

South Carolina



Planning Education Advisory Committee

Committee Members:

Stephen G. Riley, Chairman
Representing MASC
Term Expires: 2017

Phillip L. Lindler
Representing SCAC

Cliff Ellis
Representing Clemson
University
Term expires: 2016

Dennis Lambries
Representing USC
Term expires: 2016

Wayne Shuler
Representing SCAPA
Term expires: 2018

December 14, 2015

John Danford, AICP
Community Development Planner
Horry County
1301 2nd Avenue Suit 1D09
Conway, SC 29526

Dear Mr. Danford:

Re: Title VI: Understanding and Striving for Nondiscrimination

On November 30, 2015, I received the Program Materials you submitted for accreditation of the Continuing Education Course detailed above. Upon receipt of your application, I sent an email to confirm receipt by all Committee members and set a deadline for comments.

Under the "no objection policy" adopted on July 8, 2009, your request is considered approved. Your signed "Notice of Decision" is attached. Formal, after-the-fact approval will be handled as part of a Consent Agenda at a regular quarterly meeting of the Committee, which will be scheduled for January 20, 2016 at 1:30 p.m.

Thank you for your efforts to help make this program a success.

Sincerely,

A handwritten signature in black ink, appearing to read "Stephen G. Riley".

Stephen G. Riley, ICMA ~ CM
Chairman

cc: Phillip Lindler, Cliff Ellis, Dennis Lambries and Wayne Shuler

South Carolina Planning Education Advisory Committee (SCPEAC)

NOTICE OF DECISION

Horry County Government: Title VI: Understanding and Striving for Nondiscrimination

12. The following action has been taken by the SCPEAC on this application:

ACCEPTED WITHOUT OBJECTION Date: December 14, 2015

REVIEWED BY FULL COMMITTEE Date:

- a) X ACCREDITED for 1.5 CE credits

- b) _____ DENIED ACCREDITATION

- i. Reason: _____

- c) _____ RETURNED for more information

13. If accredited:

- a) Authorized Course No.: 2015-14

- b) Date of accreditation:
- 12-14-2015

Signature of SCPEAC Representative: Stephen H. Riley

**For further information, contact Mr. Stephen Riley, Chairman,
843-341-4701 or stever@hiltonheadislandsc.gov**

**APPLICATION FOR ACCREDITATION
OF A CONTINUING EDUCATION PROGRAM**

Note: This certification form, together with the required information referenced therein, shall be submitted to the Committee. If no objections are raised by a member of the SCPEAC within 10 working days of receipt, the continuing education program shall be considered accepted. If an objection is raised, a teleconference meeting shall be scheduled, with appropriate public notice, as soon as reasonably possible, to review the application.

Applications are due no later than 30 days prior to the first scheduled presentation of a program or class. The Committee will consider extenuating circumstances where the 30 day deadline cannot be met.

1. Name and address of organization providing or sponsoring the orientation program:

- a. Organization Name: Horry County Government - Department of Planning & Zoning
- b. Address: 1301 Second Ave, Suite 1D09
- c. City: Conway
- d. State: SC
Zip Code: 29526
- e. Telephone: 843-915-5340
- f. Email: danfordj@horrycounty.org

2. Contact Information:

- a. Name of Contact Person: John Danford
- b. Title: Community Development Planner
- c. Telephone: 843-915-7909
- d. Email: danfordj@horrycounty.org

3. Information on orientation program:

- a. Title of Program:

Title VI: Understanding and Striving for Nondiscrimination

- b. Date(s) and Location(s) of Program:

Dates and Locations To Be Determined. Will use throughout calendar year 2015-2016

- c. Brief description of the program and its content:

This Title VI training is designed to give individuals a brief overview of the Title VI Program, a basis for understanding discrimination, how to incorporate cultural and linguistic competencies into our operations, and how to create and contribute to an effective Title VI program that goes beyond basic requirements. This training highlights addressing the needs of individuals with Limited English Proficiency (LEP).

4. Method of presentation (check all that apply. All sessions must have a Coordinator present):

- a. Presenter(s) in room with participants ☒
- b. Live presentation via close circuit TV, video conferencing, or similar; Coordinator present ☐
- c. Videotape or CD/DVD presentation; Facilitator present ☒
- d. Webinar or similar; Coordinator present ☐
- e. Other (describe) _____

5. Description of materials to be distributed (check/fill in all that apply):

| | | |
|------------------------|-------------------------------------|----------------------|
| a. Powerpoint handout: | <input checked="" type="checkbox"/> | number of slides: 36 |
| b. Other handouts: | <input checked="" type="checkbox"/> | total pages: 3 |

c. CD/DVD: ☐

d. Other (describe) _____

e. None: ☐

6. When are materials distributed?

a. Sent before the program: ☐

b. Handed out at the program: ☒

c. Other (describe) _____

7. Required attachments (5 copies distributed as described below):

- a. Course description and outline including estimated time per section
- b. Brochure, if available
- c. Course Presenter(s) and credentials (include brief resumes and qualifications)
- d. Copies of all handouts and course materials
- e. Evaluation Form and method of evaluation (each program must be evaluated)

8. Instruction Time:

a. Indicate the total minutes of instruction time: 1.25 hours of instruction, 15 minutes Q&A

Note: Breaks, meals and introductions should not be counted. A reasonable period of Q and A should be included and counted.

