labor Force and Unemployment Rate – 2023 Annual Average						
County	Labor Force	Employed	Unemployed	Rate	Compared to State	% in Labor Force
Baldwin	17,399	16,674	725	4.2	Higher	49.5%
Crawford	5,296	5,125	171	3.2	Equal	54.9%
Houston	71,134	69,062	2,072	2.9	Lower	65.3%
Jones	13,166	12,760	406	3.1	Lower	58.4%
Macon-Bibb	64,817	62,251	2,566	4.0	Higher	57.5%

Table 12: Labor Force and Unemployment Rate – 2023 Annual Average						
County	Labor Force	Employed	Unemployed	Rate	Compared to State	% in Labor Force
Monroe	12,646	12,274	372	2.9	Lower	59.0%
Peach	11,898	11,441	457	3.8	Higher	56.3%
Pulaski	4,020	3,879	141	3.5	Higher	47.9%
Putnam	8,899	8,561	338	3.8	Higher	51.7%
Twiggs	2,696	2,564	132	4.9	Higher	43.3%
Wilkinson	3,391	3,262	129	3.8	Higher	48.9%
Middle Georgia (LWDA 11)	215,362	207,853	7,509	3.5		
Georgia	5,305,623	5,135,833	169,790	3.2		63.5%

Table 13: Labor Force Participation Rate	
County	Percent in Labor Force
Baldwin	49.5%
Crawford	54.9%
Houston	65.3%
Jones	58.4%
Macon-Bibb	57.5%
Monroe	59.0%
Peach	56.3%
Pulaski	47.9%
Putnam	51.7%
Twiggs	43.3%
Wilkinson	48.9%
Georgia	63.5%
Nation	63.6%

Source: U.S. Census Bureau, 2022 ACS 5-Year Estimates

The labor force participation and unemployment rate both signal that the local economy of the Middle Georgia region is somewhat less favorable for potential employees locally than nationally, where a greater share of workers participate at a lower rate of unemployment. While some measures of labor force participation do not take retirements into account, the increasing pace of retirements is a national challenge and would be reflected in the same national averages for workforce participation. As such, this data would seem to indicate that within the region either a lack of jobs and/or a lack of skills among the workforce to fill these jobs exists. While these factors represent both challenges in economic development and workforce development, the two are very closely linked. In many cases, the jobs may go unfilled because of a lack of skills. Certainly, the current availability of people and job growth in the service sectors indicate that a skills challenge does exist that inhibits employment.

Region 6 is part of a relatively well-defined economic region within the central part of the state. Macon-Bibb County serves as a major employment hub for the region, as more than 50,000 individuals regularly commute into Macon-Bibb County to reach their primary jobs. Houston County and Baldwin County, home to the second and third largest cities of the region (Warner Robins and Milledgeville, respectively), also see a slight increase in their daytime population, although they both see a greater daily outflow of employees as opposed to inflow. In Crawford County, one of the region’s most rural counties, six times as many people travel out of the county compared to those who travel into the county. Jones County, considered a bedroom community to Macon-Bibb County, also has four times as many people traveling out versus traveling in. These two counties highlighted the interconnected nature of the region.

Table 14 -- Commuting Patterns

County	Commute within County	Commute out of County	Commute into County
Baldwin	6,140	9,907	8,819
Crawford	543	4,577	737
Houston	23,657	31,711	23,161
Jones	1,825	9,634	2,641
Macon-Bibb	33,818	26,399	50,323
Monroe	1,885	9,218	6,647
Peach	2,186	8,165	8,071
Pulaski	883	2,258	1,897
Putnam	2,315	5,709	3,449
Twiggs	350	2,731	1,855
Wilkinson	776	2,877	1,913

Source: U.S. Census Bureau, Center for Economic Studies, 2021

Education and Skills

Participation in the labor force and unemployment rate also has a strong correlation with educational attainment, suggesting that those with a higher level of education are more likely to participate in the labor force and be actively employed, rather than just seeking employment. Many studies have also shown that these individuals will be likely to earn higher incomes throughout their careers as well. With this in mind, an analysis of workforce skills and relative educational attainment is pertinent to understanding the workforce needs of the Middle Georgia region.

Tables 15 and 16 indicate educational attainment by 18-24 and over 25 for the Middle Georgia region. Level of educational attainment may present workforce challenges and opportunities for short term, stackable credentials. In the 18-24 category, Twiggs and Pulaski Counties have the highest percentage of population with less than a high school diploma. Peach County has the lowest percentage. Jones and Putnam Counties have the highest percentage of the population

with high school diplomas or equivalency at 47.7 and 48.9 respectively, compared to Twiggs at 14.5 percent. Monroe County has the highest percent of 18–24-year-olds with a bachelor’s degree or higher at 11.2 and Twiggs has the lowest at 2.2.

Table 15: Educational Attainment 18-24

County	Estimate Percent Population 18 to 24 years Less than high school graduate	Estimate Percent Population 18 to 24 years High school graduate (includes equivalency)	Estimate Percent Population 18 to 24 years bachelor’s degree or higher
Baldwin	13.1	26.2	5.2
Crawford	14.8	44.8	8.2
Houston	11.9	36.8	8.5
Jones	12.1	47.7	6.9
Macon-Bibb	16.9	30.8	8.6
Monroe	13.6	41.3	11.2
Peach	8.3	26.7	4.1
Pulaski	38.1	30.3	8.4
Putnam	16.3	48.9	4.3
Twiggs	42.5	14.5	2.2
Wilkinson	22	39.1	8.6
Georgia	14.4	35	10.7
United States	11.8	33.7	12.5

Source: U.S. Census Bureau, 2022 ACS 5-Year Estimates

Table 16: Educational Attainment Over 25

County	Estimate Percent Population 25 years and over Less than 9th grade	Estimate Percent Population 25 years and over 9th to 12th grade, no diploma	Estimate Percent Population 25 years and over High school graduate or higher	Estimate Percent Population 25 years and over bachelor’s degree or higher
Baldwin	3.9	10.6	85.5	23.5
Crawford	5.2	13.8	81	11.3
Houston	2.4	4.6	93.0	32.0
Jones	2.5	5.9	91.6	17.9
Macon-Bibb	3.7	9.8	86.5	25.9
Monroe	3.4	8.2	88.4	28.6
Peach	5.6	8.4	86	22.9
Pulaski	13.1	6.2	80.8	12.9
Putnam	4.9	7.5	87.6	25.6
Twiggs	4.3	16.4	79.3	10.6
Wilkinson	3.9	6.7	89.4	12.1
Georgia	4.3	7.0	88.7	33.6
United States	4.7	6.1	89.1	34.3

Source: U.S. Census Bureau, 2022 ACS 5-Year Estimates

In the population 25 and over, 93 percent of Houston County residents are high school graduates or higher, and 32 percent have a Bachelor’s degree or higher, exceeding both the state and nation. Twiggs County has the lowest percentage of the population with both a high school diploma or Bachelor’s degree.

In terms of current educational achievement of students, graduation rates of students across the region vary widely, but also frequently outperform the statewide average. The 2024 four-year graduation rate issued by the Georgia Department of Education indicate that all school systems in Middle Georgia surpassed the statewide on-time graduation rate of 84.4 percent. Northside High School had the lowest graduation rate of any traditional high school within the region at only 75.8 percent and Wilkinson County Highschool having this highest rate at 98.9 percent. Table 17 provides more detailed information.

Table 17 -- 4-Year Graduation Rate by School and District

System Name	School Name	Graduation Rate
Baldwin County	Baldwin High School	89.2%
Crawford County	Crawford County High School	86.6%
Houston County	Veterans High School	94.8%
	Houston County High School	95.2%
	Perry High School	91.0%
	Northside High School	75.8%
	Warner Robins High School	83.3%
	<i>All Houston County Schools</i>	<i>87.6%</i>
Jones County	Jones County High School	87.7%
Macon-Bibb County	Howard High School	87.5%
	Central High School	96.4%
	Westside High School	84.5%
	Rutland High School	85.5%
	Northeast High School	88.6%
	Southwest High School	80.5%
	<i>All Macon-Bibb County Schools</i>	<i>88.5%</i>
Monroe County	Mary Persons High School	87.1%
Peach County	Peach County High School	94.4%
Pulaski County	Hawkinsville High School	89.3%
Putnam County	Putnam County High School	91.5%
Twiggs County	Twiggs County High School	87.7%
Wilkinson County	Wilkinson County High School	98.9%
Statewide	All Public Schools	84.4%

Source: Georgia Dept. of Education, 4-Year Cohort Graduation Rate, 2023

Analysis of Employment Barriers

These challenges create significant barriers to employment, increasing the likelihood that young children and adults will remain trapped in poverty like their parents before them. One major barrier to employment for these residents is obtaining education and job skills. A high school diploma is now required for almost any job, and a bachelor's degree has become the standard for high-paying positions. In many impoverished communities in the region, educational attainment is very low, leaving individuals with few employment options. Targeted efforts to help residents acquire a GED or equivalent certification can significantly begin transitioning residents from poverty to self-sufficiency. However, this is often only the first step. Additional training programs and certificates that allow individuals to earn credit toward technical college certifications or an associate degree are invaluable for many job seekers. The presence of Central Georgia Technical College and Oconee Fall Line Technical College is a significant asset for adult education students throughout the region.

Beyond the skills and education gap, many unemployed residents face additional barriers such as finding reliable childcare or transportation. To benefit from the job training programs available in the region, these individuals may also need access to other social services that can help them overcome these obstacles. Addressing these challenges is crucial for developing the region's human capital in the workforce. This involves tackling lagging educational attainment and the skills gap while simultaneously identifying and overcoming other barriers that may prevent individuals from reaching their full potential.

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

Several different organizations undertake Workforce Development activities to address the needs of both job seekers and employers. This section includes an analysis of the activities.

Workforce Innovation and Opportunity Act (WIOA)

Jobseekers and employers in Region 6 are served by one Workforce Development Area for WIOA-funded services:

- Baldwin, Crawford, Houston, Jones, Macon-Bibb, Monroe, Peach, Pulaski, Putnam, Twiggs, and Wilkinson County job seekers and employers are served by the Middle Georgia Consortium, Inc. in Region 6.

Services made available include all services under the Workforce Innovation and Opportunity Act, which focuses on (1) comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, (2) individual employment plans to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participants to achieve employment goals, (3) group counseling, individual counseling, and career planning, (4) case management for participants seeking training services, (5) short-term prevocational services that include, development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for unsubsidized employment or training for those who lack occupational credential/certification and require short-term continuing education in order to acquire certification/credentialing required for success in growing industries.

Employment Services

The Technical College System of Georgia provides essential employment services to job seekers through the three career centers located in Region 6. Individuals receive career services through Wagner-Peyser funded activities, including skills assessment, job search, and placement assistance. If an individual needs training services to gain employment, they are referred to the appropriate core partner.

The VECTR Center (Veterans Education Career Transition Resource Center) is a resource available to Veterans in Georgia and is a partnership between the Technical College System of Georgia and Central Georgia Technical College. The Center opened in August 2016 and focuses on the unique employment needs of military personnel, Veterans and their family members.

Vocational Rehabilitation

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

Adult Education

Adult education services in Region 6 are provided by Central Georgia Technical College (CGTC) in all counties except Wilkinson. Oconee Fall Line Technical College (OFLTC) serves Wilkinson County. Services include basic skills remediation, GED preparation classes, GED Testing, TABE Testing, Volunteer tutoring, and English as a Second Language; Civics and Citizenship; Online; Hybrid; Fast Track; Family Literacy; Life Skills; Financial Literacy; Job Skills; and Work Ethics classes. CGTC and OFLTC also partner with various organizations including, Certified Literate Community Programs, DFCS (TANF and SNAP), Head Start, Housing Authorities, Family Connections, and Georgia Departments of Corrections and Labor.

Community Workforce Partners

Legacy Link is a non-profit organization that creates and implements programs to supplement community resources and boosts awareness and access to existing initiatives. Their mission is to support and advocate for aging adults and individuals with disabilities to be their link to a better life. The Senior Community Service Employment Program (SCSEP) helps limited income seniors refresh their job skills through a paid training assignment at a local non-profit or government agencies within Region 6. While, Macon-Bibb County Economic Opportunity Council, Inc. (EOC) provides employment and training services to TANF applicants and recipients. The Middle Georgia Community Action Agency (MGCAA) provides pre-k education to children ages 3 to 5 through their head start program and housing & energy aid families through their energy assistance program.

Assessment of Services

Strengths of Services

- The utilization of common regional boundaries between the Middle Georgia Regional Commission, Georgia Department of Labor, WIOA, and Vocational Rehabilitation, which also align with Georgia's Economic Development regions has enhanced the ability to coordinate services and to share information across complementary program areas.
- The VECTR Center in Region 6 places appropriate resources and emphasis on the large veteran population living in the region.
- The workforce development partnerships with Legacy Link (SCSEP), Macon-Bibb EOC, and Middle Georgia Community Action Agency MGCAA, contribute to the capacity building of training and employment opportunities in Middle Georgia.

Weakness / Challenges of Services

- Separate data systems are operated by the core partners in Region 6. This condition makes coordination and information sharing unnecessarily challenging.
- The full implementation of WIOA will provide an expanded approach to workforce development with a shared understanding of customer service and performance.

Capacity of Services

The Workforce Development system of Region 6 not only has the capacity to achieve the vision outlined in this plan, but it also has the desire to thrive. While some items are out of the region's control e.g., separate data systems, the core partners are committed to collaborating and developing solutions for information sharing.

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

Vision

A thriving Middle Georgia where workforce development programs are aligned with economic development priorities, industry workforce needs and education, and training programs to support economic growth and self-sufficiency.

Goals

- i. Create and maintain a unified workforce system that connects services available through core partners to individuals and industry.
- ii. Utilize regional labor market and education data and technology to inform and guide workforce development decisions.
- iii. Increase the value of the working system as a tool for employers by providing relevant business services.
- iv. Increase jobseekers' access to literacy, basic education, and basic workplace skills necessary for educational, and career advancement and services to reduce or eliminate barriers.

- v. Serve as the convener of economic development stakeholders to connect individuals, educational systems, and employers.
- vi. Develop and/or refine performance accountability measures to ensure the attainment of workforce development program goals.

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

To achieve the vision and goals outlined above, Region 6 coordinates programs and aligns resources through the following strategies:

- Establishment of regular meetings of core partners to share information, address concerns, and discuss best practices.
- Coordination of Workforce Development Board meetings to facilitate information sharing and to avoid scheduling conflicts that would limit the ability of partners to participate.
- Participation in the Middle Georgia Economic Alliance (MGEA) to share information with the region’s economic development organizations in a collaborative manner.
- The local board assists in identifying key challenges and opportunities, setting strategic goals, building and nurturing partnerships, engaging in collaborative planning and decision-making, sharing and coordinating resources, monitoring and evaluating progress, advocating for policy changes, and celebrating successes while learning from failures.

3. Description of Strategies and Services

Provide a description of the strategies and services that will be used in the local area in order to accomplish the items listed below.

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

Employers are the foundation of the workforce development programs in Region 6 – without employers, there is no need for employees. However, without a qualified workforce, the region cannot attract employers. Therefore, employers must be fully engaged in the workforce development system and the avenues for their engagement must be accessible and relevant.

To accomplish this engagement, Region 6 will:

- Develop and maintain a Regional Business Service’s Alliance (BSA) (list out the groups that are a part) establish to develop coordination of all Title I Business Services providers in the region. The BSA will meet monthly and align, share and develop best practices that serves the Business community best in region.
- Active participation in business associations such as chambers of commerce, area County Industrial Authorities, Employer’s alliances and human resource groups.
- Establish partnerships with industry groups to identify effective programs that will address workforce challenges.
- Conduct quarterly lunch, Learn and Training sessions for employers in the region to better understand, employers need and how best to address them in a productive and timely manner.
- Conduct workshops and information sessions to explain services available to employers in the region. These workshops may be in collaboration with the UGA Small Business Development Center and other resources.
- Continue to work with the Middle Georgia HDCI Sector Partnership program that utilizes the resources available to expand work-based learning programs, including incumbent worker training and on-the-job training.

In addition, Region 6 works with the Middle Georgia Economic Alliance which consist of an Economic Development representative from each of the 11 counties in the region, as well as the Georgia Departments of Labor in Baldwin, Houston, and Macon-Bibb counties receiving

input regarding occupations in demand in the areas and training needs in preparation to become job-ready.

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

Region 6's workforce development system is designed to effectively meet the needs of businesses by leveraging a comprehensive network of One-Stop and affiliate sites. These sites will continue to serve as the primary venues for delivering employer services. Recognizing the high degree of daytime migration in Region 6, Workforce Development Region 6 offers a coordinated delivery of services tailored to businesses. This includes direct support from workforce development staff as well as services provided through strategic partnerships. The Local Workforce Development Board (LWDB), which includes business, has played a crucial role in shaping these strategies. Available business services in the area include employer workshops, assessment and screening of potential employees, and other customized support aimed at addressing the specific needs of local businesses.