9. Method of Advertisement:

a. Describe the ways in which you intend to let potential attendees know about this orientation program:

Email, Social Media (Facebook) and CCU Consortium

10. Certification. By Submitting this application, the applicant agrees to:

- a. Allow in-person observation, without charge, of the Program by the SCPEAC Committee members. Any food, travel or lodging costs will be the responsibility of the Committee member(s).
- b. The applicant acknowledges that its approval for this Program may be withdrawn for violations of the regulations or failure to comply with the agreements and representations contained herein and as may be required by the SCPEAC.

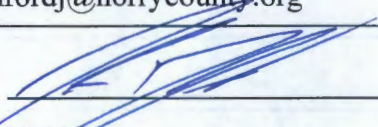
i. Name of Organization: Horry County Government - Department of Planning and Zoning

ii. Name of Representative: John Danford

iii. Title: Community Development Planner

iv. Phone: 843-915-7909

v. Email: danfordj@horrycounty.org

vi. Signature: 

vii. Date: 11/24/2015

Application and all Materials may be submitted in one of the following means:

1. Electronic submission to each of the committee members listed below via email; or
2. Hardcopy via U. S. Mail, 1 copy each to each committee member; or
3. Electronic submission of the application via email to all committee members, and submit hardcopy supporting materials via U.S. Mail to each member, if materials not available electronically.
4. Please cc all applications to the Chairman's assistant, Vicki Pfannenschmidt at vickip@hiltonheadislandsc.gov

To access committee members email and postal addresses visit the link below:

<http://www.scstatehouse.gov/scpeac/members.htm>

Course Title: Title VI Program: Understanding and Striving for Nondiscrimination

Course Description: This Title VI training is designed to give individuals a brief overview of the Title VI Program, a basis for understanding discrimination, how to incorporate cultural and linguistic competencies into our operations, and how to create and contribute to an effective Title VI program that goes beyond basic requirements. This training highlights addressing the needs of individuals with Limited English Proficiency (LEP).

Presenter: Virginia Norris, Senior Planner Horry County Planning and Zoning

Goals of Training:

- Gain a better understanding of the Title VI program and what constitutes discrimination
- Learn the requirements for the Title VI program
- Recognize your role and responsibilities in ensuring compliance

Program Outline

- | | |
|---|------------|
| 1) Title VI Program Introduction and Background | 10 minutes |
| 2) Title VI Program Authorities | 10 minutes |
| 3) Understanding Discrimination and Cultural Competence | 15 minutes |
| 4) Proactive for Our Public (LEP Focus) | 10 minutes |
| 5) Compliance and Planning Approach | 12 minutes |
| 6) Conclusion | 3 minutes |

Title VI Program

Understanding and Striving for Nondiscrimination

Presenter: Virginia Norris, Senior Planner

Horry County Planning and Zoning

Goals of Training

- Gain a better understanding of the Title VI program and what constitutes discrimination
- Learn the requirements for the Title VI program
- Recognize your role and responsibilities in ensuring compliance



Title VI Program

Working to Ensure Fair and Equitable Programs and Services

Title VI of the Civil Rights Act of 1964

- No person in the United States shall on the ground of race, color, or national origin be excluded from participation in, denied the benefits of, or subjected to discrimination under any program or activity receiving Federal financial assistance (42 USC 2000d)

Title VI Background and Purpose

Purpose of the Title VI Program



- To ensure public funds are not spent in a manner that encourages, subsidizes, perpetuates, or results in discrimination
- Title VI therefore forbids
 - Intentional discrimination (disparate treatment)
 - Unintentional discrimination (disparate impacts or effects)
- It is an opportunity to **redeem ourselves of oversights**, elitism, and negligence regarding past and lingering disparate actions towards “disadvantaged” persons, groups, communities and businesses

Who must be in compliance?

- When Federal financial assistance is used in one department in Horry County Government, **ALL DEPARTMENTS** are responsible for complying with regulations in the Title VI program
- Federal awarding agencies have various requirements for their TITLE VI program

Title VI Program Intent

- To eliminate barriers and conditions that prevent protected groups and persons as identified in the Title VI program from receiving access, participation, and benefits from Federally-assisted programs, services and activities.



Title VI Program Authorities

Legislative and Executive

The Title VI Program encompasses more than Title VI of the Civil Rights Act...

Legislative

- Title VI of the Civil Rights Act of 1964
- The Civil Rights Restoration Act of 1987
- The Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (The Uniform Act)
- Section 504 of 1973 Rehabilitation Act
- The 1973 Federal Aid Highway Act
- The 1975 Age Discrimination Act

Executive

- Executive Order 12898
 - Environmental Justice is the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies.
- [Executive Order 13166](#)

Understanding Discrimination

Discriminate

To discern,
distinguish,
or single out

- We discriminate daily in the decisions we make
- The ability to make distinctions between choices are necessary in our personal lives
- The ability to “discriminate” is a learned behavior

Identifying our own Beliefs and Biases

Enculturation

- The gradual acquisition of the characteristics and norms of a culture or group by a person, another culture, etc.
- The process by which an individual learns the traditional content of a culture and assimilates its practices and values

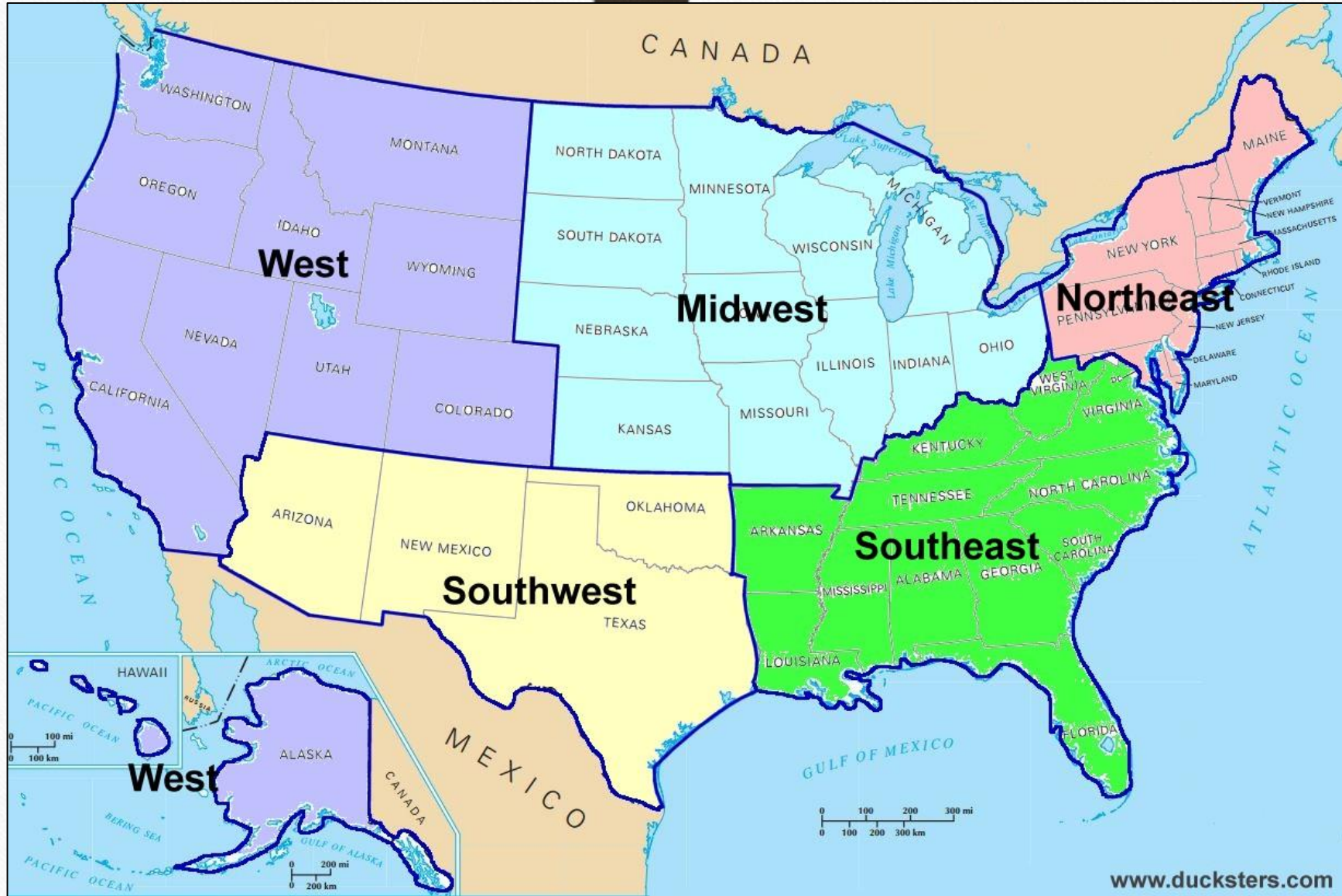
Acculturation

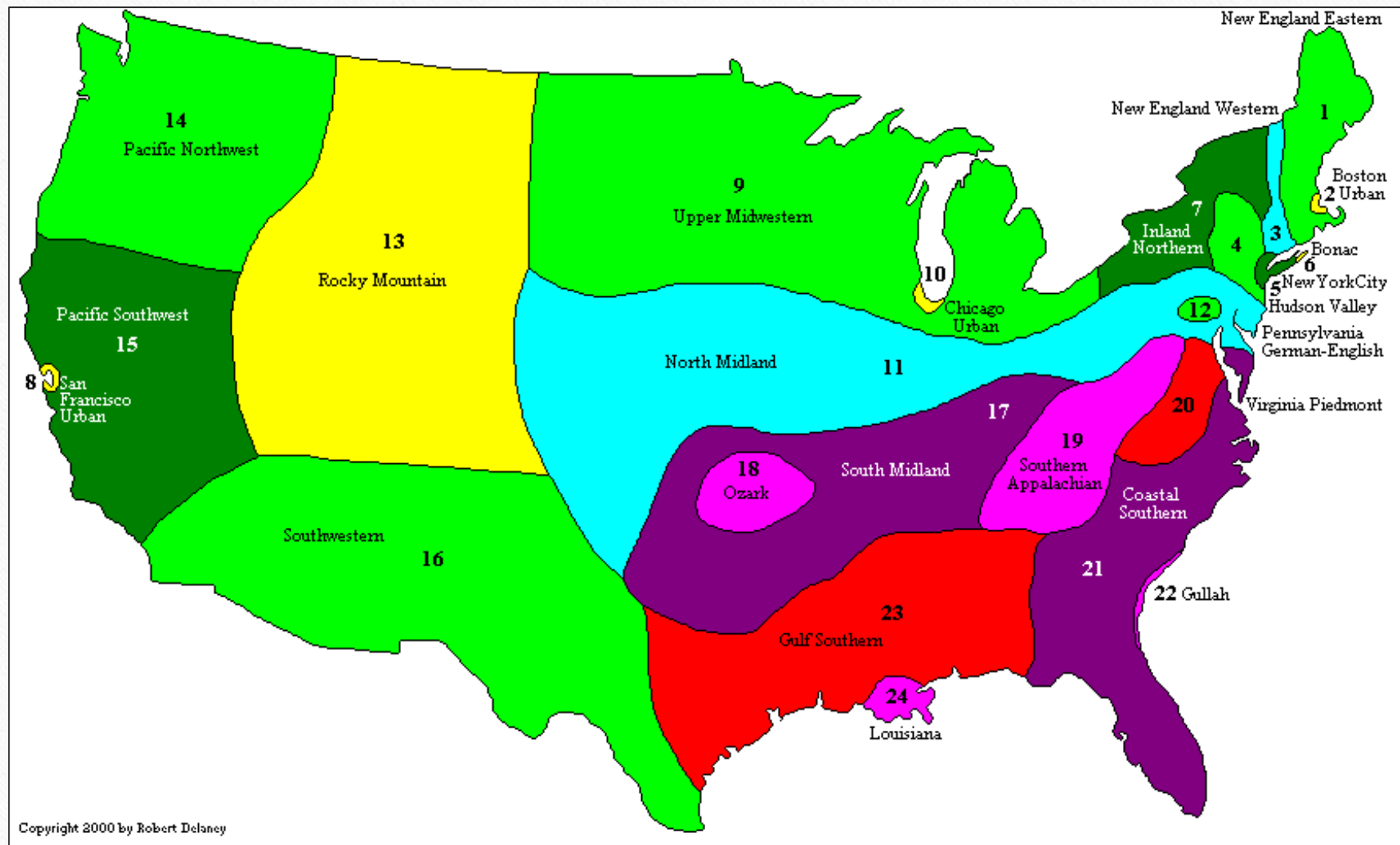
- The process of adopting the cultural traits or social patterns of another group