Available services include:

Customized business services are currently being provided to employers, employer associations, and other organizations. These tailored services include customized screening and referral of qualified participants in training programs to employers, specialized services on employment-related issues, and targeted recruitment events such as specialized job fairs. Additionally, human resource consultation services are available, which encompass writing and reviewing job descriptions and employee handbooks, developing performance evaluations and personnel policies, creating orientation sessions for new employees, enhancing job interview techniques for efficiency and compliance, analyzing employee turnover rates, creating job accommodations, implementing assistive technologies, and explaining labor and employment laws to ensure compliance with regulations on discrimination, wages, hours, and safety/health.

- General information for businesses includes: orientation to the One-Stop system for businesses, labor market information, performance information, regulatory information, ADA compliance and accommodation information, unemployment information, labor law information and referral, federal bonding, and tax credit information.
- Employee recruitment services including: job fairs, interview space, application processing, screening, and testing.

- Downsizing/lay-off services: rapid response; out-placement assistance, UI filing assistance.
- Work-based learning programs, such as on-the-job training, incumbent worker training, and customized training, enable employers to assess the practical skills and competencies of participants in real-world settings. By observing interns in actual work environments, employers can pinpoint skill gaps and areas requiring further training. This direct feedback is vital for guiding decisions in workforce board meetings, where active discussions and voting help determine how services are provided to the business community. Ensuring that training programs align with industry needs and that employees are equipped with the necessary skills to excel in their roles is a key outcome of this process.

c. How will the area better coordinate workforce development programs and economic development? Additionally, identify economic development partners and describe the involvement of the economic development community in developing strategies. How will the area strengthen linkages between the One-Stop delivery system and unemployment insurance programs?

In Region 6, economic development partners are as follows: Development Authority of the City of Milledgeville and Baldwin County, Crawford County Development Authority, Houston County Development Authority, Development Authority of Jones County, Macon-Bibb County Industrial Authority, Development Authority of Monroe County, Development Authority of Peach County, Hawkinsville-Pulaski Economic Development, Putnam Development Authority, Development Authority of the City of Jeffersonville and Twiggs County, and Development Authority of Wilkinson County.

As the economy grows and presents opportunities for business expansion and increases the need for additional skilled workers, economic development and WIOA partners are in constant communication discussing new businesses moving into the area, staffing needs, and the general economic conditions of the region.

Workforce Development staff regularly attend Development Authority meetings and interact with the professional economic development staff. In addition, the 11 counties of Region 6 have cooperated through the Middle Georgia Economic Alliance (MGEA). This group is focused on the marketing of the entire region as the location of choice for industrial prospects. During the regular MGEA meetings, workforce development issues are discussed and opportunities for engagement are explored. The economic development professionals from the region who compose MGEA are actively engaged in the current sector strategies that Middle Georgia is focused on.

ACT WorkKeys plays a crucial role in helping our local area coordinate workforce development and economic development programs more effectively. By providing a standardized assessment of workplace skills, ACT WorkKeys offers valuable data on the competencies of the local workforce. This information allows workforce development programs to tailor their training initiatives to address specific skill gaps and enhance the employability of workers. Simultaneously, economic development programs benefit from having a clearer understanding of the local talent pool, enabling them to attract and retain businesses that require particular skill sets. The synergy between these programs ensures that workforce development efforts are aligned with the economic needs of the area, fostering a more robust and adaptable local economy.

Region 6's Comprehensive Economic Development Strategy (CEDS) is currently being implemented and includes workforce development strategies. Workforce Development staff will continue to coordinate and collaborate with economic development by attending meetings where they identify and discuss the needs of new and existing employers, and formulate actions to support the workforce mission.

d. Per TEG 4-23, "strengthening economic self-sufficiency hinges on the ability of individuals to obtain good jobs that provide family-sustaining wages and advancement opportunities." Provide a description of how the area considers and incorporates job quality principles in local service delivery. Please note further guidance from OWD regarding these career path fundamentals is in development and will be released in the near future. These include:

i. Family-Sustaining Income & Benefits

Any industry sector can benefit from a focus on good jobs. Region 6 maintains this focus by examining local and national labor market data to identify occupations that lead to self-sufficiency. A customer-focused approach is employed, where each individual's situation, including family size and household earnings, is assessed to ensure that the chosen occupation will sustain their family income.

ii. Defined Career Advancement Pathways

Career Advancement Pathways is a long-term plan that outlines specific steps or tasks to help individuals advance to a desirable occupation or new role. In the chosen field, participants should have opportunities for upward mobility, particularly by utilizing stackable credentials.

iii. Accessible & Local Employment

Region 6 prioritizes making employment accessible and local to ensure that individuals can secure jobs within their communities. This involves collaborating with local employers and industry leaders to identify job opportunities that are geographically convenient and accessible by public

transportation or within a reasonable commuting distance. The goal is to reduce barriers to employment by ensuring that good jobs are available close to where people live.

iv. Uplifting & Supportive Work Environments

Region 6 is committed to promoting work environments that are both uplifting and supportive. This includes working with employers to foster inclusive workplaces that value diversity, provide safe working conditions, and support the well-being of employees. Efforts are made to encourage employers to offer professional development opportunities, recognize and reward employee contributions, and create a positive organizational culture that enhances job satisfaction and productivity. By integrating these principles into local service delivery, Region 6 ensures that job seekers not only find employment but also thrive in roles that support their long-term economic self-sufficiency and overall well-being.

e. How will area/region leverage the historic infrastructure investments through the following pieces of legislation (IIJA/BIL, CHIPS, and IRA)? While most of this work will be conducted at the State-level to create partnerships and identify connections with the public workforce system, local awareness and involvement in these projects is crucial for their success. If applicable, please provide a description of any ongoing work the area is engaged in that supports the implementation of the Infrastructure Investment and Jobs Act (IIJA), also known as the Bipartisan Infrastructure Law (BIL); the Creating Helpful Incentives to Produce Semiconductors (CHIPS) and Science Act; and/or the Inflation Reduction Act (IRA).

In Region 6, harnessing historic infrastructure investments under legislation like the IIJA/BIL, CHIPS, and IRA presents an opportunity for transformation. While the state-level plays a pivotal role in partnership building and integration with the public workforce system, local engagement is paramount. By cultivating community awareness and involvement, we ensure the success and sustainability of these projects. Our ongoing efforts involve collaborating with stakeholders to align local workforce development initiatives with the goals of the IIJA/BIL, CHIPS, and IRA. This includes enhancing workforce training programs to meet infrastructure project demands and facilitating access to advanced manufacturing education and job opportunities. Additionally, internship and apprenticeship programs with local tech companies are being established to provide practical experience in secure telecommunications and semiconductor technologies. Through proactive coordination and inclusive participation, Region 6 is positioned to maximize the benefits of these legislative initiatives for long-term prosperity and growth.

HDCI partners have been actively engaged in a regional planning process, resulting in the Middle Georgia Innovation Project, which launches the Innovation Corridor. Support for this initiative comes from President Biden's Build Back Better grant, secured by Georgia Tech in 2022 for their GA-AIM initiative, with MGEA as a grant sub-recipient, receiving \$3.4M over four years. This project aims to attract software engineers, promote STEM careers, expand the region's reach, and address the demand for high-skilled jobs.

4. Regional Service Delivery

- a. Describe the plans for the establishment of regional service delivery strategies, including the use of cooperative service delivery agreements.**

Under the Career and Case Management Contract, all students enrolled at Central Georgia Technical College across Region 6 have access to comprehensive career, individualized, supportive, training, and follow-up services at every campus. Additionally, Region 6 has harmonized the WIOA eligibility application process to eliminate redundancy and confusion for participants, while also standardizing the intake process on the website for those seeking assistance through WorkSource Georgia (www.middlegaworks.com).

- b. Describe the plans for coordination of administrative cost arrangements including the pooling of funds for administrative costs.**

Region 6 provides for the administrative cost for a position at Central Georgia Technical College. This person will be responsible for managing WIOA participants at the college coming from all over the region.

- c. Describe plans for coordination of eligibility documentation and participant outreach.**

Under the Career and Case Management contract, all students attending Central Georgia Technical College across Region 6 are entitled to receive comprehensive career, individualized, supportive, training, and follow-up services at all campuses. The WIOA eligibility documentation process is available to all participants online, which ensures consistency and clarity for participants. The standardized intake process for individuals seeking assistance through WorkSource Georgia further streamlines services and reduces redundancy. This centralized approach enhances efficiency and effectiveness in delivering workforce development support throughout the region.

- d. Describe plans for coordination of work-based learning contracts such as OJT, IWT, CT, and Registered Apprenticeships**

Region 6 coordinates work-based learning contracts, including OJT, IWT, CT, and registered apprenticeships, enabling all jobseekers in the region to access work-based learning opportunities. Both Incumbent Worker Training and Customized Training participants are employed by companies within Region 6. Registered Apprenticeship programs operate under Individual Training Accounts, as outlined in the Memorandum of Understandings between Region 6 and the training provider, ensuring efficient and equitable access to these opportunities.

5. Sector Strategy Development

Provide a description of the current regional sector strategy development for in-demand industry sectors.

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

Based on the results released in 2017 from the Middle Georgia Manufacturing Needs Assessment conducted by the Carl Vinson Institute of Government, Region 6 is focused on the Advanced Manufacturing sector for the Sector Partnership. Consequently, Region 6 has added Healthcare, Transportation, Aerospace, and Logistics to our sector strategy and have augmented the funding for training in these areas with QUEST Grant funding. MGEA Works, which is a new entity based on the original MGEA group, is leading the effort for the region to focus on these sectors. Partners participating in the Needs Assessment included, but were not limited to:

- Middle Georgia Regional Commission
- Middle Georgia Consortium
- Georgia Department of Labor
- Georgia Department of Economic Development Workforce Division
- Georgia Department of Economic Development Global Commerce Division
- Carl Vinson Institute of Government (CVIOG)
- Industry Representatives
- Local Economic Development Professionals
- Central Georgia Technical College
- Middle Georgia State University
- K-12 Education
- CTAE Directors
- Georgia Vocational Rehabilitation Agency

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

The Middle Georgia Economic Alliance (MGEA) convenes monthly meetings, bringing together representatives from each Industrial Authority in Middle Georgia, along with Business Services Representatives from the Technical College System of Georgia (TCSG), WorkSource Middle Georgia, the Georgia Department of Economic Development, and regional stakeholders. These meetings serve as a platform to discuss collective efforts aimed at advancing economic development in the region. During these monthly meetings, discussions revolve around various initiatives, including the region's collective efforts to lead the ACT Work Ready Certification program.

Notable events include a Boot Camp led by ACT, which involved participation from all 11 counties in the region and additional members. HDCI partners, including WorkSource Middle Georgia, Central Georgia Technical College, Georgia Department of Economic Development, Georgia Department of Labor, and Middle Georgia Regional Commission, collaborate closely to drive this certification program forward.

The MGEA Works group has concentrated on three key components aimed at bridging the gap between industry partners and local K-12 education institutions. Their main areas of focus are:

- i. **Workforce Surveys:** MGEA has persistently surveyed employers using the Work Keys engagement strategy, led by the HDCI Project Manager, yielding positive outcomes. All 11 counties are represented in the more than 75 surveys conducted thus far. These in-person surveys have offered invaluable insights into the necessary requisites for company success and have informed educators about the essential focus areas to cultivate the ideal employee pipeline.
- ii. **Externships:** The MGEA Works Externships program continues to thrive, offering educators across the region valuable opportunities to engage with business professionals in environments that closely mirror the pace and demands of real-world industries. Building on years of successful implementation, the program achieved significant milestones in recent years. From February to April of 2023 alone, 200 participants visited more than 40 local employers, gaining invaluable insights and experiences. Furthermore, between July 2023 and May 2024, the program facilitated additional industry tours, involving over 20 different employers across 8 counties. Encouraged by these achievements, the program has expanded its scope, aiming to include not only CTAE program teachers but also school district administrators, counselors, academic teachers, and students. This broader reach aligns with the program's commitment to fostering meaningful connections between educators and industry professionals, ultimately enhancing educational outcomes and workforce readiness in the region.
- iii. **Work-Based Learning:** With increased interactions with employers and industry partners, there has been a noticeable rise in interest and willingness to host students in work-based learning settings within their facilities. After extensive deliberations, MGEA Works facilitated opportunities for companies across the region to collaborate with local Career Academies and engage students. Presently, students from Hutchings College and Career Academy in Macon-Bibb, Houston County Career Academy, and Wilkinson County High School are actively participating in work-based learning programs.

The stakeholders for MGEA Works are engaged with monthly meetings and are providing positive feedback and direction concerning where the focus needs to be placed.

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

Research information and data used to identify the sector chosen for the sector strategies training came from Burning Glass (Labor Insight Job), GDOL (Growth Occupations, High LQ Occupations, Largest Occupations, Growth Industries, High LQ Industries, and Largest Industries), and Econovue (Employer and Workforce Distribution Analysis).

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

i. **Participating employers:** Academy Sports, Amazon, Aspen Products, BASF – Edgar Plant, Cascade, C&T Industrial Machine Shop, Chem-Tex, Clean Control, Coca Cola, Cosmo Cabinets, Elliot Machine Shop, Embraer, Encore, Five Points Services, Inc., Frito-Lay, Graphic Packaging, Green Machine, Head Heating & Air, Hollingsworth & Vose, Houston Healthcare, HSM Manufacturing, Irving Tissue, Ka-Min, M&J Saws, Martin-Marietta, Mid-State RV Center, Monroe Hospital, Nichiha, Northrop, Parrish Construction, Perdue Farms, Sandler Non-woven, Sellers Construction, Taylor Regional Hospital, Triumph, Tyonek, Aerostructures, UFP Eatonton, Inc., YKK, Z & S Zimmer & Schwarz.

ii. **Target occupations:** Advanced Manufacturing, Allied Health, Transportation, Logistics, and Aerospace.

iii. **Training programs:** Work-Based Learning, Incumbent Worker Training, On-the-job Training.

iv. **Target Populations:** Youth, Individuals with disabilities, Justice-Involved, and Veterans.

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

Building on the success and lessons learned during the launch of the Advanced Manufacturing Sector Strategy, Region 6 will continue to focus on this sector for the near term. The future focus of the Sector Strategy may shift to IT- software development, applications, and cybersecurity work. Through the HDCI program, Region 6 has engaged with Chmura Economics & Analytics for the development of a job seeker/employer portal based on the manufacturing sector.

Additional areas that Region 6 will continue to focus on include:

- i. Work with Monroe County to provide Work-Based Training for Emergency Medical Services.

- ii. Engage with the Health Science Departments at the Middle Georgia State University and Central Georgia Technical College to provide students with ITA support for in-demand fields such as Registered Nursing, Practical Nursing, Respiratory Therapist, Occupational Therapist, Medical Assistance and other high demand Healthcare occupations. Services are provided in multiple counties in the region.
- iii. Provide training for Commercial Driver Licenses (CDL) through the Technical Colleges, local private business, Truck Driver Institute, and the Commercial Driving Academy to help with the growing demand for professional drivers.
- iv. Develop pre-apprenticeship and teacher externship experiences for the advanced manufacturing sector strategy with partnering businesses.
- v. Houston County established a Business and Industry Interest Group (BIG) partnership between the Houston County Development Authority and advanced manufacturing and logistics industry leaders to address key employment needs. This collaboration includes an apprenticeship sub-committee with programs that include millwrights, industrial maintenance, and internships with Robins Air Force Base.
- vi. We will continue to host the youth summit annually furthering the collaboration between Houston County and Houston Healthcare to sponsor a Youth Summit for tenth-grade students interested in the healthcare industry.
- vii. Houston County maintains a successful collaboration with Robins Air Force Base's Air Logistics Complex to sponsor an annual Aerospace Career Summit for area tenth-grade students interested in pursuing careers in this field.
- viii. Currently, Houston County is partnering with the College and Career Academy to launch HVAC and Audio-Visual labs, providing first-hand training in these high-demand careers. This initiative will continue to provide students with valuable skills and training opportunities.
- ix. Houston County collaborative partnership between the Development Authority, Board of Commissioners, Warner Robins Air Logistics Complex, and school system to open the Synergy Innovation Center for new software engineering.
- x. Collaborative partnership between Twiggs County and Mercer University School of Medicine for future planning for expanded medical facilities.
- xi. Collaborative partnership between Peach County and Central Georgia Technical College for workforce development and training opportunities with area businesses.

6. Description of the One-Stop Delivery System

Provide a description of the One-Stop delivery system in the local area that includes the items detailed below.

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

The One-Stop Partners Committee has been established to engage partners, along with community-based and faith-based organizations, in providing a streamlined approach to the delivery of services to assist job seekers with overcoming barriers to employment. Monthly meetings are held for partners to share updated information on training and employment-related services, planned events/activities, and best practices or strategies to accomplish meeting customer's needs.

Quarterly meetings for the Comprehensive One-Stop and affiliate One-Stops in Middle Georgia within Region 6 have been successfully implemented. These gatherings include the One-Stop Operator team and Workforce Director, facilitating continuous communication to tackle local and regional issues and exchange best practices. We are committed to sustaining this initiative in the future.

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

All customers will have access to a core set of services at each One-Stop Center designed to provide information to aid in career and employment decisions. Basic, individualized training and support services will be made available on-site and through off-site locations.

All customers may explore work preparation and career development services and have access to information on a wide range of employment, training, and educational opportunities. Services will be made available through a One-Stop Center(s) within the local area and an electronic system convenient to the customer.

The workforce boards plan to provide access to services through the One-Stop delivery system in urban, as well as rural communities using various mediums, such as the internet, telephone access, local media, referrals, and word of mouth. Social media may also be used to provide access to services, as needed. Services at the One-Stop are available to all populations.

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

Through the use of the One-Stop Self-Assessment (which is approved annually by each LWDA board), Region 6 ensures physical and programmatic accessibility in compliance with WIOA § 188 and the Americans with Disabilities Act of 1990. In addition, the staff is trained on the resource(s) available to address the needs of individuals with disabilities.

Region 6's One-Stop facilities are designed and constructed to be accessible and usable by individuals with disabilities. Some of those accommodations are as follows:

1. Handicap accessible entrances (i.e., ramps, rails, automated passageways, accessible doorways and walkways to accommodate mobility devices. etc.)
2. Handicap accessible routes through the One-Stop that makes maneuvering the sites accessible and usable by individuals with disabilities
3. At least one accessible restroom for each sex or a single unisex restroom in each facility
4. Handicap accessible telephones
5. Handicap accessible parking, storage, and alarms
6. Handicap accessible seating
7. Handicap accessible workstations
8. Policies and procedures that allow the use of service animals and mobility devices in all facilities

Georgia Vocational Rehabilitation Agency conducts semi-annual training on WIOA § 188 and applicable provisions of the American with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) with all One-Stop partners and the One-Stop operator. The Comprehensive One-Stop has jaws assistive technology for the blind, MAGic screen magnification software and scanner readers which can magnify a computer screen for visual impaired, UbiDuo and Text Telephone or Telecommunication Device for the Deaf, Georgia Relay Services, Trackball for those who have physical disabilities with their hands and Google Translate a real-time computer-aided transcription service. During semi-annual training, GVRA staff also inspect the facility with the One-stop partners and the One-Stop Operator to ensure physical and programmatic accessibility.

- d. Provide a comprehensive description of the roles and resource contributions of the One-Stop partners.**

The Middle Georgia Consortium, Inc. agrees to contribute to the delivery of the following shared services in the local One-Stop Center:

Outreach/Recruitment - Recruitment for the Middle Georgia Consortium, Inc. will provide these services five days a week by the MGCI Career Facilitators. All partner services will be advertised at this One-Stop office. Recruitment may also be accomplished through newspaper advertisements in all counties targeting individuals who are most in need and who may benefit from training through the Workforce Development System. Public Service Announcements for Television and Radio Stations will also be utilized. Flyers and brochures will be printed and will be placed in conspicuous areas in agencies where the flow of the public is heavily generated, such as the Department of Family and Children Services, Georgia Department of Labor, and other Social Service Agencies, Community-Based Organizations. *Recruitment for the Year-Round Youth Program may be accomplished by the same methods.* However, High School Counselors, Work-based Learning Instructors, and CTAE Directors are contacted before school closes and made aware of programs and activities being planned for summer activities.

Initial Assessment/Intake/Referral - Initial assessment is done to examine the needs of the customer by collecting information to determine appropriate services. If services are not appropriate for interested customers, proper referrals may be made to agencies who can better serve the customer.

Workshop/Informational Services - Interested WIOA customers are invited to an orientation workshop briefing explaining how the Workforce Investment System operates and will include information on all partner services and referrals to any service requested. The One-Stop center customers are also allowed to take advantage of the self-service track in the career shop areas. Customers who desire to take the self-service track have an opportunity to conduct a job search on the Internet – preparing a resume - or use the computer equipment available in the career shop. Individuals who want to secure information on training opportunities will be supervised through an assessment process that may include a series of achievement, aptitude, and interest tests by which the Career Facilitator determines whether the customer has marketable or transferable skills. A review of this information allows the Career Facilitator to assess if the customer needs further training to enhance skills or if a new occupation should be sought because of job opportunities in marketable or transferable skills. MGCI's goal is to accurately identify goals, which may be educational, employment, or personal.

Job Search/Job Placement - Customers who participate in the Workforce Investment System are encouraged to request assistance from the Technical College System of Georgia's employment services staff for any type of job search assistance that may be needed. This includes customers who are no longer participating in the Workforce Investment System.

Follow-up Services for WIOA - Customers who are registered as a part of the Workforce Investment System and enter employment will receive follow-up services after they are no longer participating. Contractors/Providers of adult, dislocated worker, and youth services will be responsible for follow-up on their participants for 12 months following the completion of services. Follow-up services for youth may include, but are not limited to, leadership development and supportive service activities; work-related peer support groups; adult mentoring; progress tracking of youth in their educational setting after completion of the work experience component.

Comprehensive Assessments - Customers who are currently enrolled in the General Equivalency Degree Program (GED), vocational school, or college will only be administered an Interest Inventory. Individuals who are not currently attending either vocational school or college are administered the entire testing process which includes, the Test of Adult Basic Education, Career Scope Aptitude, and Interest Inventory.

Career Counseling/Planning - Career Counseling and planning is a continuous process. MGCI has several computer-generated software programs to assist customers with career planning, such as the Georgia Career Information System. Several other Interest Inventories are available via the Internet. Interest Inventories are completed to identify top interest areas and to assist customers with identifying possible jobs or training occupations. In addition, as a customer of the workforce investment system, a customer service plan is completed along with a Career Facilitator to outline the plans/steps necessary to accomplishing short-term/long-term goals (educational/employment).

Case Management/Service Coordination - Career Facilitators will provide on-going monitoring, assessing, and documenting the educational and financial needs of customers to identify unmet needs. Community resources will also be identified, and referrals made to other agencies when needed. These types of services might avert the unsuccessful completion of training and subsequent job placement.

Prevocational Services - Pre-vocational services will be provided by referring customers to job workshops to improve their employability skills. MGCI staff may facilitate this or referrals may be made to TCSG for job search assistance.

The Technical College System of Georgia contributes to the following shared services in the local One-Stop Center:

Outreach/Recruitment: An agency website (www.worksourcegaportal.com) will be used for outreach and recruitment to customers via the internet. The website will inform the public about available services and the location of the One-Stop Career Center. Job TV, a scrolling list

of local job openings, is broadcast on Cox Cable Public Access channel to inform job seekers about bonafide job opportunities in the area. TCSG will make a full array of self-help services available to customers in the career center resource area, which includes, internet access for job search, training availability research, financial assistance programs, and other employment and training programs. Also available through TCSG are software programs, such as the WorkSource Georgia Portal, WinWay Resume Maker Program, the Georgia Career Information System (GCIS), and the Mavis Beacon Typing Program. Brochures are available to inform customers of services available from all One-Stop partners, as well as for guidance on various topics, such as helpful job search tips. The brochures are made available to the public in the career center resource area and at staff desks. TCSG will sponsor or participate in career fairs to inform the public about available services. Additional outreach will be accomplished by TCSG marketing staff who visit or contact businesses, local communities, and veterans' organizations. Special outreach and recruitment will be performed by veterans' program staff to inform military veterans, especially disabled veterans, about services available through the One-Stop Center.

Initial Assessment/Intake/Referral: Customers complete a basic assessment of their skills during the initial intake process. Staff provides basic assessment using the O-net Interest Inventory and assessment tools when appropriate or requested by the customer. Individual assessments are conducted to identify customer needs and a customized plan of action is developed. Customers that are not job-ready are referred to job training programs or other supportive services when appropriate.

Orientation/Informational Services: TCSG provides individual and group orientation services to customers to inform them about available services. Customers will receive an overview of all services available through the One-Stop Center. TCSG will maintain information in the One-Stop Center resource area to inform customers about available services, as well as to inform customers about job vacancies, job fairs, community events, and training information. A list of partner services will also be maintained in the resource area to ensure that customers are informed about them. A link at the TCSG website will provide customers with direct access to job and labor market information, economic data, training opportunities, eligible training provider's lists, and other employment and training information.

Job Search/Job Placement: Customers may access the WorkSource Georgia Portal to perform a self-directed job search using computers and other technology in the resource area of the One-Stop Career Center. TCSG will maintain WorkSource Georgia Portal access on its website to enable customers to select jobs through the Internet on a 24-hour basis from any location. Customers may also complete the employment service registration online to receive referrals to jobs selected. TCSG will provide employment services and job referrals in the One-Stop Center for customers who prefer personal assistance.

Career Counseling/Planning: TCSG staff will provide career guidance to help clients with job choices and career planning. Staff will work with clients to help them identify job choices and whether training is needed to secure them. Interest and aptitude assessment tools will be used when appropriate to help clients identify suitable career goals. When appropriate, a customer service plan will be created to identify steps needed to secure employment in chosen fields of interest. The plan will be completed and maintained in a secured site online using the WorkSource Georgia Portal, which will enable partner agencies to share access and benefit from the shared information.

Case Management/Service Coordination: Veteran's employment program representatives will perform service coordination for veterans of the armed forces, including disabled and Vietnam-era veterans, when it is appropriate. The veterans' program representatives will monitor, assess, and document employment needs and employment barriers in an effort to identify and remove obstacles that prevent veterans from becoming self-sufficient and gainfully employed. All services and coordination of services provided will be documented in the WorkSource Georgia Portal by the veterans' program representative and will be shared electronically with all partners who are providing appropriate services to address the specific needs of the customer.

The Central Georgia Technical College, WIOA Satellite Office contributes to the following Shared services in the local One-Stop Center:

Outreach/Recruitment: Provide information to local communities and high schools. Be visible for career days. Work with school counselors.

Initial Assessment/Intake/Referral: Provide applications at all available locations; interview potential students

Orientation/Informational Services: Conduct a briefing for applicants on available services, requirements, and procedures.

Job Search/Job Placement: Assist students with web-based search, resumes, and setting appointments based on employer needs and student qualifications. Follow-Up Services for WIOA: Maintain contact with the employer, inquiring about employment status; contact with the individual about job satisfaction.

Comprehensive Assessments: Testing, assisting with Financial Aid Application, and processing.

Career Counseling/Planning: Plan based on the results of testing; consult with the individual on job market and best course of action per program of study.

Case Management/Service Coordination: Provide consultation, assist with student needs, and monitor academic standing and attendance.

Prevocational Services: See Career Counseling/Planning above.

Adult Education/Literacy Services: Assist clients who need to remediate their academic skills or obtain a GED credential. Provide assessments, monitor academic progress, and advise Adult/Dislocated Worker and Older Youth clients desiring to transition into post-secondary education. Serve as a resource for academic and occupational learning opportunities for youth customers (16 and older).

The Georgia Vocational Rehab Program agrees to contribute to the delivery of the following shared services in the local One-Stop Center:

Outreach/Recruitment: Vocational Rehab is available as a resource for other One-Stop partner employees who need Vocational Rehab information or for clients they are seeing who have questions about Vocational Rehab. The Vocational Rehab brochure is provided at the One-Stop front counter.

Initial Assessment/Intake/Referral: Whenever a client is sent to Vocational Rehab by telephone or in-person (after their initial contact with TCSG), the Vocational Rehab Counselor answers their questions, and makes a brief assessment of their needs and then helps them get with the appropriate counselor (if they do not qualify for one of the One-Stop Vocational Rehab caseloads). The Vocational Rehab Counselor gives the information to the Vocational Rehab Supervisor, and he/she makes the actual assignment. If the client is assigned to the visual impairment or mental health caseload, then the Vocational Rehab Counselor sets up an appointment to meet with them and complete the initial application and start the Vocational Rehab process.

Orientation/Information Services: Based on the brief screening the Vocational Rehab Counselor does when the initial contact is made, the Vocational Rehab Counselor can let them know that it would be appropriate to meet with them to discuss Vocational Rehab services or they can be referred to other community resources which might better serve their needs.

Job Search/Job Placement: The Vocational Rehab Counselors, as well as the Rehabilitation Employment Specialist, fully utilize the services of TCSG to help in this area. The Vocational Rehab Counselors access the job listings, talk with TCSG representatives regarding specific jobs and use the resources in the One-Stop lobby to help meet the needs of referred clients. The Vocational Rehab Counselors set up appointments with the One-Stop staff for typing and computer tests, and ask clients to come in to complete the registration process in person and assist them with this, as necessary.

Follow-Up Services for WIOA: Vocational Rehab provides 90 days (180 days in the supported employment cases) of follow-up whenever anyone is placed on a job. If the job is not secure at the end of that time; follow-up time is extended. Supported employment continues for the duration of a job.

Comprehensive Assessments: Vocational Rehab utilizes testing available at the One-Stop (typing speed, computer proficiency). The Vocational Rehab Counselors also set up a variety of assessments geared to client needs. Some are set up at the One-Stop in reserved meeting rooms and some are off-site. These include, but are not limited to, low vision evaluations, Assistive Technology evaluations, psychological evaluations, vocational evaluations, Work Evaluations, etc.

Career Counseling/Planning: This is incorporated into every meeting or phone call with a client. All Vocational Rehab services are geared toward helping someone obtain a job. Having access to the TCSG listings is a tremendous help in this area. There are also other employment and career resources at the One-Stop that have been helping in appropriate planning for the Work Plan document that the Vocational Rehab Counselor must complete.

Case management/Service Coordination: This is done each day. The Vocational Rehab Counselor accomplishes this by using computers for the GROW system to document casework, by internet to research (such as exploring job search sites), by telephone to talk with clients and community resources, by referring clients for services such as Goodwill Industries, etc.

Prevocational Services: Vocational Rehab does this in conjunction with the Rehabilitation Job Readiness Specialist. Together, Vocational Rehab utilizes resources available at the One-Stop (and occasionally reserves meeting rooms to carry this out) to help a client prepare for completing applications and interviews or helping them to prepare a resume (if appropriate, given their job history). In supported employment cases, the Vocational Rehab Counselor is often with them at the time they interview or complete the application to provide additional assistance. This also includes instances where they may need to interview with a GDOL representative for screening purposes.

The Macon-Bibb County Economic Opportunity Council (EOC), Inc. agrees to contribute to the delivery of the following shared services in the local One-Stop Center (Provide a brief description of service for each):

Initial Assessment/Intake/Referral: Assess the client's eligibility for programs, take the necessary information, and refer, if necessary. **Orientation/Informational Services:** Provide overview materials and discuss services and programs available with potential clients.

Follow-Up Services for WIOA: Provide follow-up from staff to assisted clients.

Casement Management/Service Coordination: Case manage a portion of the assisted clients and coordinate other services to assist the families toward self-sufficiency.

The Middle Georgia Community Action Agency (MGCAA) agrees to contribute to the delivery of the following shared services in the local One-Stop Center (Provide a brief description of service for each):

Initial Assessment/Intake/Referral: Assess the client's eligibility for programs, take the necessary information, and refer, if necessary. **Orientation/Informational Services:** Provide overview materials and discuss services and programs available with potential clients.

Follow-Up Services for WIOA: Provide follow-up from staff to assisted clients.

Casement Management/Service Coordination: Case manage a portion of the assisted clients and coordinate other services to assist the families toward self-sufficiency.

Both the Housing Authorities of Macon-Bibb and Warner Robins have agreed to collaborate on providing the following shared services in their respective areas. Access points include (2) local One-Stop Centers, Family Investment Center, Buck Melton Community Center, Resident Services Office, and WRHA Main Office:

Outreach/Recruitment: The Family Self-Sufficiency (FSS) employment program is only available to adults residing in public housing. Case managers work intensely to conduct outreach and recruitment for residents desiring to achieve economic self-sufficiency. Outreach and recruitment consist of referrals from Resident Service Coordinators in each public housing neighborhood, mass mailings of flyers and fact sheets, printing and distribution of flyers, brochures from various "pick up points," promotional meetings and orientations for new residents, newsletter articles, special events and incentives for current members, and more.

Initial Assessment/Intake/Referral: A Family Self-Sufficiency application and individual assessment makes up the initial entry into the program. The individual assessment helps to develop the Individual Training and Service Plan (ITSP) that will help broker the necessary supportive resources for a family member to work toward economic independence. The ITSP includes personal and family goals for education, employment, and welfare-free certification.