Agents of Enculturation and Acculturation

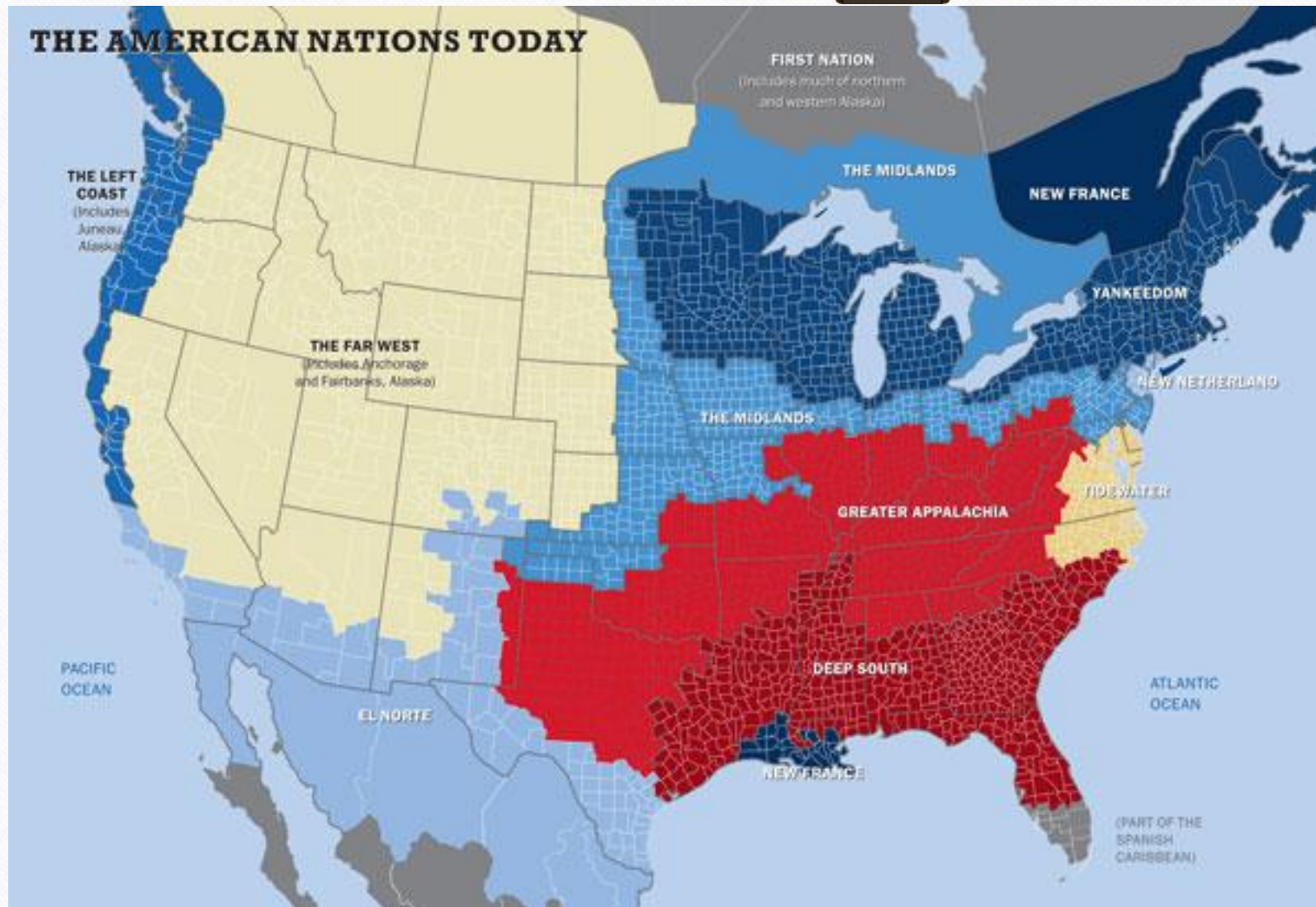
- Family
- Education
- The Media
- Major Life Events
- Economic Status
- Occupation
- Peer Group
- Demographics
 - Age
 - Sex
 - Race
 - Geographic Location

Culture is learned, cumulative, and normative. Do all Americans live with the same cultural identity?