Orientation/Informational Services: Family Self-Sufficiency Case Managers provide regular orientations and informational services to aid in the recruitment and outreach to eligible families. These services are the same as outlined in the outreach and recruitment description above.

Job Search/Job Placement: Family Self-Sufficiency Case Managers find it imperative to call directly upon employers, as well as various employment-related services to assist in this area. Macon Housing Authority utilizes the expertise and resources of the Department of Labor, Vocational Rehabilitation Services, Mercer Education Opportunity Center, Goodwill Job Connection, and area employers to help connect residents with job search and placement services.

Case Management/Service Coordination: Both the Macon Housing Authority and the Warner Robins Housing Authority are committed to implementing a collaborative case management approach to serve all families, irrespective of specific programs. This approach involves utilizing interdepartmental functions and personnel to initiate the housing stability process internally and coordinating essential services across housing developments, the Family Investment Center, and the Buck Melton Community Center. The goal is to enhance the ease, convenience, and accessibility of case management services for families. Families enrolled in special programs are required to maintain regular contact with case managers, who utilize a comprehensive electronic tracking system to generate detailed progress and service needs reports. This data helps in continually sourcing resources to assist families in their forward progress.

Eckerd Connects (Job Corps) contributes to the following shared services in the local One-Stop Center:

Outreach/Recruitment: Hang posters, arrange appointments, and receive phone calls in response to Job Corps.

Initial Assessment/Intake/Referral: Discuss with potential participants their criminal background, need for GED or skills training, initiate the Job Corps application process, or refer

to another agency based on assessment results. Assist applicants in selecting a Job Corps center.

Orientation/Informational Services: Inform interested parties of the services provided by the Job Corps and explain the occupational areas and conduct seminars on Job Corps Services.

The Division of Family and Children Services - The goal of the Bibb County Division of Family and Children Services (DFCS) Projects is to promote self-sufficiency by providing neighborhood-based empowerment to families who are economically oppressed and/or in need of support services. The Bibb County DFCS's motto is to bring services to people and not isolate services within the walls of the Bibb County DFCS building. Bibb DFCS contributes the following shared services in the local One-Stop Center:

Outreach/Recruitment: Bibb County DFCS provides outreach to the community-at large. Color-coded applications (for tracking purposes) are placed at various public locations within the community. Applications are distributed while customers pick up commodities from EOC. Applications are also received by case managers located at the Medical Center of Central Georgia, Atrium Health Navicent, and River Edge Behavioral Center. DFCS Staff also volunteer their time to provide outreach at various local venues outside of work hours.

Job Search/Job Placement: Services are provided to customers that apply for or receive TANF (Temporary Assistance to Needy Families) benefits. Supportive services are also given to assist with job-related expenses. TANF recipients who acquire a job and are no longer eligible are provided with Job Coaching services for one year after their case is closed.

Comprehensive Assessments: TANF applicants are assessed and evaluated in the areas of literacy level, parenting skills, and mental health. The K-Fast assessment scores the level of reading and math and determines their literacy level. It is also useful in identifying any learning disabilities and the customers' abilities to count money, pay bills, read for understanding and reason. The Adult-Adolescent Parenting Inventory (AAPI) is the instrument used to profile five basic constructs of parenting which include inappropriate/appropriate expectations, level of empathy, and belief in corporal punishment, appropriate family roles, values, power, and independence. The mental health diagnosis is achieved through the scores from the Butcher Treatment Planning Inventory. The test scores in five areas, which include depression, anger-out, anger-in, anxiety, and psychosis with a focus on personality, behavior, and learning readiness.

Case Management/Service Coordination: Case Managers are assigned to customers based on their needs and the needs of their families. Bibb County DFCS provides case management/service coordination for benefits programs, i.e., TANF, Food Stamps, Medicaid, Childcare, and Snap Programs, i.e., Foster Care, Child Protective Services, Adoptions, etc.

The Technical College System of Georgia agrees to contribute to the delivery of the following shared services in the local One-Stop Center:

Outreach/Recruitment - Outreach will be accomplished by the Houston Career Center TCSG Employment Services Specialist at the Comprehensive One-Stop. Recruitment will be the responsibility of the Employment Marketing Representative, who will market One-Stop services through employer contacts, community groups, and government agencies.

Initial Assessment/Intake/Referral - A basic needs assessment will be conducted to determine the appropriate level of services. Customers that move beyond self-help may be asked to complete a Services Request form to collect additional data on services needed and/or preferred. Completion of additional Workforce Development System forms may be required to qualify customers for job referrals, training, and other available services. This information is entered into the WorkSource Georgia Portal.

Orientation/Informational Services - One-on-one and group workshops will be conducted so that the customer can receive an overview of all services available through the One-Stop Center.

Job Search/Job Placement - Customers will have access to the WorkSource Georgia Portal to do a self-directed job search. One-on-one assistance will be provided to ensure that the customers' qualifications match the employers' requirements before a referral is made. Customers choosing not to use the WorkSource Georgia Portal will be provided job search assistance by TCSG staff.

- Follow-up Services for WIOA** -N/A
- Comprehensive Assessments** - N/A
- Career Counseling/Planning** - N/A
- Case Management/Service Coordination** - N/A
- Prevocational Services** - N/A

Central Georgia Technical College agrees to contribute to the delivery of the following shared services in the local One-Stop Center:

Outreach/Recruitment - Provide informational material such as catalogs, brochures, and financial aid applications and guidelines. Career Facilitators are cross-trained so that each is capable of delivering information regarding the Technical College. Career Facilitators will meet periodically, at least every six months, to ensure that all aspects of case management are up to date.

Initial Assessment/Intake/Referral - Provide applications at all available locations and interview potential students at the recommended site when needed.

Job Search/Job Placement - Assist students with internet-based searches, resumes, and setting appointments based on employer needs and student qualifications.

Follow-up Services for WIOA - Maintain contact with the employer(s) inquiring about employment status and contact with individuals about job satisfaction.

Comprehensive Assessments - All interested WIOA customers must take the placement test administered by the Central Georgia Technical College and or provide SAT or ACT exam scores previously achieved. Individuals may report to any CGTC campus (Macon, Warner Robins, or Milledgeville) testing center for servicing.

Career Counseling/Planning - Based on the result of placement testing, a Career Facilitator will be available to provide guidance and program employment outlook data to assist the customer in selecting the appropriate program of study.

Case Management/Service Coordination - Because of the cross-training provided by the WIOA coordinator and CGTC support services, Career Facilitators are able to provide consultation, assist with student needs, and monitor academic standing and attendance.

Prevocational Services - Refer to Career Counseling/Planning above.

The Meals-On-Wheels agrees to contribute to the delivery of the following shared services in the local One-Stop Center:

Outreach/Recruitment - The Meals on Wheels will provide the Middle Georgia Consortium, with available brochures and other information regarding their services.

Initial Assessment/Intake/Referral - N/A

Orientation/Informational Services - N/A

Follow-up Services for WIOA - N/A

Comprehensive Assessments - N/A

Career Counseling/Planning - N/A

Case Management/Service Coordination - N/A

Prevocational Services - N/A

The Telamon Corporation agrees to contribute to the delivery of the following shared services in the local One-Stop Center:

Outreach/Recruitment – Cross-training of MGCI staff and placing information about available services into the hands of potential customers by the Telamon Corporation. So that Career Facilitators are providing information from this agency, meetings will take place every six months to make sure all information is up to date.

Initial Assessment/Intake/Referral - As a core service, this will involve the measuring of skill levels, aptitude, and abilities. Supportive service needs are determined during the initial assessment process. The intake process involves the enrollment procedure and determining eligibility for services. Assistance is provided in establishing eligibility for other assistance by way of providing information on eligibility and then referring them to the appropriate agency for the determination of relevant services.

Orientation/Informational Services - Brief explanation of One-Stop services available through Telamon and other partners, as well as how to access the services in accordance with partner requirements and eligibility procedures. Provide customers with an explanation of the follow-up process to include why this process is so important.

Job Search/Job Placement – The ultimate goal of Telamon Corporation is to provide customers with the tools to reach their ultimate goal of employment that provides long-term stability with earnings that enable them to be self-sufficient. Customers will be assisted to enter employment at every stage: Core, Intensive, and Training. The search for employment will involve surfing the Internet and using the WorkSource Georgia Portal along with traditional media canvassing and cold calls to employers with a ready resume.

Follow-up Services for WIOA - N/A

Comprehensive Assessments - A thorough review of the skill assessment, the development of an objective assessment, and the review of the aptitude and personal interest are performed as part of the comprehensive assessment. The customer's needs, barriers, and attributes are determined at this stage. The development of the Individual Employment Plan (IEP) begins and the information acquired from the aforementioned is used as part of its development.

Career Counseling/Planning - The Individual Employment Plan (IEP) is further developed and is an on-going document that maps the way to the customer's employment goal. Along with this process, customers will participate in job readiness exercises and group orientation sessions to strengthen job search success efforts. One-on-one counseling is effective and is scheduled as frequently as needed.

Case Management/Service Coordination - This is the process of confirming the relationship between the customer and the Career Facilitator. The interaction between the two increases and documentation regarding their meetings and communications are kept and maintained

confidentially. Case notes are an important part of the case management process and will serve as a chronological log of each activity experienced by, and on behalf of, the customers in an effort to reach his/her employment goal. The case management process is flexible and customer centered.

Prevocational Services - Includes the provision of English as a Second Language (ESL), acquisition of high school diploma, and Job Search Assistance.

The Job Corps agrees to contribute to the delivery of the following shared services in the local One-Stop Center:

Outreach/Recruitment - Brochures and/or posters will be provided regarding the services of The Job Corps.

- Initial Assessment/Intake/Referral** - N/A
- Orientation/Informational Services** - N/A
- Job Search/Job Placement** - N/A
- Follow-up Services for WIA** - N/A
- Comprehensive Assessments** - N/A
- Career Counseling/Planning** - N/A
- Prevocational Services** - N/A

The Department of Family and Children Services (DFCS) agrees to contribute to the delivery of the following shared services in the local One-Stop Center:

Outreach/Recruitment - Outreach and recruitment of target population for intensive services will be achieved by the inclusion of partner agency staff in DFCS customer case staffing. DFCS offices will make One-Stop brochures available to customers in lobby areas. Internet access to One-Stop services is available at several DFCS offices. DFCS staff will meet quarterly with One-Stop staff to review DFCS services available.

Initial Assessment/Intake/Referral - DFCS staff will develop a PowerPoint presentation and cross-train One-Stop staff quarterly. Training will familiarize staff with general eligibility requirements for support services such as childcare, transportation, Medicaid, food stamps, and financial assistance available to people who are looking for work. Applications for services will be made available on-site.

Orientation/Informational Services - Brochures and fliers summarizing DFCS support services available to people who are looking for work, the application process for DFCS services, general eligibility criteria, and contact information will be made available in the self-service area and through One-Stop staff.

Job Search/Job Placement - N/A
Follow-up Services for WIOA - N/A
Comprehensive Assessments - N/A
Career Counseling/Planning - N/A
Case Management/Service Coordination - N/A
Prevocational Services - N/A

Benefits Received: The parties agree that the benefits to be derived from the above services will be:

- i. increased customer access to programs;
- ii. cost-effective and efficient program delivery;
- iii. improved program retention due to a wider array of support for customers;
- iv. greater customer satisfaction;
- v. non-duplication of services; and
- vi. Strengthened relationships among partner agencies.

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

The current One-Stop Operator for Region 6 is In-The-Door LLC. In accordance with the rules and regulations set forth in WIG GA-16-001R, Workforce Innovation and Opportunity Act WIOA; Final Rule –Subpart D, 2 CFR 200.31732620, CFR 678.605 Region 6 uses a competitive selection process for the procurement of the One-Stop Operator.

Region 6 conducted market research by gathering information on eligible entities who may be able to provide One-Stop Operator services nationwide. The bidder's list is constantly updated to ensure a comprehensive bidder's list is maintained. The bidder's list is also reviewed to ensure it is up to date and extensive and that it includes both local and non-local eligible entities, including non-profit as well as for-profit agencies.

Region 6 conducted a request for information in accordance with the requirement in WIG GA-16-001R. Information was required from the bidders in the following areas:

Region 6 conducted a request for information in accordance with the requirement in WIG GA-16-001R. Information was required from the bidders in the following areas:

- i. How they will work to incorporate all partners into the comprehensive One-Stop. This discussion must include partners who are electronically present in the comprehensive One-Stop.

- ii. How the proposed One-Stop operations will fit into their organizational chart and whether current or newly hired staff would be providing the services. They were also directed to provide resumes of current staff or titles and jobs. descriptions/posting for any new positions.
- iii. How they would describe their customer service experience and discuss any experience with handling complaints and/or concerns from customers. Other required experience includes oversight of staff teams and experience in developing and delivering technical assistance.
- iv. How they would be able to propose outcome measures that effectively capture and evaluate their efficacy and system effectiveness: including a proposed data collection and validation methodology, as well as a proposed reporting method.
- v. How would they ensure all partner agencies are collaborating and cooperating in the implementation of the partner programs; including discussions on both training for the One-Stop operator staff and cross-training for the partner program staff. Capacity-building experience would also be relevant to this discussion.
- vi. How they would discuss and bring together the partner programs to ensure adequate outreach of the One-Stop center and demonstrate a thorough understanding of target populations for partner programs. This includes how they will take ownership/leadership in ensuring all partners are contributing to the center, both financially, as well as through resources and staff time.
- vii. How they would comply with all federal/state/local regulations, as well as provide oversight to ensure that all partner agencies are also in compliance.

Region 6 also conducted a cost and price analysis as part of that preparation. This process is outlined in the local procurement policy.

7. Awarding Sub-Grants and Contracts

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

Region 6

The Middle Georgia Consortium, Inc.:

All procurement transactions must be conducted in a manner that promotes full and open competition. To ensure objective contractor performance and to eliminate an unfair competitive advantage, persons who draft specifications, requirements, statements of work, or invitations for bids or requests for proposals must be excluded from competing for such procurements. There are five methods specified in 2 CFR §200.320 in which goods and services may be procured:

- **Micro-purchase:** Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro purchase threshold (§200.67 Defined at §200.67 // Set by FAR 48 CFR Subpart 2.1 Threshold is currently \$3,000). To the extent practicable, the Consortium will distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations as long as the Consortium considers the price to be reasonable.

- **Small Purchase:** This is an informal method for the purchase of services, supplies, or other property. This procedure can only be used if the price of the deliverable is the overriding factor and can easily be compared to analogous goods/services. Price or rate quotations must be obtained from an adequate number of qualified sources prior to award; however, competitive bidding is not required for small purchases if under the simplified acquisition threshold (defined at §200.88 // Set by FAR 48 CFR Subpart 2.1 and ICW 41 U.S.C. 1908. the Federal threshold for small purchases is \$150,000).

- **Sealed Bids (above the Simplified Acquisition Threshold):** This is a method in which bids are publicly solicited and procurements are awarded to the lowest responsible bidder. Sealed Bid procurements will be firm-fixed-price contracts; either as a lump sum or by unit price. Before selecting sealed bids as a preferred method of procurement, the Consortium will ensure the three following conditions are present: a complete, adequate, and realistic purchase description is available, two or more responsible bidders are willing and able to compete, and the procurement selection can be determined based principally on price. If conditions are present, the following requirements apply if sealed bids are to be used:
 - i. The invitation for bids will be publicly advertised with sufficient response time, at least 30 days, and bids shall be solicited from an adequate number of suppliers.
 - ii. The invitation for bids, which will include specifications and relevant attachments, shall define the goods or services for the bidder to properly respond;
 - iii. All bids will be publicly opened at the time and place prescribed in the invitation for bids;
 - iv. A firm-fixed-price contract award will be made in writing to the lowest responsive and responsible bidder; and
 - v. Any or all bids may be rejected if there is a sound documented reason;
 - vi. A Pre-Award Risk Assessment and Profit Analysis will be performed.

- **Competitive Proposals (above the Simplified Acquisition Threshold):** The technique of competitive proposals is normally conducted with more than one source submitting an offer, and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids. If this method is used, the following requirements apply:

- i. RFPs must be publicized for at least 30 days and identify all evaluation factors and their relative importance.
 - ii. Proposals must be solicited from an adequate number of qualified sources;
 - iii. Methods must be in place for conducting technical evaluations such as (pre-award risk assessment, profit analysis, etc.) of the proposals received before selecting awardees;
 - iv. Contracts must be awarded to the responsible proposal which is most advantageous to the program, with the price and other factors being considered.
- **Noncompetitive Proposals (Sole Source any dollar amount, but usually above the micro-purchase threshold):** This procurement method is the solicitation of goods/services from a single source, or after the solicitation of more than one sources, competition is deemed inadequate. Sole source procurement may be awarded only if one of the following criteria is met:
 - i. The good/service is only available from one source;
 - ii. After solicitation of a number of sources, competition is determined inadequate, typically due to insufficient bids;
 - iii. Through a formal request from the state, the Consortium may authorize a noncompetitive proposal.

A public emergency will not allow or delay the competitive solicitation process. Noncompetitive proposals are considered a “last resort” option and caution should be exercised before implementing this procurement method. If planning to use this method, the Consortium must notify the state in advance.

8. EEO and Grievance Procedures

Briefly describe local procedures and staffing to address grievances and complaint resolution.

The name, title, and telephone number of the Equal Opportunity Officer for Title I-funded activities for Region 6:

MGCI EEO Officer: -Kerry Scarboro
 Middle Georgia Consortium, Inc.
 124 Osigian Blvd., Suite A
 Warner Robins, GA 31088
 (478) 953-4771

The workforce development area has adopted EEO and Grievance Policies. The policies are designed to ensure that all contractors, employees, as well as individuals applying for or receiving services through the Workforce Innovation and Opportunity Act, are treated fairly.

For a General Complaint, if any individual, group, or organization has a complaint, the problem should first be discussed informally between those involved before a grievance is filed. Grievances should be filed in accordance with the written procedures established by the Middle Georgia Consortium, Inc. and the Local Workforce Development Board.

For an EEO Complaint; the workforce development area adheres to the following United States law: "No individual shall be excluded from participation, denied the benefits of, subjected to discrimination under, or denied employment in the administration of or in connection with any such program because of race (including race-related characteristics, which may include an individual's grooming and hair), color, ancestry (including ancestry-related characteristics, which may include an individual's dress), national origin (including ethnicity, accent, use of a language other than English, and immigration experience), religion or religious creed (including reasonable accommodation of religious beliefs, observances, or practices), physical or mental disability (including reasonable accommodation of physical or mental disability), medical condition, genetic information, sex (including pregnancy, childbirth, lactation, abortion, and related medical conditions), sexual orientation, transgender status, gender identity, gender expression, intersex traits, sex stereotyping, sex characteristics, age (40 and up), parental status, marital status, military or veteran status, citizenship, political affiliation or belief, or any other prohibited factor." References include the following: USDOL Regulations Implementation of the Nondiscrimination and Equal Opportunity Provisions of the Workforce Innovation and Opportunity Act of 2014.

If any organization, employee, participant, or individual lodges a complaint, and an informal discussion of the issue has taken place, a formal complaint may be filed. If a formal complaint is filed, a hearing is conducted within 30 days of its filing and a written decision is rendered no later than 60 days after the filing. If a written decision is not rendered in 60 days of the filing or the complainant is not satisfied with the decision, then the grievance is forwarded to the next level.

LOCAL BOARDS AND PLAN DEVELOPMENT

1. Local Boards

Provide a description of the board that includes the components listed below.

a. Describe how local board members are identified and appointed. Include a description of how the nomination process occurs for adult education and labor representatives. (20 CFR § 679.320(g))

Region 6 Nomination Process

The Formal Agreement Among Chief Elected Executive Officials describes the process used to appoint the Middle Georgia Workforce Development Board. The Chief Elected Executive Officials receive a compiled list of nominations from the Workforce Development Board Chairman, in consultation with local area businesses and chambers of commerce from the local area, to appoint members to the Workforce Development Board. The Executive Director presents the nominations to the CLEO for review and appointment.

Region 6 Workforce Development Board Categories

The Workforce Development Board consist of representatives from the following categories as outlined in WIOA:

Business Representatives

Representatives of business and industry are owners of businesses, chief executives or operating officers of businesses, and other business executives or employers. They represent businesses, or organizations representing businesses, that provide employment opportunities, which include high-quality, work-relevant training and development in in-demand industry sectors or occupations.

Workforce Representatives

Representatives of labor organizations are nominated by local labor federations and may be members of a labor organization, or a training director from a joint labor-management apprenticeship program, or representatives of an apprenticeship program. Representatives of community-based organizations that have demonstrated experience and expertise in addressing the employment needs of individuals with barriers to employment, including organizations that serve veterans, or that provide or support competitive integrated employment for individuals with disabilities; or they represent organizations that have demonstrated experience and expertise in addressing the employment, training, or education needs of eligible youth, including representatives of organizations that serve out-of-school youth.

Education and Training Representatives

Representatives may be eligible providers administering adult education and literacy activities under Title II, or institutions of higher education providing workforce activities (including technical colleges); or local educational agencies, and of community-based organizations with demonstrated experience and expertise in addressing the education or training needs of individuals with barriers to employment.

Government and Economic Development Representatives

Representatives are from economic and community development entities; or a Georgia employment service office under the Wagner-Peyser Act (29 U.S.C. 49 et seq.); or programs

carried out under Title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), other than Section 112 or Part C of that Title (29 U.S.C. 732, 741), or agencies or entities administering programs serving the local area relating to transportation, housing, and public assistance; or philanthropic organizations serving the region.

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

Region 6 Orientation Process

Workforce Development staff has developed an Orientation Manual that includes Government Issues, Workforce Services to Adult, Dislocated Workers and Youth, Liabilities/Ethics, Board Resources, and By-laws. Orientation is conducted by the Executive Director.

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

The Workforce Board includes representatives from the economic development organizations which provide an opportunity for coordination. In addition, Workforce Development staff will regularly engage with economic development partners to develop new programs or initiatives that will meet the changing needs of employers.

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

In Region 6 there are six regularly scheduled meetings per year. The Board meets every other month on Tuesdays, with the first meeting beginning in August of the new program year. Reports on WIOA activities and performance are provided at each Board meeting.

2. Local Board Committees

Provide a description of board committees and their functions.

Region 6 Committees

Region 6 established two standing committees; however, the Board reserves the right to establish ad hoc committees as necessary to support its mission. The following local board committees were established and certified by the Workforce Board effective June 28, 2022.

- **Youth Committee.** The function of the Youth Committee is to provide information and to assist in the planning, operations, and addressing issues relating to the provisions of youth. The Committee identifies eligible providers of youth services and makes recommendations to the local board to grant awards. The Committee also ensures

procurement to secure youth services, and ensures that WIOA youth service providers meet the referral requirements for all youth participants, each of the required 14 youth elements is available to youth participants, 50 percent of state and local youth funding is for out-of-school youth and at least 20 percent of youth funds are used for work experiences, such as summer and year-round employment, pre-apprenticeship, OJT, or internship, and job shadowing.

- **One-Stop and Individuals with Disabilities Committee.** The function of the One-Stop and Individuals with Disabilities Committee is to provide information, assist in the planning, operational, and addressing issues relating to the provisions of the One-Stop centers. Additionally, the committee assists with issues relating to the provisions of services to individuals with disabilities and compliance with Section 188 of the American with Disabilities Act. The current One-Stop Committee will serve as the One-Stop Implementation Team, which will ensure the continuing implementation of One-Stop system activities. The Committee will oversee the process of developing Memorandums of Understanding and Resource Sharing Agreements with the required One-Stop partners, be the source of regular information about the local One-Stop System and its operations to the Board and other committees. The Committee will further ensure that the system provides comprehensive services in a seamless, integrated, effective, and efficient manner; ensure that knowledgeable, skilled One-Stop staff delivers high-quality services resulting in high levels of customer satisfaction; and ensure that the system meets or exceeds performance standards for placement, retention, earnings and job seeker and employer satisfaction.

3. Plan Development

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

For the development of the Region 6 Workforce Development Plan, several different approaches will be utilized:

- Communication with Core Partners during development and implementation.
- Distribution of the Region 6 Plan and direct solicitation of comments from the Workforce Development Board, Core Partners, and other stakeholders.
- Publication of the Region 6 Plan on websites with an email to receive all feedback; www.middlegaworks.com

- Promotion of the availability of the Region 6 Plan on Twitter and Facebook.
- Development of a presentation of the plan highlights to be used for speaking engagements.
- Conduct informational/listening sessions regularly with board members, core partners, other stakeholders, and the general public.

SERVICE DELIVERY AND TRAINING

1. Equity in Service Delivery and Educational Programming

Provide a description of how the area will develop education, training, and career service strategies that better address and promote equity in recruitment, service design, implementation and support services to improve access and outcomes for individuals in such communities. Local areas should examine population groups, particularly those identified in the LMI analysis as having higher unemployment and lower earnings than the overall population, and explore existing inequities with access to and participation in the local workforce and education programs, the outcomes in terms of employment and earnings, and placement in quality jobs.

Firstly, we are intensifying efforts to analyze Labor Market Information (LMI) to identify population groups facing higher unemployment and lower earnings, subsequently tailoring initiatives to address their specific needs. Additionally, we are actively examining existing disparities in access to and participation in local workforce and education programs. Through targeted interventions, such as specialized training programs, job fairs, and resource fairs, we aim to mitigate these inequities. Moreover, our focus extends beyond mere participation to outcomes, emphasizing not just employment rates but also the quality of jobs secured. By fostering partnerships with local businesses, advocating for inclusive hiring practices, and providing ongoing support for career advancement, we strive to ensure that all individuals in our communities have the opportunity to thrive in meaningful, sustainable employment. Through these concerted efforts, we envision a future where equity is not just an aspiration, but a tangible reality in Middle Georgia's workforce landscape.

2. Expanding Service to Eligible Individuals

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

- Region 6 include representation from the core programs, which ensures that all partners are aware of programs and initiatives.
- Region 6 Core Partners Group meets regularly to explore mechanisms to expand access to employment, training, education, and supportive services and develop recommendations to the Workforce Development Boards.
- Specifically, the Core Partners group will seek opportunities to address barriers to employment in a manner that maximizes resources and eliminates duplication.
- Region 6 are committed to only providing services and programs that provide access to activities leading to a recognized postsecondary credential, academic or industry recognized, and employment.

3. Description of Service to Adults and Dislocated Workers

Provide a description and assessment of the type and availability of adult and dislocated worker employment and training activities in the local area.

Region 6 Services

Career services for adults and dislocated workers in Region 6 includes three levels of services: Basic career services, Individualized career services, and Follow-up services.

Basic Career Services

Basic career services are available and, at a minimum, include the following services:

- Determination of whether the individual is eligible to receive assistance from the adult, dislocated worker, or youth programs.
- Outreach, intake, and orientation to information and other services available through the One-Stop system.
- Initial assessment of skills levels, including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and support service needs.
- Labor exchange services, including:
 - job search and placement assistance, and, when needed by an individual, career counseling, including the provision of information regarding in-demand industry sectors and occupations;
 - appropriate recruitment and other business services on behalf of employers, including information and referrals to specialized business services not traditionally offered through the One-Stop system;
- Provision of referrals to, and coordination of activities with other programs and services, including programs and services within the One-Stop system and, when appropriate, other workforce development programs.

- Provision of workforce and labor market employment statistics information, including information relating to local, regional, and national labor market areas, including:
 - job vacancy listings in labor market areas.
 - information on job skills necessary to obtain the vacant jobs listed; and
 - information relating to local occupations in demand and the earnings, skills requirements, and opportunities for advancement in those jobs;
- Provision of performance information and program cost information on eligible providers of training services by program and provider type.
- Provision of information on how the Workforce Development Area is performing on local performance measures;
- Provision of information on the availability of support services or assistance, and appropriate referrals to those services and assistance, including:
 - child care
 - child support
 - medical or child health assistance available through the state’s Medicaid program and the Children’s Health Insurance Program
 - benefits under SNAP
 - assistance through the earned income tax credit
 - housing counseling and assistance services sponsored through US HUD; and
 - assistance under a state program for TANF, and other support services and transportation provided through that program
- Provision of information and assistance regarding filing claims for unemployment compensation.
- Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA, including HOPE and PELL.

Individualized Career Services

Individualized career services are available if determined to be appropriate for an individual to obtain or retain employment. In accordance with TEGl 3-15, individuals must be declared eligible to receive these services. These include the following services:

- Comprehensive and specialized assessments of the skills levels and service needs of adults and dislocated workers, which may include:
 - diagnostic testing and use of other assessment tools; and
 - in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals
- Development of an individual employment plan to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including the list of, and information regarding the ETPL
- Group counseling
- Individual counseling and mentoring

- Career planning
- Short-term pre-vocational services, including the development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services to prepare individuals for unsubsidized employment or training
- Internships and work experience that are linked to careers
- Workforce preparation activities
- Financial literacy services
- Out-of-area job search and relocation assistance
- English language acquisition and integrated education and training programs.

Follow-Up Services

Follow-up services are available, as appropriate, and include counseling regarding the workplace for adult and dislocated worker participants who are placed in unsubsidized employment. These services must be provided for a minimum of 12 months after closure/exit.

Training Services

Training services are provided to equip individuals to enter the workforce and retain employment. Examples of training services include:

- Occupational skills training, including training for nontraditional employment
- On-the-job training
- Incumbent worker training
- Workplace training and cooperative education programs
- Private sector training programs
- Skills upgrading and retraining
- Entrepreneurial training
- Apprenticeship
- Transitional jobs
- Job readiness training provided in combination with other training described above
- Adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, in combination with training
- Customized training.

Region 6 Strategy for Delivery of Adult/Dislocated Worker Services

Region 6 Adult/Dislocated Worker Services through Career Facilitators and the Business Services Specialist.

A Career Facilitator is located at each of the following career centers in the region throughout the week.

- Georgia Department of Labor Career Center in Houston County
- Georgia Department of Labor Career Center in Baldwin County

- Georgia Department of Labor Career Center in Bibb County

The Business Services Specialist and Career Facilitators attend regularly scheduled Outreach and Information Sessions such as job fairs, and academic recruitment events.

E3| Industry Fundamentals Information Sessions are hosted before each class. Outreach is determined at the onset of the program.

In addition to Outreach and Recruitment provided above in Region 6's larger counties, additional Outreach and Recruitment is provided periodically and on an as-needed basis. Referrals are also received from core and other partner agencies.

Region 6 provides recruitment, eligibility verification, orientation, objective assessments, individualized service strategies, individualized education plans, career assessment, GED preparation, job search, and follow-up services to youth, adults, and dislocated workers through various subrecipients (contractors) and from the local offices and satellite sites through the 11-county service area. The Middle Georgia Consortium, Inc. and Central Georgia Technical College provide in-school youth services.

Central Georgia Technical College provides case management and occupational skills training for WIOA eligible Adults and Dislocated Workers. The VECTR Center also provides a variety of training programs through Central Georgia Technical College to service transitioning service members and their families. The Middle Georgia Consortium, Inc. also provides case management services for participants who are enrolled under Memorandum of Understanding (MOUs) in a variety of occupational skills training which is provided by service providers and educational institutions on the Eligible Training Provider List (ETPL).

Additional employment and training opportunities such as Registered Apprenticeships, On-the-Job Training and Incumbent Worker Training are developed by the agency's Business Services Specialist in collaboration with TCSG Wagner Peyser staff, economic development agencies and chambers of commerce throughout the 11-county service area.

4. Description of Rapid Response Services

Provide a description of how the local board will coordinate workforce development activities carried out in the local area with statewide rapid response activities.

In Region 6, rapid response activities are always coordinated with the TCSG Rapid Response Regional Team. At the direction of the TCSG Regional RR Coordinator, activities could include but are not limited to:

1. Immediate and on-site contact with the employer, representatives of the affected workers, and the local community, which may include an assessment of the:
 - Layoff plans and schedule of the employer;
 - Potential for averting the layoff(s) in consultation with state or local economic development agencies, including private sector economic development entities;
 - Background and the probable assistance need of the affected workers;
 - Reemployment prospects for workers in the local community; and
 - Available resources to meet the short and long-term assistance needs of the affected workers.
2. The provision of information and access to unemployment compensation benefits, comprehensive One-Stop system services, and employment and training activities, including information on the Trade Adjustment Assistance (TAA) program and the NAFTA-TAA program (19 U.S.C. § 2271 et seq.);
3. The provision of emergency assistance adapted to the particular closing, layoff, or disaster.
4. The provision of assistance to the local board and chief elected official(s) to develop a coordinated response to the dislocation event and, as needed, obtain access to state economic development assistance. Such coordinated response may include the development of an application for the National Emergency Grant under 20 CFR part 671. (WIOA secs. 101(38) and 134(a)(2)(A).)
5. The delivery of other necessary services and resources including workshops and classes, use of worker transition centers, and job fairs, to support reemployment efforts for affected workers.
6. As appropriate, developing systems and processes for:
 - Identifying and gathering information for early warning of potential layoffs or opportunities for layoff aversion;
 - Analyzing, and acting upon, data and information on dislocations and other economic activity in the State, region, or local area; and
 - Tracking outcome and performance data and information related to the activities of the rapid response program.
7. Developing and maintaining partnerships with other appropriate Federal, State, and local agencies and officials, employer associations, technical councils, other industry business councils, labor organizations, and other public and private organizations, as applicable, in order to:
 - Conduct strategic planning activities to develop strategies for addressing dislocation events and ensuring timely access to a broad range of necessary assistance; and
 - Develop mechanisms for gathering and exchanging information and data relating to potential dislocations, resources available, and the customization of

layoff aversion or rapid response activities, to ensure the ability to provide rapid response services as early as possible.