THE AMERICAN NATIONS TODAY



American Nations:
A History of the
Eleven Rival
Regional Cultures of
North America.

By Colin Woodard

Working Across Cultures

- Cultural Competence
- Linguistic Competence

**CULTURAL AND LINGUISTIC
COMPETENCE ARE AN ONGOING PROCESS**

In the context of Title VI...

- Discrimination
 - An unlawful, unfair, or unequal treatment or impact to an individual or group based on certain distinguishing characteristics

Race

Color

National Origin

Disability

Limited

English

Proficiency

Low Income

Age

Sex

Discrimination

Results in...

- Unlawful behavior
- Insidious outcomes
 - Causing harm in a way that is gradual or not easily noticed
- Invidious outcomes
 - Causing direct and noticeable harm and resentment resulting in animosity in the community

But can be prevented by...

- Being aware of the law
- Taking active steps to eradicate discrimination in our procedures
- Having informed staff and leadership committed to the fair and equitable treatment of ALL citizens in Horry County

Proactive for Our Public

What Part of the Title VI Program Impacts Our Work the Most?

WHO IS AN LEP PERSON?

- LEP – Limited English Proficiency
- Person who does not speak English as primary language and has limited ability to read, speak, write or understand English
- Failure to provide LEP person services or meaningful access to services [may] constitute national origin discrimination.
(*Lau v. Nichols, 1974*)
- *The United States of America does NOT have an official language*

What is required to address the LEP concerns?

- Perform Self-Assessment to determine which personnel interact with members of the public
- Identify LEP Populations State-wide using US Census data (American Community Survey data available annually)
- Conduct Four Factor Analysis
- Develop Language Access Plan

Executive Order 13166 Four Factor Analysis

1. Examine services, develop and implement meaningful access by LEP
2. Establish guidance for employees on best practices for providing meaningful access to services
3. Prepare a plan with consistent standards and steps to overcome language barriers in the delivery of programs and activities
4. Ensure stakeholders have adequate opportunity to provide input on programs as needed

LEP PLAN OF ACTION

- Identification
- Language assistance
 - [Language Line Solutions](#)
- Staff
 - [Title VI Assistance Interaction Form](#)
- Outreach
- Monitoring and Evaluation of Efforts

What Actions May Constitute Discrimination?

- Turned away by employee unwilling to find interpreter or offer assistance
- Forced to find his/her own interpreter (often a family member or friend)
- Forced to wait or come back when an interpreter is available
- Do not have access to various benefits and services for which they are eligible
- Are excluded from programs or experience delays/ denials of services

Best Practices for LEP Consumers

Best Practices...

- Bilingual/Bicultural Professionals
- Frontline bilingual support staff
- Double-sided bilingual forms
(Releases, consumer's rights,
confidentiality, consent for services)
- Bilingual materials in lobby
- Building signage
- Special aid to illiterate clients
- Negotiate alternative cultural
treatments

NOT Recommended Practices

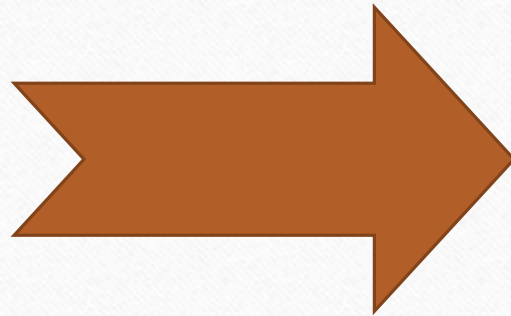
- Use of family members /children to
interpret
- Only English language forms
prepared for consumer's signature
- Voice mail with only English
options

Proactive Approach

Doing Our Part to Keep Horry County in Compliance

TITLE VI COMPLIANCE

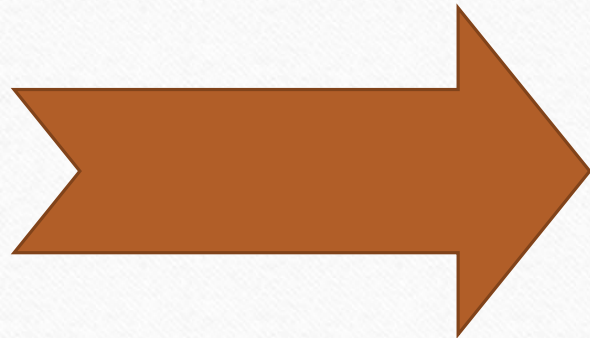
COMPLIANCE



- Compliance with Title VI is a satisfactory condition when a recipient [or subrecipient] has effectively implemented all of the Title VI requirements or can demonstrate that every good faith effort toward achieving this end has been made (23 CFR 200.5(d)).