8. Delivery of services to worker groups for which a petition for Trade Adjustment Assistance has been filed.
9. The provision of additional assistance, as described in § 682.350, to local areas that experience disasters, mass layoffs, or other dislocation events when such events exceed the capacity of the local area to respond with existing resources as provided under WIOA sec. 134(a)(2)(A)(i)(II).

5. Description of Youth Services

Provide a description and assessment of the type and availability of youth workforce development activities in the local area, including activities for youth with disabilities. This description and assessment shall include an identification of successful models of such youth workforce development activities. Include a description of the alignment and coordination, as appropriate, between the Title I Youth program, Job Corps centers in the State, Title II AEFLA program, and Title IV VR program for youth who could be co-enrolled in programs and served by program staff who are co-located in the One-Stops.

Currently, Workforce Development Area 11 provides in-house youth services such as internships, work-experience, and Occupational Skills Training. Region 6 is committed to providing services to eligible youth participants through a network of youth service providers and has expanded its reach to include open competition to procure youth services to include the following required elements: (1) Tutoring, Study Skills Training, Instruction and Evidence-based Drop-out Prevention and Recovery Strategies; (2) Alternative Secondary School Services or Drop-out Recovery Services; (3) Paid and Unpaid Work Experiences; (4) Occupational Skills Training; (5) Education Offered Concurrently with and in the same context as Workforce Preparation; (6) Leadership Development; (7) Supportive Services; (8) Adult Mentoring; (9) Comprehensive Guidance and Counseling; (10) Financial Literacy Education; (11) Entrepreneurial Skills Training; (12) Labor Market and Employment Information Services; (13) Activities that Prepare for Transition to Post-secondary Education and Training; and (14) Follow-up Services.

Region 6 has a Career and Case Management Contract with Central Georgia Technical College which allows for Youth Services. Central Georgia Technical College provides the fourteen program elements to youth participants. In-School Youth recruitment focuses on graduating high school seniors and Out-Of-School Youth recruitment focuses on GED students or youth interested in attending training.

Youth Services include a year-round program designed to meet the participant's individual needs whether education or employment or both. The program design includes the continuation of career and follow-up services for youth customers enrolled in youth programs. Central Georgia Technical College's "Youth Success Academy" has implemented Seminar Series Workshops. These seminars focus on leadership and financial stability. The Seminar Series is designed to

support the growth of young adults, with little or no work experience, into highly desirable candidates for employment. Participants will explore personal finance, leadership, employability, and entrepreneurial skills.

Central Georgia Technical College “Youth Success Academy”: provides services on all WIOA Fourteen Program Elements which includes:

- Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to the 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 a recognized postsecondary credential;
- Alternative secondary school services, or dropout recovery services, as appropriate;
- Paid and unpaid work experience that has as a component academic and occupational education, which may include:
- Summer employment opportunities and other employment opportunities available through the school year;
- Pre-apprenticeship programs;
- Internships and job shadowing;
- On-the-job training (OJT) opportunities;
- Occupational Skills Training, which shall 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 involved, if the local board determines that the programs meet the quality criteria described in section 123;
- Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behavior, as appropriate;
- Supportive services;
- Adult mentoring for at least 12 months, that may occur both during and after program participation;
- Follow-up services for not less than 12 months after the completion of participation, as provided in 681.580;
- Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling, as well as referral to counseling, as appropriate to the needs of the individual youth;
- Financial Literacy Education; create a budget to include setting up checking and saving accounts, effectively managing spending, analyzing credit reports, comparing and evaluating financial products, and safeguarding against identity theft;
- Entrepreneurial Skills Training; that provides the basics of starting and operating a small business;

- 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; and
- Activities that help youth prepare for and transition to post-secondary education training.

Transportation has always been a barrier for youth participants in Region 6. Due to a lack of public transportation, Region 6 has designated all high schools, college and career academies, and Central Georgia Technical College campuses and sites as approved worksites for youth work experiences.

Region 6 and Central Georgia Technical College also participates in the Career Plus High School Equivalency (HSE) pilot program. CPH aims to provide an alternative means to receive a high school diploma. Workforce participants must be between the ages of 21 and 24, be a Georgia resident, must attend an adult education program, and have a minimum TABE score of 501 Reading and 496 Math. Additionally, Region 6 has implemented the Dual Achievement Program (DAP) pilot program. DAP offers qualified students a recognized and alternate path to high school graduation. Students choose to simultaneously earn a high school diploma and two (2) technical certificates of credit, a technical diploma, or a college associate degree in a specific career pathway in order to meet high school graduation requirements. Workforce participants must be between the ages of 16 and 21, be a Georgia resident, enrolled and attending the CGTC Academy dual achievement program, not enrolled in another middle or high school, and enrolled in occupational programs.

Recognizing that apprenticeship is a proven approach for preparing workers for jobs while meeting the needs of business; Region 6 continues explore opportunities to partner with the school board(s) and respective CTAE department(s) on Apprenticeship programs.

Region 6 has received a waiver from the state to serve 50% in-school youth (ISY) and 50% out of school youth (OSY). When serving youth, we also provide referrals to mental health counseling available through the Family Counseling Center of Central Georgia.

6. Implementation of Work-Based Learning Initiatives

Provide a description of how the area will implement initiatives such as incumbent worker training programs, on-the-job training programs, customized training programs, industry and sector strategies, career pathways initiatives, utilization of effective business intermediaries and other business services and strategies designed to meet the needs of employers in the corresponding region in support of the business service strategy. If these services are not utilized, provide a description of why.

Region 6 is currently building a robust on-the-job training (OJT) program to continue the efforts initiated under the Sector Partnership HDCl grant. Through the development of industry sector

strategies to determine specific business needs, Region 6 is currently in the process of collaborating and coordinating with training institutions, Economic Development, Boards of Education, Technical College System of Georgia, Vocational Rehabilitation, Adult Education, DFCS and the business community to develop relevant work-based learning activities such as incumbent worker training, career pathways and customized training activities to meet the needs of the business community.

Work-based learning/OJT will focus on in-demand sectors of the area economy, to include but not limited to, Advanced Manufacturing and Industry, Medical/Healthcare, and Information Technology. OJT opportunities will be developed utilizing contracts with employers, either private for-profit or non-profit. OJT programs engage the employer upfront and require that an individual be an employee of the company. The duration of training is based upon the core competency skill levels required by the occupation chosen, then adjusted to account for any existing core competencies the participant may already possess, after being assessed. OJT provides reimbursements to employers to help compensate for the costs associated with skills upgrade training and loss of production for newly hired employees.

In determining an employer's viability for OJT contracts, Region 6 staff may consider the employer's history with OJT or customized contracts, financial stability, history of layoffs, collective bargaining agreements, adequate payroll and record-keeping, accessibility, relocation and labor disputes, as well as the occupational and industry outlook. A review of the employer's job descriptions and wages will be reviewed to assess whether OJT would be a good match. A site visit will be conducted to see the potential trainees' work environment. The viability of the employer will also be assessed pre-contract to ensure the employer is registered with the Secretary of State, is current on payment of taxes, and holds a valid business license. All requirements of OJT employers will be detailed in a Pre-Award Checklist, an Employer Agreement, and an OJT contract.

All OJT employers are expected to retain the employed trainees permanently after the completion of the training, and at this point, unsubsidized employment begins. Noncompliant employers will not be utilized for future OJT projects.

Participants will be provided continued career advisement and monitoring during OJT until the end of the training period. If at any time during that training period, the employee experiences issues that need to be addressed, the local area staff will work with the participant and the employer to rectify the situation. If an employee is terminated before the end of the OJT training period, additional assistance will be made available.

Intensive case management is a central tenant of this project design. Job retention and follow-up services are merely an extension of intensive case management activities that will be completed by the staff. The long term unemployed may have barriers that occur beyond the participant obtaining beginning OJT or employment. Job retention services will be provided to

all project participants for up to a year following the end of the training period. Follow-up retention activities will include the same array of intervention services as those available before employment. Such offerings will also include renewed job search assistance should a participant become unemployed. Renewed assessment and case management assistance will explore the reason for the employment loss and will adjust the Individual Employment Plan accordingly.

Region 6 will continue to identify additional industry sectors and coordinate with WIOA partners and industry sector leaders to develop additional sector strategies to support the business community. Future strategy development includes industrial maintenance, logistics, and certain occupations in the medical field.

Region 6 The Local Workforce Development Boards have developed work-based learning policies and procedures to include Internships, Work Experience, Registered Apprenticeships, Incumbent Worker Training, and Customized Training.

7. Provision of ITAs

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

Region 6 Individual Training Accounts (ITAs) Training services provided by academic training institutions or institutions providing occupation-specific training or activities must be on the eligible provider list and require a contract or memorandum of understanding to provide services. Individuals attending these institutions must be assigned an ITA account and must comply with the Region 6 ITA policies.

All training must be linked to employment. During the initial assessment, customer choice is identified, and training linked to employment and self-sufficiency is addressed. Any training not linked to employment will not be approved. Individuals already possessing marketable skills who merely desire training for the purposes of changing careers will not be approved. ITA approval to enhance current marketable skills may be approved on a case-by-case basis. ITA policies for Region 6 further address coordination of funds, termination of financial assistance, training cost limitations, training length, and allowable ITA costs.

8. Entrepreneurial Skills Training and Micro-enterprise Services

Provide a description of how the area will coordinate and promote entrepreneurial skills training and microenterprise services.

Region 6 will partner with small business resources such as the UGA Small Business Development Center to host informational sessions on services available to support entrepreneurial development. The Mercer Innovation Center, FireStarter, and SparkMacon are also resources that participant will be referred to capitalize on innovation and entrepreneurship.

9. Coordination with Education Programs

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

As mentioned in other sections, Region 6 is actively engaged in developing work-based learning programs where training will be provided by secondary and post-secondary education programs. Work-based learning programs include customized training with postsecondary institutions to help with the talent pipeline i.e., degrees, licensing, (ITAs).

Region 6 Education Programs

Region 6 has venter agreements with secondary and postsecondary Region 6 institutions that provide educational programs and training activities. The Board and staff will continue to collaborate, coordinate strategies, and cooperate with these and any relevant institution providing training services or activities. LWDA will further coordinate to enhance services and avoid duplication of services.

10. Description of Supportive Services

Provide a description of how the local board will coordinate workforce development activities carried out under this title in the local area with the provision of transportation, including public transportation, and other appropriate supportive services in the local area. Describe the coordination of transportation and other supportive services regionally, if applicable.

Transportation

Region 6 does not have a regional public transportation system, but there is a Mobility Manager program in place at the Middle Georgia Regional Commission to coordinate transit planning activities throughout the region. The Middle Georgia Regional Commission contracts with Macon-Bibb EOC to provide human services transportation in all 11 counties of Region 6 for a limited clientele.

Supportive Services Policy

The board-adopted policies are used to (1) establish and determine the need for supportive services, (2) establish a process by which participants are determined eligible and in need of supportive services, (3) comply with federal law that supportive services costs should be necessary to enable an individual to participate in activities authorized under WIOA, and (4) indicate who should conduct eligibility and determination, ensuring that this process is conducted on a case-by-case basis.

Region 6 has a Supportive Services Policy. The range of supportive services available to workforce development customers includes childcare, transportation, workplace/training accessibility tools, work clothes, minor work tools, and other discretionary items determined by the workforce development staff. Supportive services are available to customers while they are participating in and completing intensive or training activities.

11. Coordination with Social Service Providers

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

Region 6 is partnering with the Georgia Mental Health Consumer Network Recovery to Work Project to provide a Forensic Peer Mentor in Warner Robins, GA. LWDA 11 believes the investment in this work will ultimately have long term savings in reduced behavioral health hospitalization/treatment due to recidivisms, reduced medical health care costs, and increased employment of the individuals who receive these integrated forensic peer mentor services. The Georgia Mental Health Consumer Network is integrating recovery services for returning citizens who are living with behavioral health concerns and who are trying to reenter the workforce.

Department of Human Service's Parental Accountability Court Coordinator participates in weekly orientations and workshops at the Comprehensive One-Stops. The program provides assistance with substance abuse, short-term training, coaching and mentoring, educational services, and employment services. Attendees at the workshop can also be referred or reverse referred to SNAP, TANF, WIOA (adult, dislocated worker & youth), Job Corps, Native American programs, Migrant and Seasonal Farmworker programs, Senior Community Service Employment programs, Carl D. Perkins programs, Adult Education and Literacy programs, Trade Adjustment Assistance programs, Jobs for Veterans programs Community Services Block Grant employment and training programs, Department of Housing and Urban Development employment and training activities, Wagner Peyser programs, and Vocational Rehabilitation programs.

Region 6 has also partnered with the Division of Child Support Services (DCSS) Fatherhood Program. The purpose of the partnership is to help increase awareness and potentially provide

WIOA career and training services for noncustodial parents. Additionally, the Fatherhood Program assesses and refers applicants who may demonstrate an aptitude and interest in a short-term training program such as Commercial Truck Driving but may need assistance with getting their driver's license reinstated. In addition to offering assistance with driver's license reinstatement, the DCSS also offers the following services: child support services, GED enrollment, job training, job search/placement, volunteer work opportunities, and support order modification. The partnership between WIOA and DCSS is ideal since both agencies share a mutual objective: services/resources geared toward helping individuals attain self-sufficiency.

COORDINATION WITH CORE PARTNERS

1. Description of the Workforce System

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

As outlined in previous sections, the Workforce System in Region 6 consists of career services for youth, adults, and dislocated workers. Services may be provided by the local Workforce Development Area, by a sub-recipient, or by a Core Partner. To ensure that the workforce system operates in the most effective manner, core partners are represented on the Workforce Development Boards and regular core partner meetings are conducted.

Region 6 is actively engaged with Career, Technical, and Agricultural Education programs in Houston, Macon-Bibb, and Baldwin and Jones counties. The CTAE program has been identified as a strategic partner in the High Demand Career Initiative Sector Partnership program. The goal is to grow existing and establish new relationships as new CTAE programs are developed in the other counties not currently represented.

Below are the Career Pathway Programs of Study resulting from ongoing work between the Technical College System of Georgia and the Career, Technical and Agricultural Education (CTAE) area of the Georgia Department of Education (GaDOE):

- Agricultural, Food and Natural Resources
- Architecture and Construction
- Arts, AV, Technology, and Communications
- Business Management and Administration
- Education and Training
- Energy
- Health Science

- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering, and Mathematics
- Transportation, Distribution, and Logistics

2. Coordination with Wagner-Peyser

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

Wagner-Peyser services are primarily provided by the Technical College System of Georgia (TCSG) with the first point of contact being the TCSG representatives at the local Career Centers. In Region 6, there are three Career Centers.

Services available in Region 6 include:

- Filing for Unemployment Compensation.
- Providing re-employment assistance to UI Claimants and other unemployed individuals.
- Coordination and provision of labor exchange services for UI Claimants.
- Business Services including customized recruitment, job expos, SWAT events.

The Technical College System of Georgia is represented on both workforce development boards. This level of engagement, in addition to core partner meetings, ensures that Wagner-Peyser activities are coordinated and avoids duplication of services.

3. Coordination with Adult Education

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

Adult Education services in Region 6 are provided by Central Georgia Technical College and Oconee Fall Line Technical College. A representative of CGTC's adult education program serves on both workforce development boards. Additionally, an adult education representative from OFTC is also present at LWDA 11's workforce development board meetings. This level of engagement, in addition to core partner meetings, ensures that adult education and workforce development activities are coordinated.

The adult education division of CGTC serves individuals 16 years old and older, who are out-of-school and lacking a high school diploma or deficient in basic skills. CGTC offers GED preparation classes, basic skills remediation, English as a Second Language, civics and citizenship classes, family literacy, life skills, financial literacy, job skills, work ethics, GED testing, TABE testing, and volunteer tutoring. The Division partners with various organizations including Certified Literate Community Programs, Head Start, Housing Authorities, Family Connections, and Department of Corrections. CGTC partners with the Technical College System of Georgia to provide students with the Georgia BEST life skills certification and job placement. Vocational Rehabilitation is serving our students who have special needs. The CGTC Economic Development Division provides workplace fundamentals and other variations of job skills training.

4. Coordination with Vocational Rehabilitation

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

Georgia Vocational Rehabilitation Agency/Vocational Rehabilitation (GVRA/VR) and its staff members look forward to a close collaboration with WIOA partners to provide together a wide variety of workforce development services for individuals with disabilities, including students and youth with disabilities to offer them multiple opportunities to be empowered to maximize employment, economic self-sufficiency, independence, and inclusion. GVRA/VR will continue to work collaboratively with all the core programs, as well as other state agencies, to both integrate and embed vocational rehabilitation services as efficiently and effectively as possible.

To facilitate expanding programmatic accessibility at the local One-Stop, GVRA/VR provides assistive work technology-related services for eligible individuals with disabilities. Additional supports delivered, as requested, to the One-Stop locations may include the following: assistive technology assessments and training for staff that focus on disability awareness, providing services using the universal design model, and basic information on how to use assistive technology equipment. These supports are intended to remove programmatic barriers, increase accessibility, and maximize resources.

Georgia's One-Stop system engages youth in customized career pathways through collaborative partnerships. GVRA/VR provides transition services to out of school youth with the timely development and approval of an Individualized Plan for Employment to increase the number of students who achieve competitive integrated employment.

GVRA/VR employment services team collaborates with the core program in support of individuals with disabilities securing competitive integrated employment. VR Employment Specialists interact with businesses to identify specific employer workforce needs and to provide employers with qualified candidates to meet those needs. They also interface with employers to create opportunities for individuals with disabilities, such as on-the-job training and work-based learning. Additionally, educational opportunities are available to businesses, such as the benefits of hiring individuals with disabilities, job accommodations, disability awareness, and federal contractor requirements. The goal is to increase employer interest and for more businesses to hire individuals with disabilities.

To complement the utilization of the technical college system, Georgia will further leverage relationships with educational institutions by enhancing GVRA/VR services in post-secondary schools. GVRA/VR provides support to eligible students in their pursuit of achieving their post-secondary academic and vocational training (including those thriving in an inclusive post-secondary education program).

PERFORMANCE, ETPL, AND USE OF TECHNOLOGY

1. Description of Performance Measures

Provide a description of the local levels of performance negotiated with the Governor and chief elected official pursuant to WIOA § 116(c), to be used to measure the performance of the local area and to be used by the local board for measuring the performance in the local area of the local fiscal agent (where appropriate), eligible providers under subtitle B, and the one-stop delivery system.

Region 6 negotiated Performance Measures for PY24. PY25-PY27 Performance Measures have not been negotiated as of the date of this draft (May 28, 2024).

In establishing performance measurement levels, the following variables were taken into consideration:

- Expected economic conditions of the local area; AND
- Expected characteristics of participants to be served by the local area; AND
- Program implementation - What programs or policies does the area have in place to guide services? Do these policies impact outcomes in any way?

Adults and Dislocated Workers WIOA Primary Indicators of Performance

- Percentage of Participants in Unsubsidized Employment During the 2nd Quarter After Exit and Percentage of Participants in Unsubsidized Employment During the 4th Quarter After Exit
- Median Earnings of Program Participants in Unsubsidized Employment During the 2nd Quarter After Exit
- Percentage of Participants Obtaining a Credential during participation or Within 4 Quarters After Exit
- Percentage of Participants who, during a program year, are in an Education or Training Program that leads to a recognized postsecondary credential or employment and who are achieving Measurable Skills Gains, which are defined as documented academic, technical, occupational, or other forms of progress toward such a credential or employment.

Youth WIOA Primary Indicators of Performance

- Percentage of Participants in Education or Training Activities, or in Unsubsidized Employment During the 2nd Quarter After Exit
- Percentage of Participants in Education or Training Activities, or in Unsubsidized Employment During the 4th Quarter After Exit
- Median Earnings of Program Participants in Unsubsidized Employment During the 2nd Quarter After Exit
- Percentage of Participants Obtaining a Postsecondary Credential or Secondary School Diploma During Participation or Within 4 Quarters After Exit
- Percentage of Participants who, during a program year, are in an Education or Training Program that leads to a recognized postsecondary credential or employment and who are achieving Measurable Skills Gains, which are defined as documented academic, technical, occupational, or other forms of progress toward such a credential or employment.

The following measure will be tracked and reported but guidance has not yet been issued on whether it will be included in performance negotiations for PY24 thru PY27.

- The effectiveness in serving employers.

2. One-Stop System Performance and Assessment

Provide a listing of locally/regionally developed one-stop performance standards and describe the criteria used to develop the performance standards. Describe how the one-stop system and regional service delivery is assessed by the local board.

In Region 6, the performance standards support the negotiated performance measures of the local area.

The following are examples of criteria used to assess One-Stop Operator performance and system services delivery:

Customer Service Representative

- Ensure access for disabled customers is operable
- Ensure internal and external signage and flyers/advertisements are neat and Appropriate
- Ensure that all One-Stop customers are registered; capture customers' personal information as well as their reason for visiting the One-Stop and the services he/she wishes to receive (in some cases, create a database to eliminate paper sign-in sheets)
- Receive, address, and forward all customer's complaints to the appropriate One-Stop partner agency
- Assist customers as needed with employment services or access to other partner agencies
- Work closely with reception/greeter staff to direct customers to workforce development or other partner staff (or to direct linkage portal)
- Monitor and evaluate customer satisfaction via the use of the Workforce Development Board approved customer surveys

Coordinator of One-Stop Partner Services

- Read, study, and become familiar with the Memorandum of Understanding (MOU)
- Host One-Stop Partner's monthly or bi-monthly meetings
- Create and publish a Resource Guide to illustrate all services offered by One-Stop partners and a special events calendar to share with One-Stop partners and One-Stop customers
- Coordinate with site management to provide office space for partner staff housed in the One-Stop and prepare quarterly reconciliation per WIOA law Facilitate One-Stop partner service orientations for One-Stop customers

Develop and Maintain the "Direct Linkage" portal

- WIOA and MOU require that all partners that are not housed within the One-Stop be available to customers via electronic access; also, the customer must be able to reach an actual person, by name, in a "reasonable period of time", it is also recommended that a back-up partner representative be listed in case the primary is unavailable. The One-Stop Operator works closely with the partners to identify the direct linkage portal representatives for each partner agency (Career Resource Guide)
- Develop a One-Stop Partner's Schedule – a document that displays the names of each partner, a brief summary of the services they offer, and the name and contact info of a

staff person (who will actually pick up the phone) and a back-up (Career Resource Guide)

- Coordinate with partner agencies, listed in the MOU, to identify who should be listed as the contact person(s) in the One-Stop Partners schedule
- Work with workforce management and partners to make video conferencing or adequate communication available for customers in the direct linkage portal
- Coordinate with Georgia Vocational Rehabilitation Agency to ensure that assistive technology is up-to-date and in working order; also ensure that at least a few staff are trained on how to use assistive technology

Data Collection and Reporting

- Create monthly and quarterly reports that track One-Stop customers
- Provide One-Stop customer tracking reports to partners and workforce development board members at regular meetings
- As needed, provide analysis of report (example: provide an explanation if there is a significant change in the customer data month-to-month or compared with historical data)
- Prepare and submit quarterly reconciliation of cost associated with the local area's One-Stop System to the WIOA and Workforce Services Director, Georgia Department of Labor.

Miscellaneous

Serve as consultant/project manager at the direction of the Workforce Development Board.

3. ETPL System

Describe the regional Eligible Training Provider System, including the elements listed below.

a. Provide a description of the public notification to prospective providers.

Region 6 utilizes our website as a mechanism for notifying prospective providers.

b. Provide a description of how the board(s) evaluates providers and proposed training programs for initial eligibility, based on (at a minimum) criteria of proven effectiveness, local employer/industry demand, accreditation and customer accessibility.

Pre-Award Review – This review is intended to collect further information on the provider and its programs. The information collected will be used in the evaluation of the training provider's application and in making recommendations to workforce development boards on whether or not to approve training programs. For evaluation purposes, it should be considered a part of the training provider's application. The review includes additional questions to be answered by the

training provider, an on-site review of the training provider's facilities, and required documents, and reference checks of the provider's former students, accrediting institutions and business customers. The on-site review will also include interviews with the provider's instructors, placement and counseling staff, and current students. If available, Pre-Award Review information collected by other local workforce boards will be used to avoid duplication.

Application Evaluation – Using the application and pre-award information available, Workforce Development staff will numerically evaluate each provider's application for use in recommending training programs and providers for inclusion. Evaluation factors will be divided into Training Provider "organization" factors and "program" factors; program factors are used to evaluate each training program submitted, while organization factors are used to evaluate the provider's organization. The resulting ratings will be a composite of the two types of factors – an organization score, which will be the same for all programs submitted by a provider, and a program score, which may be different for each training program.

Competitiveness Determination – The application for each training program must receive a minimum score to be considered competitive. Applications not receiving this minimum score will be considered non-competitive and will receive no further consideration for approval. Providers who have submitted a non-competitive application will be notified of this determination and the rating score their application received.

Middle Georgia WDB and Executive Committee Approval – The total score derived, along with any application and pre-award information deemed useful will form the basis for an approval recommendation to the Middle Georgia WDB and Executive Committee by the Consortium staff. Approval must be granted by both bodies prior to being submitted to the State for inclusion on the ETPL.

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

Region 6's local appeal process is that aggrieved ITA customers and providers must within three working days following receipt of the unapproved determination, ITA customers and providers must advise the Consortium's Executive Director, or other designated person(s), of intent to appeal. This notification may be oral. Within five working days following receipt of the decision made regarding its application, ITA customers and providers must provide the Consortium with a written appeal. Within one working day following receipt of the written appeal, the Consortium staff will submit the appeal to the WDB chairperson. Within five working days following receipt of the appeal by the WDB chairperson, the WDB chairperson will make a determination regarding the appealed application. The Consortium staff will notify ITA customers and providers in writing of the results of the appeal within one working day of the WDB chairperson's decision.

If ITA customers and providers are still aggrieved following the WDB's action on the appeal, the ITA customers and providers may appeal utilizing the Consortium grievance procedure. If the local appeal process does not resolve the dispute, aggrieved ITA customers and providers of unapproved training programs are notified of their right to file a Second Level appeal with the state.

d. Provide a description of the ongoing process used to update the data on the eligible providers list (exclusive of the state-conducted continued eligibility process).

Providers are expected to notify the Workforce Development Area of any substantial changes in programs. Substantial changes may include, program objectives, geographic locations, curriculum or mode of delivery, program duration, cost, entry requisites, contact information, etc. After Workforce Development Board consideration and approval, the information will be electronically transmitted to the state for approval consideration and ETPL updating. Also, any new programs offered by eligible providers will be reviewed by staff and submitted to the state for approval.

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

Region 6's policy for training providers that do not maintain a training facility in the Middle Georgia WorkSource training area is that the provider must first submit an application to the Workforce Development Board in the area in which their training facility is located.

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

The Middle Georgia Consortium, Inc. uses the WorkSource Georgia Participant Portal to track ITA activity. In addition, MGCI uses its own ITA financial tracking system. The system features tracking by individual ITA, training institution, funding year, and funding source.

Amounts in the system are obligations set aside for ITAs by funding source and are adjusted for trainees who leave training before their scheduled ending date, or who require an extension to their training period. Extensions may be granted on a case-by-case basis.

g. Provide a description of local board policy on use of statewide eligible training provider list (including financial and duration limits, out-of-area training, service to out-of-area customers, etc.).

Region 6

Middle Georgia ITA policies are as follows:

1. Training for Eligible Individuals - Only as determined by the Consortium.
2. Previous WIOA Trainees - Individuals who have previously received financial assistance under WIOA are not eligible for further training assistance, unless,
 - They completed their program of study and are unable to perform the work associated with the skills previously obtained as described below, or
 - They did not complete their program of study and they had a justifiable reason accepted by the Career Facilitator before dropping out of training, and they cooperated with the Career Facilitator in pursuing job search or other prescribed activities.
 - In no case will drop-outs be accepted for re-entry into WIOA financed training if contact was not made with the Career Facilitator before dropping out, regardless of their ability to use the skills acquired through training, or financial assistance was terminated as described below. Individuals who complete training and are unable to secure employment must also contact their Career Facilitator in order to qualify for re-entry into training.
3. Trainees Must Seek Training-Related Employment – Applicants for training assistance must plan to seek training-related employment after training is completed. Those who do not have this objective will not be accepted for training assistance and will be ineligible for further WIOA assistance; this includes trainees who, instead of seeking employment, pursue further training not approved by the Career Facilitator.
4. Applicants for Training with a Self-Employment Objective - The training will not be approved unless the applicant also has a wage and salary employment objective as well; the training to be provided must stand on its own as adequate preparation for the wage and salary employment objective, though it may assist the trainee with the self-employment objective. No funds will be provided to assist in the financing of a self-employment business in any way, e.g., tools, uniforms, etc. This policy is intended to assure that the trainee has an alternative path to employment in the event the self-employment venture fails, which is likely, given the generally low success rate of new business ventures.
5. Middle Georgia may serve individuals who do not reside in the Middle Georgia area as long as funds are available, and priority is given to Middle Georgia residents. Individuals

who resided in the Middle Georgia area when training services were initially provided and who subsequently moved to another service area will continue to be served.

6. Coordination of Funds - WIOA funds will only be applied to a participant's training expenses if other funding is not available in accordance with the coordination provisions of 20 CFR 680.230. HOPE grants or scholarships, PELL, and other federal grants will be applied first to the participant's training expenses to the extent they are available and WIOA ITA funds will supplement the cost of training. Each applicant seeking training assistance must apply for the PELL, HOPE, and other federal grant programs. WIOA monies will be applied after these federal grant monies are exhausted.

7. Training Linked to Employment – Occupation training services and assistance may only be provided for training that is directly linked to employment opportunities in the Middle Georgia area, or to areas in which the trainee is willing to relocate (20 CFR 680.210(b)). The Middle Georgia Consortium will establish this linkage for each prospective trainee by reference to the following sources of information:
 - Georgia Department of Labor's occupation and industry employment projections using such factors as total growth, percentage growth, and annual openings.
 - Georgia Career Information System, O*net, or other appropriate and available career data.
 - News articles and analyses reflecting rapidly changing labor force conditions favorable or unfavorable to specific occupational or industrial areas.
 - Consortium or training applicant surveys or interviews with knowledgeable representatives of training institutes, employers, or employees in the industry or occupation in question.

Information on job quality (wages, benefits, advancement potential, etc.), to the extent available, will also be used to select employment opportunities. Priority for training occupations will be given to training for teachers and the healthcare industry due to skill shortages in these areas in the Middle Georgia area.

8. Training Resulting in a Self-Sufficient Wage - Training must provide the long-term prospect of an employment wage resulting in self-sufficiency without the aid of public assistance; self-sufficiency is defined as 150 percent of the U.S. Department of Labor's Lower Living Standard Income Level (LLSIL) as determined by the Career Facilitator. In

addition, the expected entry-level wage for the training occupation must be at least \$15.00 per hour as determined by the Career Facilitator.

Alternately, for dislocated workers, self-sufficiency may be defined as work of substantially equal or higher skill level than the individual's past adversely affected employment, or work for which the individual is currently qualified to do, and wages for such work at not less than 80 percent of the individual's average weekly wage. The training should also improve the trainees' chances of obtaining employment with wages and benefits superior to those they could obtain without training.

Applicants who already have a self-sufficient job or job offer are not eligible for training assistance under these policies.

9. Training Within the Commuting Area - In general, the location of training must be within a reasonable commute of the Middle Georgia area or hybrid/online course. Training sites outside of the Middle Georgia service area will be approved on a case-by-case basis, depending upon the commuting distance for the trainee, and the availability of the training in the commuting area.
10. Length of Training - Programs of study are limited to those that the prospective trainee can reasonably be expected to complete within 104 weeks or 2 years. Extensions of the planned completion date beyond two years may be made on a case-by-case basis, appropriately documented by the Career Facilitator.
11. Full-Time Training - Training must be full-time as determined by the training institution's policy; exceptions may be approved on a case-by-case basis, appropriately documented by the Career Facilitator.
12. Training to Improve Marketability – The training must result in the acquisition of skills which the individual can apply to the related occupational objective, resulting in an improvement in their employment prospects in terms of job acquisition and/or job quality. Marketable skills qualify a person for a self-sufficient job. Training that appears not to improve employment prospects or qualify an individual for a self-sufficient job will not be approved.
13. Individuals Already Possessing Marketable Skills - Individuals with marketable skills who want training merely for the purpose of changing careers will not be approved for training. Individuals with marketable skills or credentials may qualify for training if they are unable to perform the work associated with the skills previously obtained, in cases such as disability, lack of demand for the skill, or a personal history disqualifying them

from employment in the occupation related to the skills they possess (e.g., a Nurse with an illegal drug use conviction).

14. Skill Enhancement Occupations - On a limited basis, the Consortium approves training in certain occupations for individuals to enhance their marketable skills. These are limited to the education and healthcare fields (see item #15, below). To qualify under this provision, an applicant must be seeking training that is directly related to previous training and/or experience and represents a progression in occupational competence.