ACTIONS IN THE EVENT OF NONCOMPLIANCE

ACTIONS



- **Voluntary or Informal Compliance Sought First**
- **Suspension or termination** of Federal financial assistance
- **Refusal to grant or continue federal financial assistance**
- Any other means authorized by law
 - Refer to DOJ to enforce Federal law, assurance or contractual obligation
 - Utilize applicable proceedings under state or local law (49 CFR 21.13)

MULTIDISCIPLINARY PROCESS

- Process starts at the top of the Chain of Command
- Create a Team involving every program
 - Team meets and establish objective(s)
 - Identify issue/area of vulnerability or need
 - Analyze issue
 - Prepare plan of action

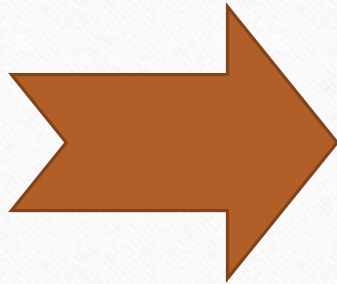
| Traditional Approach | Multidisciplinary Approach | Comments |
|--|--|--|
| (After the Fact) Reviews | Preventive and proactive | A variety of disciplines working together to develop a strategic approach to prevent Title VI issues |
| Compliance-laden & Rigid Review > Deficiencies > Recommendations > Response > Follow up | Beyond compliance | Multidisciplinary Approach lends itself to flexibility and opportunity to make adjustments as necessary |
| Reactive – To Regulations, etc. | Proactive and holistic | Looks at the program as a whole – strengths, areas to improve; ongoing assessments and adjustments in a team context |
| Intra-disciplinary – Single Discipline or Office | [Inter]Multidisciplinary involving diverse disciplines | Diverse perspective results in sound program better serves the transportation needs of the public |
| May not reduce recipient's vulnerability | Reduces vulnerability by stressing inclusion of all affected by program to greatest extent | If correctly implemented, will demonstrate recipient's proactive attempt at meeting spirit of the law |
| Contributes little of nothing to preventing project delays/disruptions | If properly implemented, may reduce/eliminate delays, disruption or cancellations | MDA most likely to anticipate and address issues before they rise to level of formal action |

MULTIDISCIPLINARY PROCESS CONTINUED

- Formulate strategies & implement the plan
- Establish roles and responsibilities
- Assess plan from time to time and make adjustments
- Meet periodically
- Maintain awareness
- Evaluate progress/course of action/results

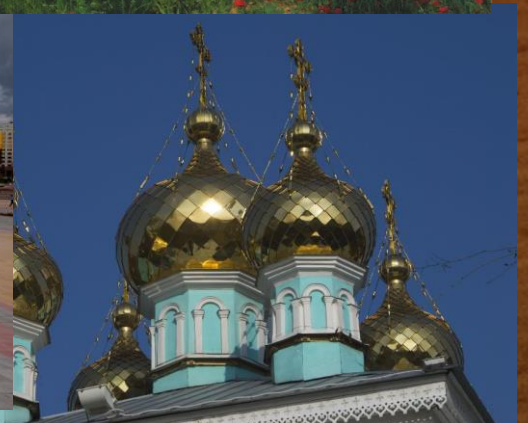
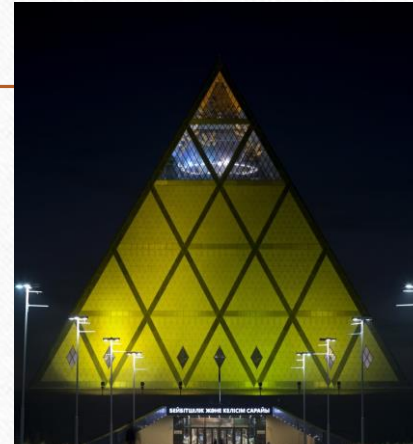
MINIMUM CONSIDERATIONS

- Minimum Considerations



- Be proactive!!
- At a minimum:
 - Provide training
 - Technical assistance
 - Public education
 - Community Outreach (refer to handout)
 - Data collection & analysis

Understanding another's culture is a journey.
You have to start somewhere.



Maybe the journey starts with understanding a different culture just down the road...



Resources

- Limited English Proficiency
 - <http://www.lep.gov/>
- Title VI
 - <http://www.justice.gov/crt/title-vi-civil-rights-act-1964-42-usc-2000d-et-seq>
- Planning Liaison
 - Virginia Norris
- Horry County Government Title VI Coordinator
 - Denise Hagemeyer

Data Management for Title VI

This information was presented as part of the South Carolina Department of Transportation (SCDOT) TITLE VI: NONDISCRIMINATION IN THE FEDERAL-AID PROGRAM training held on September 22, 2015 facilitated by Mohamed Sulaiman Dumbuya, a FHWA Resource Center Title VI Specialist.

Regulatory Requirements

23 CFR 200.9(b)(4))

Develop Procedures For Data Collection

- Develop procedures for the collection of statistical data (race, color, sex, age, disability, and national origin) of participants in, and beneficiaries of State highway programs, i.e., relocatees, impacted citizens and affected communities.

49 CFR 21.9(b)

Assure Compliance

- “Each recipient shall keep such records and submit to the Secretary timely, complete, and accurate compliance reports at such times, and in such form and containing such information, as the Secretary may determine to be necessary to enable him **to ascertain whether the recipient has complied or is complying** In the case of any program under which a primary recipient extends Federal financial assistance to any other recipient, such other recipient shall also submit such compliance reports to the primary recipient as may be necessary to enable the primary recipient to carry out its obligations..”

Determine if FHWA Financial Assistance is Reaching Communities and Populations

- “In general recipients should have available for the Secretary racial and ethnic data showing the extent to which members of minority groups are beneficiaries of programs receiving Federal financial assistance.”

49 CFR 21.9(d)

Information to Beneficiaries and Participants

- “Each recipient shall make available to participants, beneficiaries, and other interested persons such information regarding the **provisions** of this part and its **applicability** to the program under which the recipient receives Federal financial assistance, and make such information available to them in such manner, as the Secretary finds necessary to **apprise** such persons of the **protections against discrimination** assured them by the Act and this part.”

What Data Should Be Collected?