15. Baccalaureate and Post-Baccalaureate Training - WIOA funding will be provided for this training only if;

- a. The trainee is accepted into a degree or diploma program, and the course of study is occupation-specific (e.g., radiologic technician, accounting, teacher certification). No funds will be provided for general academic programs (e.g., General Studies, Bachelor of Business Administration, Bachelor of Art, etc.).
- b. The total course of study is no longer than the period specified in item #10., above,
- c. The trainee demonstrates that he/she has the financial resources to attend long-term training, and

Funding for Post Baccalaureate training may only be provided if;

- 1.the trainee's Baccalaureate degree is not occupation-specific; some degrees are considered occupation-specific at the master's level, but not at the bachelor's level, as determined by the Career Facilitator's conclusions regarding the minimum requirements in the labor market for specific degrees for specific occupations (e.g., psychology);
- 2.the trainee is unable to perform the work associated with the skills previously obtained, or
- 3.the training is in the educational or healthcare field and would improve the trainee's employability and/or quality of employment.

16. Continuing Education and Certificate Training - Training of this nature will only be approved if;

- a. The trainee has a work history or educational background that relates to the occupational goal, and

- b. The trainee presents evidence establishing that the proposed training will increase his/her employment marketability, through applicant job market research or other appropriate means, or
 - c. Training will be in an occupation where no previous experience or training is required for employability (e.g., truck driving).
17. Provisional Training Admissions - WIOA assistance will be provided on a case-by- case basis, related to the trainee's prospects for successful completion (20 CFR 680.210(a)(3)).

18. Approved Training

- a. State Eligible Training Provider List (ETPL) – ITAs can only be used to pay for training expenses incurred with approved training providers and training programs. Approved training providers and programs are listed on a statewide Eligible Training Provider List (ETPL). To be listed on the ETPL, a training provider's program must be evaluated and approved by a local WIB. When applying for an ITA, an applicant is shown the Georgia ETPL, (<https://www.workreadyga.org>), can select training from any provider and program on the list, and can receive an ITA from any program meeting the Consortium's requirements. Applicants may also select programs from other states under certain circumstances.
- b. Consortium Training Provider Reviews and Training Applicant Labor Market Research – For programs on a State EPL selected by an applicant for which the Consortium has no experience, the Consortium may require that it conduct a review of the prospective provider before approving training to assure that there is a good likelihood of trainees obtaining training-related employment and that the training is directly linked to the employment opportunities either in the Middle Georgia area or in another area to which the individual is willing to relocate (20 CFR 680.210(b)). Training applicants may also be required to perform labor market research that supports the decision to approve training. Training will not be approved for programs or providers with which the Consortium has an unacceptable experience.
- c. Training Provider Agreement – Approved providers must also sign a basic agreement with the Consortium. The agreement will include provisions for student referrals and invoicing, program pricing, customer accessibility including all Americans with Disabilities Act reasonable accommodation requisites, student data collection, recordkeeping, and monitoring by local, state, and federal

officials. The signed agreement does not guarantee that the Consortium will make any referrals to the training provider.

- d. Enrollment Limits for New Providers – New providers satisfying all other requirements may be limited initially to five trainees or less by the Consortium. Additional trainees will be approved once these trainees have completed training and demonstrate adequate employment results as determined by the Consortium.

19. Termination of Financial Assistance – Assistance may be terminated in whole or in part by the Career Facilitator for the following reasons:

- a. Funds are not available to continue assistance.
- b. The student is not making satisfactory academic progress.
- c. The student has failed to maintain contact with his or her Career Facilitator.
- d. The student has not provided information on his or her academic progress, contact information, program of study, employment, or other needed information.
- e. The student has changed to a program of study not meeting Consortium requirements or resulting in an extension of the student's completion date significantly beyond the 104-week guideline.
- f. The student has decided not to seek full-time, training-related employment after completion of approved training.
- g. The student has an unsatisfactory attendance record as determined by the Career Facilitator, causing a delay in planned training program completion.
- h. The student has abused his or her privileges regarding training-related books and supplies.

20. Training Cost Limitations - ITA training costs for all training are limited to;

- a. Up to \$11,000 in training costs for all training except associate, baccalaureate and post-baccalaureate training in healthcare and education occupations,

excluding support, may be expended for each participant for the first year of training (four quarters or three semesters).

- b. For training that extends beyond one year, for all training except associate, baccalaureate and post-baccalaureate training in healthcare and education occupations, total training costs may not exceed \$14,300, excluding support.
- c. Cost Limits for Associate, Baccalaureate and Post Baccalaureate Training in Health Care and Education Occupations - Up to \$9,100 in training costs, excluding support, may be expended for each participant for the first three semesters (or four quarters) of training, and no more than \$16,900 for training that extends beyond three semesters (or four quarters).
- d. These limitations apply regardless of any training length extensions that may be approved as described in item #10, above.

All training costs must be reasonable and comparable to other local agencies providing the same type of training. If the cost of training exceeds fund limitation guidelines, the Career Facilitator should assist in developing a financial plan to cover the total costs of training. The participant will not be required to apply for or access student loans or incur personal debt as a condition of participation.

21. Allowable ITA Costs

- a. Tuition and fee charges will be made in accordance with the Contractor's catalog or price list, including any HOPE, PELL, or other funds available. Fees may include any necessary licensing or certification fees, physical exams, or drug tests related to the trainee's course of study. Out-of-state tuition is not an allowable charge.
- b. Book charges will include materials required for the related course work; reference materials, such as dictionaries and thesauruses will be considered support expenses. Materials such as magazines, newspapers, and the like are not allowable unless supported by a signed instructor's statement that they are required for the course. Any HOPE book allowance available should be deducted from the charges. The maximum amount for books a semester is \$700; prior approval, in writing, must be granted by the Career Facilitator if it surpasses this amount. The participant will be responsible for the excess if approval is not granted.

- c. Course-related supplies include all supplies other than books required of all students taking a course. This may include nursing uniforms, lab smocks, tools, physical education clothing, and the like. These items are limited but are fully reimbursable under the MGCI’s Supportive Service Policy. Any supply items which do not appear to be course-related must be supported by a signed statement from the instructor that the supplies are required for the course.
- d. Unallowable supply items are not reimbursable under this agreement and include, but are not limited to the following non-course-related items:
 - Umbrellas
 - Jewelry
 - Books Bags/Back Packs
 - Food and Beverages
 - Eating Utensils
 - Watches/Clocks
 - Clothing
 - Toilet articles
 - Leisure reading materials
- e. Late fees, fines, and penalties are not allowable or reimbursable if they are due to trainee error or delay.
- f. Other costs that are reasonable and necessary for training purposes will be reimbursed. The training provider will be notified in the event an item is questioned by the Consortium due to its nature or quantity. If the cost of an item is disallowed, the training provider should require payment from the student. The Consortium will also notify the student of his or her responsibility for payment. Upon entry into the program, each participant will sign a statement agreeing to be responsible for the payment of all disallowed supply items.

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

Registered apprenticeships are added to the ETPL in accordance with the state policy.

4. Implementation of Technology

Provide a description of the technology used to enhance customer (participant and business) experience and any additional data analytics used to enhance planning and measure outcomes beyond mandated performance measures.

Our computer lab provides computers with internet access that is available to all of our customers and job seekers during normal business hours. Also, a limited number of laptops are

available to be checked out by our actively enrolled customers. (If available, students may checkout mobile hotspots to be used temporarily for specific purposes.)

The Middle Georgia Workforce website (www.middlegeorgiaworks.com) provides important workforce development information to job seekers and employers. Our recently designed website is user friendly, easy to navigate and provides great customer experiences.

Region 6 has engaged with Chmura Economics & Analytics for the development of a job seeker/employer portal based on the advanced manufacturing sector. Chmura Jobs EQ is being utilized to provide employment and job data reports for employers and partners in the region. YouScience will be utilized as an assessment tool given to participants in order to assess their interests and aptitudes for careers. This in turn will connect the participant's talents with in-demand careers to help them make informed decisions about their future. This assessment will be utilized by One-Stop Operators as well as through school systems in the region. Updates will include the addition of data to enhance planning and performance. Success stories are posted on the website and utilized to show program success and share the success of past customers and how the workforce development programs have improved the quality of life of these individuals and their families.

STATE INITIATIVES AND VISION

1. State Branding

Provide a description for how the area has adopted and utilized the state brand.

The brands for WorkSource Middle Georgia have been implemented in accordance with WIG PS-16-002. Implementation included but was not limited to the development of:

- Letterhead and envelopes
- Business cards
- Signage, pull-up banners and tablecloths
- Website
- PowerPoint templates
- Brochures and pamphlets
- Video Testimonials
- Social Media

2. Priority of Service

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

Region 6 have adopted Priority of Service policies in accordance with the State of Georgia. The intake and screening process is designed to quickly identify the participants who may qualify for priority service.

Priority for adult services is given to recipients of public assistance or other low-income individuals, with added priority for individuals who are basic skills deficient. Individualized career services and training services are given on a priority basis, regardless of funding levels, to:

- Public assistance recipients and other low-income adults; and
- Individuals who are basic skills deficient.

Veterans under WIOA § 3 (63)(A) receive priority of service as described in the Jobs for Veterans Act (38 U.S.C. 4215 (2)). Veterans and eligible spouses of veterans who otherwise meet the eligibility requirements for adult programs must receive the highest priority for services.

- First, to veterans and eligible spouses who also are included in the groups given statutory priority for WIOA adult formula funds. This means that veterans and eligible spouses who also are recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive first priority for services provided with WIOA adult formula funds.
- Second, to non-covered persons (individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA adult formula funds.
- Third, to veterans and eligible spouses who are not included in WIOA's priority groups.
- Fourth, to any other populations identified by the Governor or Local Board for priority
- Lastly, to non-covered persons outside the groups given priority under WIOA.

While veterans receive priority through WIOA services, a referral process is in place for directing Veterans with Significant Barriers to Employment to the Disabled Veterans Outreach Program to ensure the most effective provision of services.

If the need arises for additional priorities of service, additional target populations will be added to the priority of services criteria after approval by the Workforce Development Board.

3. Alignment with State Goals

Describe how the area will align with each of the goals listed in the State Unified Plan.

a. Utilize sector partnership to inform and guide strategic workforce development strategies and enhance partnership coordination.

Region 6 will seek every opportunity to coordinate TCSG Office of Workforce Development initiatives to provide workforce solutions to employers and leverage resources where necessary.

Through the sector partnership initiatives, economic development partnerships have enabled workforce developers to hear directly from employers and strategize to meet their current and future needs.

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

Region 6 is meeting as the MGEA Works team monthly as part of the High Demand Career Initiative and is collaborating and developing strategic workforce development plans with the focus being on the advanced manufacturing sector. The goal of this process is to operate seamlessly for the benefit of both the participant and employer

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

Region 6 is a diverse region consisting of both rural and urban areas. Resources and ideas are being shared and utilized in both rural and urban communities from collaborations made through the High Demand Career Initiative sector partnership. An emphasis on business services allows the region and state to increase statewide prosperity.

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

Region 6 works in collaboration with the Veterans Education Career Transition Resource Center, (VECTR) which is a veteran's educational training and workforce services center. VECTR staff work with higher education institutions and military installations across the state, as well as Region 6 Workforce Development Area staff.

Collaboration between region businesses, local K-12 school systems, and Central Georgia Technical College (CGTC) to develop opportunities for youth to get work experience in the advanced manufacturing sector has taken place. Perkins V Needs Assessment meetings have been facilitated with both educators and industry partners on several occasions to talk in-depth about the challenges industries face and what they need from the future pipeline of workers in this high-demand sector.

Region 6 regularly meets with the CTAE Directors in the region to ensure that the pathways being offered within the school align with each local workforce area. Additionally, the HDCI

project manager, works closely with the CTAE Directors on their Comprehensive Local Needs Assessment plans.

By leveraging partnerships with CTAE Directors, Economic Development Directors, HDCI Project Manager and local employers, the Be Pro Be Proud tour visits Middle Georgia which gives high school students from all eleven high schools an opportunity to explore various career paths through hands on simulators in the fields of healthcare, plumbing, commercial truck driving, robotics, and welding.

e. Expand the pool of available employees by increasing the participation of WIOA Strategic Populations in the workforce system.

Region 6 has a One-Stop and Individuals with Disabilities Committee in place and will expand this committee to include a more concentrated focus on strategic populations. Now that the Board has approved special populations, work will begin with businesses in the region to determine what businesses need these special populations and determine the training needed to prepare these individuals for employment with these businesses.

Attachments

Attachment 1: Local Workforce Development Board Member Listing

Region 6

Member Name	Title	Entity	Board Category
Jessica Maldonado	GAMSHS Program Director	Telamon Corporation	Migrant Seasonal Workers
Steve Williams	Reliable Global Systems	President/CEO	Business, Chair
Leslie Mitchell	Certified Rehabilitation Counselor	Ga. Division of Vocational Rehabilitation	Rehabilitation Act
Jay Flesher	Flint Energies	Director of Ec. Dev.	Business
Joseph Howard	J&J Heating and Air	Owner	Business
Halley Duncan	International Brotherhood of Electrical Workers, Macon Electrical JATP	President	Labor/Apprenticeship Program
Cynthia Busbee	Atrium Health	Chief of Staff, Senior VP, Macon Market, Communications, Public Affairs and Community Engagement	Business
Richard Hinson	International Brotherhood of Electrical Workers	Business Manager	Labor/Apprenticeship Program
Angie Gheesling	Dev. Auth. Of Houston Co.	Director	Economic Development
Brian Utley	Morris Bank	Banking Officer	Business
Carolyn Watson	Watson Cable Company	Owner	Business
Jeff Scruggs	Central Georgia Technical College	Executive VP	Adult Ed/Literacy & Post-Secondary/Carl Perkins
Aundrea Simmons	Technical College System of Georgia, Office of Workforce Development	Regional Coordinator Region 6	Wagner-Peyser

Member Name	Title	Entity	Board Category
Ivan Allen	Central Georgia Technical College	President	Adult Ed/Literacy & Post-Secondary/Carl Perkins
Wade Yoder	Wade Yoder Storage Buildings	Owner	Business
Jasmine Newton	Legacy-Link, Inc	SCSEP Participant Specialist SW GA	Community-Based Organization
Willie Billingslea	Budget Services & Supplies	Owner	Business
Sherrie Moody	S&W Contracting	VP & Dir of Operations	Business
Daniel Brandon	Job Corp/CHP International, Inc.	Admission Counselor	Title I/Job Corp
Tyrone Evans	Tyrone Evans, CPA	Owner	Business
Dr. Kermelle Hensley	Fort Valley State University	Executive Director Strategic Academic Partnerships & Student Engagement	Post-Secondary Education
Tishua Green	Georgia Department of Labor	Manager	Other/Trade Act
Crystal Buzza	Irving Tissue	HR Manager	Business
Clifford Holmes	CJ Holmes & Associates	Owner	Business
Joy Carr	Jones County Family Connection	President/CEO	Community-Based Organization
Lee Tompkins	Hollingsworth & Vose	HR Manager	Business
Kendrick Butts	Butts Electrical Services	Owner	Business
Keith King	King Management & Consulting	Owner	Business
Myrtle Habersham	M.S. Habersham Consulting Services	Owner	Business
Eddie Cummins	Macon Coca-Cola Bottling Company UNITED, Inc.	Sales Center Manager	Business

Member Name	Title	Entity	Board Category
Stacey Mixson	International Brotherhood of Electrical Workers	Business Manager	Labor/Apprenticeship Program
Patrick Manuel	A Better Way Today, Inc.	Owner	Business

Attachment 2: Local Negotiated Performance

**LWDA 11 Middle Georgia Performance Metrics for PY22 and PY23
Final Agreed to July 14, 2022**

	PY 22 Negotiated Level	PY 23 Negotiated Level
Adult Program		
Employment Rate 2 nd Quarter After Exit	81.0%	81.0%
Employment Rate 4 th Quarter After Exit	81.0%	82.0%
Median Earnings 2 nd Quarter After Exit	\$8,735	\$8,735
Credential Attainment within 4 Quarters After Exit	79.0%	80.0%
Measurable Skill Gains	56.0%	56.0%
Dislocated Worker Program		
Employment Rate 2 nd Quarter After Exit	83.0%	83.0%
Employment Rate 4 th Quarter After Exit	82.0%	82.0%
Median Earnings 2 nd Quarter After Exit	\$10,250	\$10,250
Credential Attainment within 4 Quarters After Exit	76.0%	76.0%
Measurable Skill Gains	56.0%	56.0%
Youth Program		
Employment Rate 2 nd Quarter After Exit	60.0%	60.0%
Employment Rate 4 th Quarter After Exit	70.0%	70.0%
Median Earnings 2 nd Quarter After Exit	\$2,900	\$2,900
Credential Attainment within 4 Quarters After Exit	55.0%	55.0%
Measurable Skill Gains	38.0%	38.0%

LWDA 11 Middle Georgia Performance Metrics for PY22 and PY23