USDOJ Directive 28 CFR 42.406(b)

- Manner in which services are provided by program;
- Population eligible to be served based on race, color, national origin...
- Data regarding covered employment, including use or planned use of bilingual employees to work with beneficiaries unable to speak or understand English;
- Location of existing or proposed facilities and information regarding whether the location will have the effect of denying access because of...
- Present or proposed membership, by race, color, national origin..., in any planning or advisory body that is an integral part of the program;
- Where relocation is involved, the requirements and steps used or proposed to guard against unnecessary impact on persons on the basis of race, color or national origin...

Additional Data To Be Collected

- Allocated funds/other financial assistance, when & to whom;
- Demographic profile of communities;
- Owners of property [to be] taken, and persons or businesses to be relocated or adversely affected by race, color, national origin...;
- Lawsuits filed (including status) against applicant or recipient alleging discrimination based on protected categories;
- Brief description (including status) of applications to other federal agencies for assistance, and other federal assistance provided;
- Statements on compliance reviews
- Complaints - How processed and or determined
- Training and technical assistance provided & attendance records

Data Sources:

- Census data
- State Education Departments
 - School districts
- Community-based Organizations
- Community Leaders
- Geographic Information Systems (GIS)
- Local [data collecting] Agencies
- Planning Organizations

Uses of Data

To identify:

- Impacts and persons/businesses impacted
- Transportation needs of all persons/groups within plans or project area
- People to include in the decision making process
- Leaders/"Champion(s)" for various modes and transportation options
- Strategies and options to address impacts
- Strategies to disseminate information
- Ways of avoiding disparate treatment and impact
- Alternatives to modes and locations and types of facilities (transit, light rail, van and carpooling, HOV lanes, etc.)
- Priorities for investments
- Sources for financing investments

Horry County Planning & Zoning
Assistance Interaction Form
To be filed with Title VI documentation

| Report Information | |
|-----------------------------|--|
| Name of Reporting Employee: | |
| Department/Position: | |
| Date of Report: | |

| Interaction Information | |
|------------------------------|--------|
| Name (if known): | |
| Date of interaction: | |
| Description of interaction: | |
| Action taken (if any): | |
| Further assistance required? | YES NO |

Signature _____ Date _____

Please scan and place a signed copy in the Title VI folder in the S drive. Submit the original to the Planning liaison and email a copy to the following:

Horry County Government Title VI Coordinator:

Denis Hagemeier

hagemaeid@horrycounty.org

843-915-7354

Planning Liaison:

Virginia Norris

norrisv@horrycounty.org

843-915-7897

Public Involvement Techniques

These techniques were presented as part of the South Carolina Department of Transportation (SCDOT) TITLE VI: NONDISCRIMINATION IN THE FEDERAL-AID PROGRAM training held on September 22, 2015 facilitated by Mohamed Sulaiman Dumbuya, a FHWA Resource Center Title VI Specialist.

- 1) Hold public meetings along public transportation routes
 - Allows people that may otherwise not attend, attend
 - Provides ability to attend meetings outside community
- 2) Hold meetings on weekends; in the a.m.
- 3) Piggyback on an event being attended
 - Opportunity to leverage trust by being present at their event
- 4) Make food available at public meetings
 - Excellent backdrop for social interaction
 - Good ice breaker; But...food should be culturally appropriate
- 5) Use [ethnic] media for exchange of ideas & information
- 6) Target leaders of places of worship
- 7) Look for clues that some people cannot read English proficiently & provide alternatives
- 8) Teach staff members to be patient, nonjudgmental, culturally sensitive, respectful, courteous, and treat people with dignity
- 9) Hire local residents as interviewers
 - May have knack to engage neighbors and make them feel comfortable
- 10) Use people who may have had or relate to a culture or experience as interviewers
- 11) **Engage elders** in the community in conversation... *they know!*
- 12) Review schedules of activities and events in community prepared by organizations, LPAs, MPOs and municipalities identifying happenings such as fairs and festivals in project areas

13) Provide information to students

- Serve as conduits to parents
- Source of information regarding project, etc
- Serve as beta-testers for surveys, presentations, displays

14) GO WHERE “PUBLIC” WILL BE! - Make use of Discount stores, restaurants, malls, festivals, etc.

15) Explore websites, national publications...

- Some local Federal program websites
 - have location of L I & M populations &
 - where they usually do groceries
- National Publications - Yearbooks provide info on minority resources – health centers/clinics, faith-based organizations, cultural groups, political leaders, etc
- Yellow Pages, social media, YouTube, Twitter, Face book, etc.

16) Pay attention to:

- Cultural attributes (Hmongs - close-knit and skittish among outsiders)
- Predisposition to public meetings (May not be part of one’s culture)
- Holding meetings near police precincts and in government buildings

17) Talk to local officials and community insiders

- Elected and appointed officials
- Elementary School Principals
- English as Second Language (ESL) Coordinators
- School Bus Drivers
- Cab Drivers

18) Translate information in language of community

19) Conduct door-to-door interviews

20) Visit library for history lessons

Virginia S. Norris

Phone: 859-200-6674

Email: virginia_shoemaker@yahoo.com

1307 6th Ave
Conway, SC 29526

PLANNING AND PROJECT MANAGEMENT SPECIALIST

- Organization, logistics, and coordination expertise
- Strong communicator and effective problem-solver
- Corporate, municipal, and institutional experience
- Highly motivated and driven to achieve

EDUCATION

Master of Science in Planning, Public Administration – The University of Tennessee - 2010

- Focused on sustainable community design and economic development planning
- Analyzed East Tennessee unemployment data using GIS and presented findings to local municipalities
- Developed Knox County Obesity Mitigation campaign plan

Bachelor of Arts, Theatre – The University of Tennessee – 2001

EXPERIENCE

Horry County Government

Senior Planner, Department of Planning and Zoning

Conway, SC: June 2015-Present

- Serve as a senior planner and project manager in the Long Range division for Horry county
 - Currently researching agriculture and agri-tourism to create opportunities for local farms to diversify their economic viability
 - Working on the East Coast Greenway – Frontage Road B-2 project to create approximately 2 miles of a 10' multipurpose path that will connect to the existing path and future path on International Drive

Coastal Carolina University

Lecturer, Department of Politics and Geography

Conway, SC: August 2013 – May 2015

- Served as a professor. Classes: American National Government, Introduction to Planning, Introduction to Public Administration, Bureaucracy
 - Organized and prepared lesson plans in accordance with university standards
 - Created testing materials
 - Lectured on a daily basis
 - Maintained proper records and reporting in compliance with university standards
 - Assessed student progress through the semester
 - Advised students regarding their progress in the course
 - Advised students on proper procedures concerning classroom protocol

Coordinator, Edgar Dyer Institute for Leadership and Public Policy

Conway, SC: January 2014 – May 2015

- Served as the coordinator for the new Institute for Leadership and Public Policy
 - Organized physical office space
 - Created marketing materials for promotion of new institute
 - Created opportunities for student involvement, such as Voter Registration Drive
 - Managed 10 student workers
 - Supported creation of student groups
 - Assisted in filling internship positions
 - Organized and executed educational events, including a 6 day/7night trip to Washington, DC for 20 students

Eastern Kentucky University, Center for Economic Development, Entrepreneurship and Technology

Project Administrator, Training Specialist

Richmond, KY: August 2012 –July 2013

- Serve as the training specialist on a grant funded by a Rural Business Enterprise Grant from the USDA
 - Research and develop a training program designed to inform existing and emerging businesses on three areas: online business strategies, business networking, and marketing
 - Create marketing materials and promote trainings in the region
 - Plan, schedule, and present training in three counties: Madison, Estill and Owsley Counties in Kentucky
 - Research and develop training programs on social media for business with emphasis on Facebook, LinkedIn, and Pinterest
 - Serve as a liaison between the University, the ECU Bookstore and the crafters network in Owsley County
 - Supervise a student worker; guide research efforts and manage at workshops
 - Provide detailed reports on progress to the USDA
 - Conduct individual consultations with business owners to strengthen their social media strategies
- Serve as program administrator for an additional Rural Business Enterprise Grant from the USDA
 - Research and recruit Subject Matter Experts to provide training
 - Organize training and recruit companies and participants
 - Facilitate workshops
- Serve as program administrator for ECU Regional Stewardship program focusing on Financial Literacy
 - Research and recruit Subject Matter Experts to provide training
 - Organize training and promote trainings in 6 counties in Kentucky
 - Facilitate workshops

University of Kentucky, Appalachian Center

Network Director

Lexington, KY: November 2011 – October 2012

- Served as business alliance networker for the Eastern Kentucky Local-Motive project based in Estill County, KY and funded by a grant awarded from the Mary Reynolds Babcock Foundation
- Worked with the Estill Development Alliance to plan for implementation of business alliance and business to business marketplace focusing on independently owned and place-based businesses
- Designed branding packet and tools for program (brochures, stickers, bookmarks, Facebook site, materials for website)
- Participated in structuring message for business alliance promotion
- Collaborated on creating business alliance membership structure
- Recruited members for various committees, founder's group, and general membership
- Planned and executed event participation for organization exposure
- Presented and promoted business alliance to various community organizations, business owners, and individuals

Citizens for Sustainable Economic Development

Lead Facilitator

Oneida, TN: April 2010 –August 2010

- Created short-term educational program to promote sustainable economic development in Scott County, TN
- Organized educational workshops to share information with the local citizens
- Created promotional and presentation materials to use in public meetings
- Facilitated public meetings and workshops designed to teach attendees about the importance of local development

Knoxville Regional Transportation Planning Organization

Associate Planner – Co-op

Knoxville, TN: May 2008 – January 2009

- Conducted research for public transportation projects
- Contributed research for the Cumberland Avenue Development project and Knox County Air Quality Initiative
- Organized citizen registration and public events for SmartTrips Commuter and Bike program
- Developed marketing strategies for the Regional Clean Air Coalition
- Facilitated meetings for the Knox County Long Range Mobility Plan and Complete Streets Community Development projects

Virginia A. Shoemaker

Phone: 859-200-6674

Email: virginia_shoemaker@yahoo.com

1307 6th Ave

Conway, SC 29526

PROFESSIONAL AFFILIATIONS/CAPABILITIES

- American Planning Association, Member
- SCAPA, Member
- International Association for Emergency Management, Member 2009-2010
- Congress for New Urbanism, Member 2010-2011
- Proficient in Microsoft Office
- Novice – GIS
- Sustainable economic design
- Independent volunteer for Habitat for Humanity
- Fundraising - American Red Cross
- Fundraising – American Heart Association
- Social Media Expertise

EVALUATION FORM

Title VI Program: Understanding and Striving for Nondiscrimination

1. Participating in this presentation was a good use of my time:

Strongly Agree Agree Neutral Disagree Strongly Disagree Prefer Not to Answer/Not Applicable

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2. How much did this presentation increase your knowledge of Horry County Planning and Zoning processes, procedures and projects?

A Great Deal A Lot Some A Little Not at all Prefer Not to Answer/Not Applicable

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3. Did you learn something that you will apply in your work or future decisions?

Yes No Maybe Prefer Not to Answer/Not Applicable

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4. What was the most valuable aspect of this workshop?

5. Other Comments:
