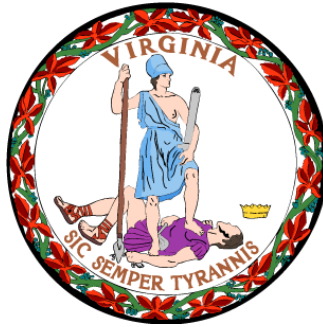


DRAFT FOR PUBLIC COMMENT



# COMMONWEALTH OF VIRGINIA WORKFORCE INNOVATION AND OPPORTUNITY ACT COMBINED STATE PLAN

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*for the period of July 1, 2016 through June 30, 2020*

2/26/2016

This document is a draft version being made available for public comment. The reader is advised that this document is based on draft federal guidance and will be subject to changes based on the final guidance and regulations issued by the U.S. Department of Labor and the U.S. Department of Education; various state boards' approvals; and state legislation impacting workforce development programs in Virginia. Some of the programs covered in this plan have already submitted their portion of the plan to their federal agency and will not consider comments or recommendations.

# CONTENTS

Introduction .....	4
WIOA State Plan Type .....	5
Strategic Elements .....	6
Economic, Workforce and Workforce Development Activities .....	6
Economic and Workforce Analysis.....	6
Workforce Development, Education and Training Analysis .....	46
State Strategic Vision and Goals .....	52
Vision.....	52
Mission.....	52
Goals .....	52
Performance Goals.....	52
Assessment .....	52
State Strategy.....	55
How These Strategies Were Developed .....	55
Foundational Strategies .....	57
Coordinating Strategies.....	59
Operational Elements .....	69
State Strategy Implementation.....	69
Governor & Chief Workforce Advisor .....	69
State Board Functions.....	69
Implementation of State Strategy .....	72
State Operating Systems & Policies.....	85
State Program and State Board Overview .....	87
Assessment of Programs and One Stop Programs.....	96
Distribution of Funds for Core Programs .....	99
Program Data .....	102
Priority of Service for Veterans.....	105
Addressing Accessibility of the One Stop Delivery System.....	106
Coordination with Combined State Plan Programs .....	109
Joint Planning and Coordination Between Core and Other Programs .....	109

Common Assurances for all Core Programs .....	111
Program Specific Requirements for Core Programs .....	113
Title I-B: Adult, Dislocated Worker, and Youth Activities .....	113
Adult Education and Literacy Programs.....	127
Wagner-Peyser Act Program (Employment Services).....	143
Vocational Rehabilitation – Virginia Department for the Blind and Vision Impaired.....	170
Vocational Rehabilitation – Virginia Department for Aging and Rehabilitative Services .....	233
Program Specific Requirements for Combined State Plan Partner Programs .....	297
Career and Technical Education Programs Authorized Under the Carl D. Perkins Career and Technical Education Act of 2006.....	297
Temporary Assistance for Needy Families Program (TANF) .....	299
Supplemental Nutrition Assistance Program, Employment and Training (SNAP E&T).....	330
Trade Adjustment Assistance.....	369
Jobs for Veterans State Grant .....	373
Unemployment Insurance .....	382
Registered Apprenticeship.....	410
Appendix .....	412
Appendix A. Combined State Plan Partners Programs .....	412
Appendix B. Common Performance Measures.....	413
Appendix C. State Workforce Board Roster.....	415
Appendix D. Sector Definitions .....	416
Appendix E. Occupation Analysis.....	418
Knowledge, Skills, Abilities and Apprenticeships.....	422

## INTRODUCTION

Virginia's Workforce Innovation and Opportunity Act Combined State Plan marks the beginning of an audacious new age in workforce development in the Commonwealth. Governor Terry McAuliffe has engaged directly in statewide workforce development efforts, convening a dedicated team of subject matter experts to pursue five strategic goals reflected in an economic policy vision he calls the New Virginia Economy. These goals focus Virginia's workforce development system on 1) the attainment of workforce credentials to make our job seekers more competitive in the job market, 2) emphasizing career pathways toward "middle skills jobs," 3) identifying avenues for family-sustaining wages for Virginia's workers, 4) accelerating business engagement in the workforce system, and 5) realizing a high return on the investment taxpayers make in the system.

At the heart of these new initiatives is a movement toward cross-agency, cross-programmatic workforce policies that put the needs of the customer first. Each of the agencies in Virginia delivering services to employers or job seekers is dedicated to increasing communication and efficiency, reducing duplication and waste, and achieving meaningful outcomes for customers. For Virginia, this new approach unifies the efforts of educators, job coaches, economic developers, veterans' organizations, legislators and other elected officials, business leaders, and state government staff. We believe that this unity of purpose will benefit our customers by making our system easier to navigate and more relevant in today's job market.

The hallmark of the New Virginia Economy is innovation. The governor is fond of saying that "Virginia was founded as a business venture more than 400 years ago," and the Commonwealth has continued to embrace this entrepreneurial spirit through continued investment in incentives that meet the needs of existing and emerging industries. At the same time, Virginia enjoys the benefits of exceptional workforce talent, boasting an unparalleled higher education system, the greatest number of scientists and engineers of any state, and an economic environment that has attracted over 800,000 of America's veterans. Now is the perfect time to refine our workforce development system to enable every citizen in Virginia to take advantage of the strong economic climate in the state.

## WIOA STATE PLAN TYPE

Through this Combined State Plan (CSP), Virginia intends to implement program activities concerning the six core programs, one activity funded under Title 1 related to Rapid Response services authorized by the Workforce Innovation and Opportunity Act (WIOA), and eight optional programs:

- The Adult, Dislocated Worker, and Youth Activities under Title 1-B
- The Rapid Response Program under Title 1-B
- The Wagner-Peyser Employment Service (ES) program, including the Agricultural Outreach Plan
- The Adult Education and Family Literacy Act program
- The Vocational Rehabilitation program
- The Trade Adjustment Assistance program
- The Jobs for Veterans State Grant
- The Unemployment Insurance (UI) program
- The Supplemental Nutrition Assistance Program, Employment and Training (SNAP E&T)
- VA Initiative for Employment Not Welfare (VIEW) Secondary and Postsecondary activities funded under the Carl D. Perkins Career and Technical Education Act of 2006.

Virginia's workforce system is currently funded and administered by eight agencies within four secretariats with oversight for twenty-four workforce programs. Five agencies administer the core WIOA programs under each title of the Act: The Virginia Community College System (VCCS) administers Title I-B; the Virginia Department of Education (VDOE) administers Title II of WIOA; the Virginia Employment Commission (VEC) administers Title III; and the Virginia Department for Aging and Rehabilitative Services (DARS) administers Title IV jointly with the Virginia Department for the Blind and Vision Impaired (DBVI). The Secretary of Commerce and Trade, who has been designated as the Chief Workforce Development Advisor, is responsible for the development of this plan. For the purpose of this plan, we are including 15 workforce programs.

# STRATEGIC ELEMENTS

## ECONOMIC, WORKFORCE AND WORKFORCE DEVELOPMENT ACTIVITIES

### *ECONOMIC AND WORKFORCE ANALYSIS<sup>1</sup>*

#### **Economic Growth in the Nation and Virginia**

It is well documented in the media and academic studies that a skills gap exists around the nation. Businesses report jobs are going unfilled because they can't find the workers with the skills needed. At the same time, people are dropping out of the labor force because they can't find jobs for positions in which they were trained or educated.

Identifying occupations that are needed by businesses in the state is a precursor to the creation of a combined strategic plan. Identifying occupations that are currently in demand and those that will be needed over the next decade enables institutions in the Commonwealth to better align their resources in workforce and education to meet the needs of businesses. Knowing which occupations are now in-demand and expected to remain in-demand over the next decade also empowers Virginians to obtain the skills to compete for those jobs and to obtain middle-income earnings.

Note: Total employment by firm and occupation in the economic and workforce section of this report include estimates for proprietors as well as railroad and religious employees that are not covered by unemployment insurance.

#### *Key National Drivers*

The economy is dynamic. Because the types of goods and services purchased by consumers changes over time, the type of skills and occupations needed by businesses to create those products and services also changes. Trends that impact the goods and services purchased as well as the overall pace of economic growth include demographic shifts, technological changes, government spending, global economic growth, and the lingering effects of the Great Recession. For the most part, these current drivers of the national economy point toward moderate economic growth and slower employment growth over the next decade than in the past decade.

#### **Gross Domestic Product Growth**

Gross domestic product (GDP) is the most comprehensive measure of U.S. economic activity. The consensus forecast of the Blue Chip Financial Forecasts is for real GDP to continue to grow at a modest pace of about 2.5% over the next two years.<sup>2</sup>

How fast the economy can grow over the long run is based on its potential growth rate or what the Federal Reserve has referred to as the maximum sustainable growth rate.

The potential growth rate changes over time and is dependent on factors such as productivity and labor force expansion. A simple way to estimate it is to add the annual productivity growth rate,

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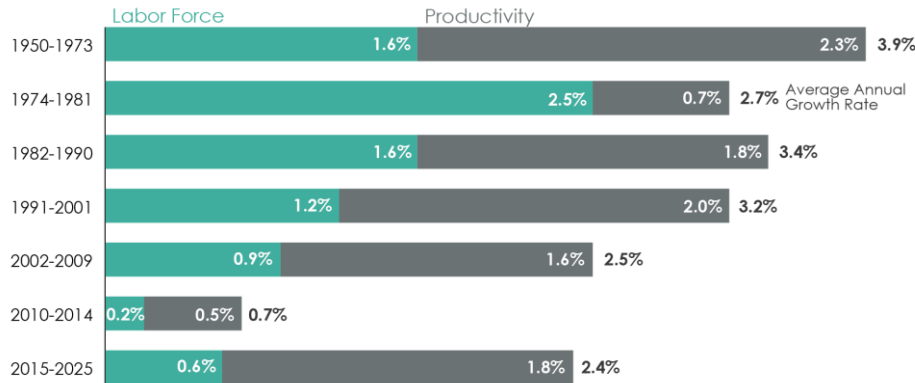
<sup>1</sup> The Economic and Workforce Analysis of this report was prepared by Chmura Economics and Analytics.

<sup>2</sup> Source: Blue Chip Financial Forecasts, February 1, 2016.

which was 1.6 percent from 2002 through 2009, to the labor force growth rate of 0.9% during that period. As a result, the potential growth rate of real gross domestic product was 2.5% during from 2002 through 2009.<sup>3</sup>

Looking ahead, the Congressional Budget Office estimates that productivity will grow 1.8% and the labor force will advance 0.6% a year from 2015 through 2025. That would equate to a potential growth of 2.4% a year.

### Labor Force and Productivity Growth Drive National Growth



Source: Chmura Economics & Analytics and Bureau of Labor Statistics and Congressional Budget Office

That target is important in projecting future economic growth because the Federal Reserve tends to increase the overnight interest rate that banks charge each other when the economy is consistently growing faster than it

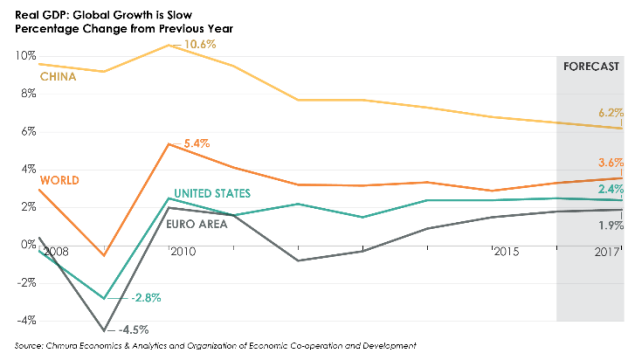
potentially should and to lower rates when the economy is growing too slow.

Of course, the forecasts for productivity and labor force growth may miss their marks. Continued investment by businesses in capacity and equipment would point to a speedier productivity growth.

In terms of labor force growth, the Congressional Budget Office assumes a continued decline in the participation rate. The labor participation rate has fallen since the recession began and the budget office expects it to drop further, in part, because of the aging and retirement of baby boomers.

### Global Growth

As the global economy becomes increasingly interconnected, economic growth in the United States is affected by international events. Continued slow growth in the Euro area and a slowdown in China's economic growth contribute to the Organization for Economic Co-operation and Development (OECD) forecasted world real GDP growth rate of 3.3% in 2016 and 3.6% in 2017. Based on this forecast, modest global economic growth will provide some support to U.S. economic growth.



Source: Chmura Economics & Analytics and Organization of Economic Co-operation and Development

<sup>3</sup> Part of the reason the labor force grew a low annual average of 0.2% per year from 2010 through 2014 in the aftermath of the Great Recession was because many people became discouraged that they could not find a job and dropped out of the labor force. These discouraged workers are not counted as part of the labor force.

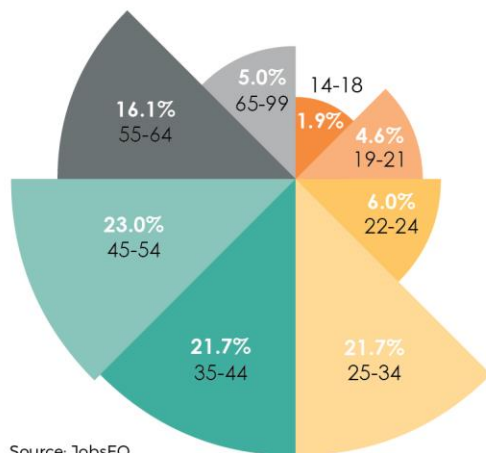
## Demographic Shifts

Two notable demographic shifts that will continue to impact the economy over the next decade are the aging of the Baby Boom generation and the increasing diversity of race/ethnic groups. The aging workforce is creating challenges for some industries that are facing high retirement rates in the near term and is fueling some of the increased demand for health care. The increased diversity of the labor force creates challenges for future skill levels of the workforce if cultural attitudes toward education attainment and common barriers to educational opportunity persist with future generations.

### *Aging Workforce*

With 44.1% of workers in the nation at 45 years or older, many firms and industries are grappling with the need to soon replace those skilled workers. The number of people retiring varies with industries such as information technology employing a relatively young workforce when compared to manufacturing.

**Percent of Workers by Age Cohort, Four Quarters Ending 2013 Qtr 1**

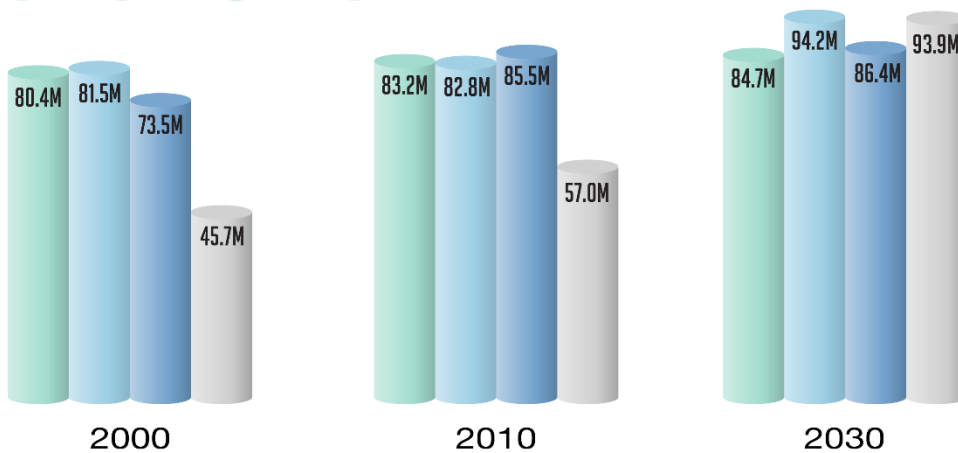


Source: JobsEQ

The demographic shift over time is illustrated in the chart below that shows four age cohorts. The

## U.S. Population by Age Cohorts

0-19 20-39 40-59 60+



first three are each based on equal twenty-year spreads: people age 0 to 19, those who are age 20 to 39, and the age group 40 to 59. The fourth cohort is defined as those age 60 and older.

Y ACT

Source: US Census Bureau, 2000 Census, 2010 Census, and 2014 Population Projections



The age group 60 and up was roughly 40% smaller than the other cohorts in 2000. By 2010 it had begun to close the gap, but it was still about a third smaller than the other cohorts. By 2030, however, this 60+ age group will be nearly the largest cohort—surging from 57 million in 2010 to over 93 million in 2030.

The reason for this increase is the aging of the baby boom generation along with the overall increase in life expectancy. The ramifications are numerous. The shift affects consumer spending patterns, health care needs, labor force mix, and housing needs to name a few.

The U.S. industry snapshot table identifies total employment in the nation by major sector. The “Total Approximate Replacement Demand”<sup>4</sup> column estimates the number of workers by major industry sector that will need to be replaced over the next ten years beginning with the third quarter of 2015 because the current worker is either retiring or moving to an alternative occupation.

Replacement demand is greater than 200,000 for each major sector in the nation. Replacement demand also exists in industries that are expected to contract over the next ten years in terms of net new growth. The manufacturing sector, for example, is expected to contract by 875,186 jobs over the next decade but it will need to replace 2,832,177 workers over the same period because workers are retiring or moving into different occupations.

The industry snapshot table also identifies the shift in workers needed by industries as the underlying demand for products and services changes. With a 1.9% annual average employment growth rate over the next decade, health care and social assistance is expected to be the fastest growing sector in the nation, due in part, to the aging Baby Boom generation. Employment in the professional, scientific, and technical services sector and the construction sector are both expected to grow an annual average 1.2% over the next decade—twice the pace of overall growth in the nation at 0.6%.

**U.S. Industry Snapshot for Major Sectors**

NAICS	Industry	Current		Forecast		
		Four Quarters Ending with 2015q3		Total Approx. Replacement Demand	Over the Next 10 Years	
		Employment	Avg. Annual Wages		Total Growth Demand	Avg. Annual Growth Percent
11	Agriculture, Forestry, Fishing and Hunting	2,252,521	\$36,694	778,367	-71,687	-0.3%
21	Mining, Quarrying, and Oil and Gas Extraction	832,760	\$105,272	209,733	78,045	0.9%
22	Utilities	819,119	\$92,777	204,037	-38,003	-0.5%
23	Construction	8,072,325	\$51,559	1,672,822	1,060,862	1.2%
31	Manufacturing	12,645,385	\$63,808	2,832,177	-875,186	-0.7%
42	Wholesale Trade	6,018,309	\$72,770	1,357,730	341,616	0.6%
44	Retail Trade	16,345,826	\$29,393	5,151,493	748,632	0.4%
48	Transportation and Warehousing	6,094,485	\$52,055	1,579,186	-26,214	0.0%
51	Information	3,012,307	\$88,851	721,042	-29,339	-0.1%

<sup>4</sup> Replacement demand is the minimum demand due to separations.

52	Finance and Insurance	5,967,573	\$103,173	1,445,251	396,475	0.6%
53	Real Estate and Rental and Leasing	2,532,781	\$55,850	573,259	105,196	0.4%
54	Professional, Scientific, and Technical Services	9,761,686	\$86,381	2,122,232	1,221,342	1.2%
55	Management of Companies and Enterprises	2,176,942	\$120,030	468,624	86,420	0.4%
56	Administrative and Support and Waste Management and Remediation Services	9,717,368	\$35,862	2,261,913	899,769	0.9%
61	Educational Services	12,477,781	\$46,091	2,675,125	790,648	0.6%
62	Health Care and Social Assistance	20,957,021	\$47,296	4,374,217	4,250,073	1.9%
71	Arts, Entertainment, and Recreation	2,935,808	\$34,451	919,458	213,485	0.7%
72	Accommodation and Food Services	13,142,383	\$19,528	4,691,299	686,739	0.5%
81	Other Services (except Public Administration)	6,683,203	\$30,208	1,705,826	316,225	0.5%
92	Public Administration	7,235,921	\$60,095	1,747,248	14,623	0.0%
99	Unclassified	319,300	\$48,280	79,777	20,902	0.6%
	Total - All Industries	150,000,804	\$51,774	37,461,813	9,819,451	0.6%

[Source: JobsEQ®](#)

Note: Figures may not sum due to rounding.

### **Demographic Diversity**

The demographics of the U.S. workforce are shifting. According to a recent study by the Brookings Institute, the share of young adults age 18 to 29 who are Latino increased by about 75% from 1990 to 2013, from 12% to 21%.<sup>5</sup> The share of young adults age 18-29 who are Asian, black, or other also increased from 1990 to 2013 while the white share of this age cohort declined more than 20%, from 72% to 56%, over the same period.<sup>6</sup>

Educational attainment varies significantly by race/ethnicity. In 2013, more than one-third of Asians and whites age 18 to 29 had completed at least some college. Just over 25% of blacks in this age cohort had completed at least some college compared with slightly less than 25% of Latinos. The increasing share of Latinos in the workforce coupled with Latinos' below average educational attainment suggests efforts must be made to improve educational outcomes for Latinos in order to ensure an adequate supply of skilled workers.

### **Federal Government Spending**

Federal government spending is expected to increase annually from 2014 through 2020 according to the President's budget. Although a relatively small driver in the national economy, it plays a large role in Virginia based on its dependence on federal government spending.

Within the federal government, the national defense budget authority increases by 2.0% or \$10.6 billion between 2015 and 2020 according to the President's budget.<sup>7</sup> However, a reduction in the number of military personnel over the next few years will create a pool of skilled jobseekers,

<sup>5</sup> Ross, Martha, et al. "Unemployment Among Young Adults, Exploring Employer-Led Solutions." *Metropolitan Policy Program at Brookings*, July 2015.

<sup>6</sup> Asians include Native Hawaiians and Other Pacific Islanders. Other includes American Indians, Alaska Natives, multiracial individuals, and those of some other race. Based on American Community Survey microdata.

<sup>7</sup> Source: President's Budget for Fiscal Year 2016, Table 5.1.

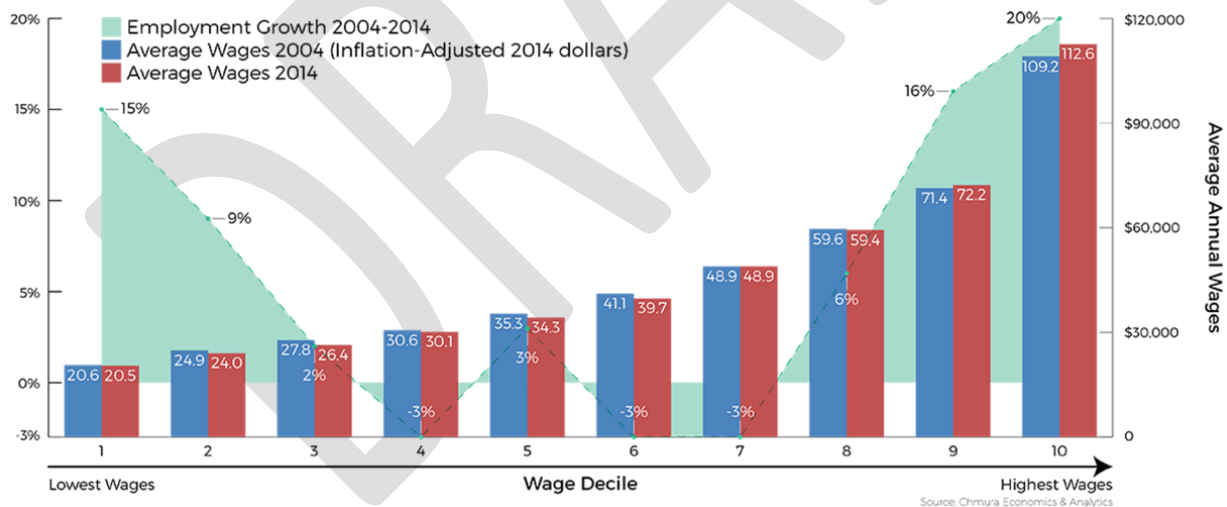
particularly in states that possess a strong military base presence. The Army, for example, is expected to reduce the number of soldiers by 15,000 in fiscal year (FY) 2016 and 10,000 in FY 2017. In addition, 17,000 civilian workers are expected to be cut from the Army in FY 2016 and 2017.<sup>8</sup>

### The Great Recession

Employment in the nation has exceeded the peak that occurred prior to the beginning of the Great Recession. As a result, the unemployment rate has continued to fall to its current rate of 4.9% in January 2016. However, the unemployment rate that includes part-time workers who would prefer to work full-time and the marginally attached remains an elevated 9.9% in the nation. Given the surplus of workers in the labor force, wage gains for the overall labor force have been modest.

The lingering effects of the Great Recession, continued offshoring, and productivity gains have contributed to a reduction in demand for middle-wage workers in the nation, which makes it critical for workforce practitioners to focus on the occupations that are growing and that provide a sustaining wage for individuals and families. It is also important to note that variations in regional industry mix lead to differences in the types of skills and occupations in demand. Consequently, as noted in the next section of this analysis, Virginia’s economic trends and workforce needs differ from those of the nation.

The hollowing out of the occupations that provide job seekers with middle wages is illustrated in the chart below. The blue bars represent the wages of more than 800 occupations grouped into ten deciles from lowest to highest wages in 2006. The red bars represent inflation-adjusted wages for



the same groupings of occupations in 2014. The light blue shaded area in the background shows employment growth from 2006 through 2014.

The results demonstrate two troubling facts. First, wages have been mostly stagnant during the ten-year study period, with gains exceeding inflation for only occupations on the high end of the scale.

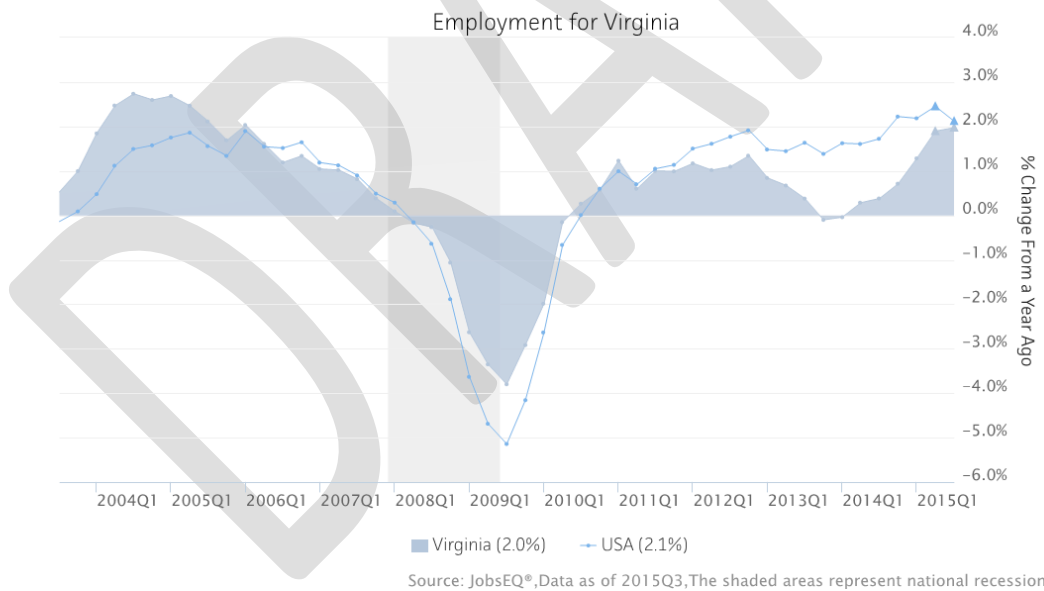
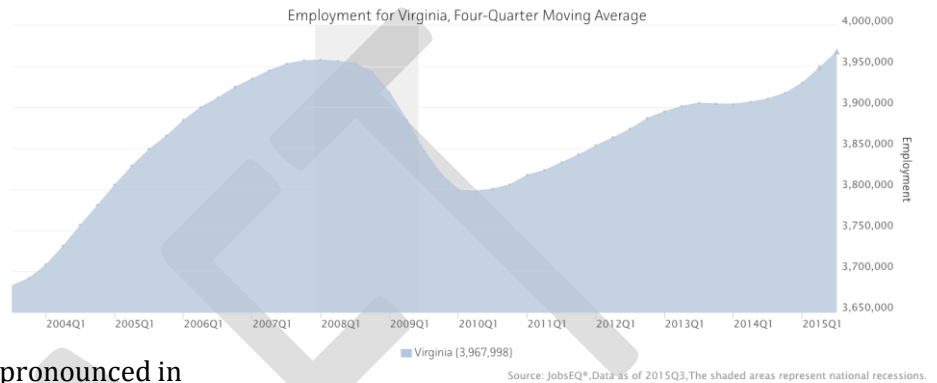
<sup>8</sup> Source: [http://www.army.mil/article/151992/Army\\_to\\_realign\\_brigades\\_\\_cut\\_40\\_000\\_Soldiers\\_\\_17\\_000\\_civilians/](http://www.army.mil/article/151992/Army_to_realign_brigades__cut_40_000_Soldiers__17_000_civilians/)

Second, job growth has been mostly isolated to those jobs paying the least and those that pay the most.

### Virginia's Economy and Workforce

As in the nation, employment in Virginia has exceeded its pre-recession peak. Largely because of the economic slowdown caused by federal government cuts, however, the previous employment peak of 3.96 million in Virginia was not exceeded until the third quarter of 2015 when employment registered 3.97 million workers.<sup>9</sup>

Comparing the year-over-year change in employment to that of the nation more clearly shows the slowdown in Virginia's growth rate during the period of federal cuts in spending when the national economy continued to grow. Job losses from the fourth quarter of 2013 through 2014 were most pronounced in Northern Virginia and within the professional, scientific, and technical services sector.



### Current and Forecast Employment by Industry

Virginia's top two major industry sectors are the same as that of the nation based on employment, but the rankings of some of the remaining sectors vary greatly from the nation indicating that occupation needs in the Commonwealth will be different than those in the nation. As in the nation, the health care and social assistance sector employs the largest number of workers in Virginia. In

<sup>9</sup> Employment includes estimates for proprietors as well as railroad and religious workers not covered under the unemployment insurance program.

contrast to the nation, the third largest sector in the state is professional, scientific, and technical services. This sector is highly dependent on federal government contract awards, particularly in Northern Virginia. It also pays a relatively high average wage at \$97,238 in Virginia compared with the average of \$52,858 in the state. Virginia also employs a much larger percentage of people in public administration (6.1% compared with 4.8% in the nation) due to its proximity to the nation's capital. The two sectors that are most proportionately smaller than the nation are manufacturing (6.2% compared with 8.4% in the nation) and health care and social assistance (12.2% versus 14.0% in the nation).

**Current Employment in Virginia and the United States, 2015 Qtr 3**

NAICS	Industry	Virginia Employment			United States Employment		
		Total	Percent	Avg. Annual Wages	Total	Percent	Avg. Annual Wages
62	Health Care and Social Assistance	484,840	12.2	\$46,460	20,957,021	14.0	\$47,296
44	Retail Trade	437,690	11.0	\$27,361	16,345,826	10.9	\$29,393
54	Professional, Scientific, and Technical Services	431,066	10.9	\$97,238	9,761,686	6.5	\$86,381
61	Educational Services	358,630	9.0	\$41,553	12,477,781	8.3	\$46,091
72	Accommodation and Food Services	334,146	8.4	\$17,989	13,142,383	8.8	\$19,528
56	Administrative and Support and Waste Management and Remediation Services	247,015	6.2	\$37,414	9,717,368	6.5	\$35,862
31	Manufacturing	246,743	6.2	\$57,348	12,645,385	8.4	\$63,808
92	Public Administration	242,650	6.1	\$73,437	7,235,921	4.8	\$60,095
23	Construction	229,276	5.8	\$47,367	8,072,325	5.4	\$51,559
81	Other Services (except Public Administration)	198,516	5.0	\$34,817	6,683,203	4.5	\$30,208
48	Transportation and Warehousing	144,833	3.7	\$51,119	6,094,485	4.1	\$52,055
52	Finance and Insurance	137,513	3.5	\$99,194	5,967,573	4.0	\$103,173
42	Wholesale Trade	112,697	2.8	\$75,331	6,018,309	4.0	\$72,770
51	Information	78,670	2.0	\$89,914	3,012,307	2.0	\$88,851
71	Arts, Entertainment, and Recreation	77,409	2.0	\$25,007	2,935,808	2.0	\$34,451
55	Management of Companies and Enterprises	75,040	1.9	\$125,062	2,176,942	1.5	\$120,030
53	Real Estate and Rental and Leasing	62,471	1.6	\$53,907	2,532,781	1.7	\$55,850
11	Agriculture, Forestry, Fishing and Hunting	32,942	0.8	\$24,455	2,252,521	1.5	\$36,694
22	Utilities	18,617	0.5	\$85,725	819,119	0.5	\$92,777
21	Mining, Quarrying, and Oil and Gas Extraction	7,145	0.2	\$70,485	832,760	0.6	\$105,272
99	Unclassified	10,090	0.3	\$42,027	319,300	0.2	\$48,280
	Total - All Industries	3,967,998	100	\$52,858	150,000,804	100	\$51,774

Source: [JobsEQ®](#)

Note: Figures may not sum due to rounding.

As of the third quarter of 2015, Virginia employed nearly 4 million people with an average annual wage of \$52,858. The management of companies and enterprises sector paid the highest average wage at \$125,062 followed by finance and insurance at \$99,194 and professional, scientific, and technical services at \$97,238. In contrast, the lowest annual average wages were \$17,989 in the accommodation and food services sector where part-time and seasonal workers bring the average down.

Over the next ten years beginning with the third quarter of 2015, employment is expected to grow an annual average 0.7% in Virginia, slightly faster than the 0.6% forecast for the nation. The health care and social assistance sector is expected to be the fastest growing sector in the state with average annual growth of 1.8% per year. It is followed closely by professional, scientific, and technical services (1.6% per year) and construction (1.4% per year).

Increases in employment due to industry sector growth are expected to add 295,249 employees in Virginia in the next ten years beginning with the third quarter of 2015. In addition, 1,041,182 positions will need to be filled (replacement demand) over the next ten years as individuals retire or move to different occupations. As shown in the table below, even the six sectors that are expected to contract over the next ten years will need to fill positions due to replacement demand. Moreover, some of the contracting industries such as manufacturing and mining pay higher wages than the state average, as well as have a more widespread economic impact than most sectors.

**Current and Forecast Employment Growth for Major Industry Sectors in Virginia**

NAICS	Industry	Current		Forecast		
		Four Quarters Ending with 2015q3		Over the Next 10 Years		
		Employment	Avg. Annual Wages	Total Approx. Repl Demand	Total Growth Demand	Avg. Annual Growth Percent
62	Health Care and Social Assistance	484,840	\$46,460	100,893	94,829	1.8%
54	Professional, Scientific, and Technical Services	431,066	\$97,238	95,858	76,434	1.6%
23	Construction	229,276	\$47,367	47,799	33,279	1.4%
56	Administrative and Support and Waste Management and Remediation Services	247,015	\$37,414	57,635	24,181	0.9%
71	Arts, Entertainment, and Recreation	77,409	\$25,007	24,376	6,554	0.8%
42	Wholesale Trade	112,697	\$75,331	25,662	8,664	0.7%
61	Educational Services	358,630	\$41,553	76,983	23,692	0.6%
52	Finance and Insurance	137,513	\$99,194	33,294	9,053	0.6%
44	Retail Trade	437,690	\$27,361	138,344	22,771	0.5%
72	Accommodation and Food Services	334,146	\$17,989	119,107	16,443	0.5%
81	Other Services (except Public Administration)	198,516	\$34,817	50,551	8,402	0.4%
55	Management of Companies and Enterprises	75,040	\$125,062	16,131	2,753	0.4%
53	Real Estate and Rental and Leasing	62,471	\$53,907	14,108	2,296	0.4%
48	Transportation and Warehousing	144,833	\$51,119	37,549	-458	0.0%
51	Information	78,670	\$89,914	18,743	-1,518	-0.2%
22	Utilities	18,617	\$85,725	4,709	-291	-0.2%
92	Public Administration	242,650	\$73,437	57,503	-8,717	-0.4%
21	Mining, Quarrying, and Oil and Gas Extraction	7,145	\$70,485	1,670	-440	-0.6%
11	Agriculture, Forestry, Fishing and Hunting	32,942	\$24,455	11,116	-2,582	-0.8%
31	Manufacturing	246,743	\$57,348	54,618	-22,632	-1.0%
99	Unclassified	10,090	\$42,027	2,776	2,950	2.6%
	Total - All Industries	3,967,998	\$52,858	1,041,182	295,249	0.7%

Source: [JobsEQ®](#)

Note: Figures may not sum due to rounding.

The three largest industry sectors in Virginia (health care and social assistance; retail trade; and professional, scientific, and technical services) currently employ 34% of the state’s workers. Looking ahead, those three sectors are expected to add 194,034 employees over the next ten years or 65.7% of the total expansion in the state. An additional 335,095 positions will need to be filled in those three sectors as individuals retire or move to new occupations over the next ten years.

Current and forecasted employment growth for the 30 largest industries at the 4-digit North American Industry Classification (NAICS)<sup>10</sup> level is comparable to that of the nation with the exception of six industries shown in bold that are not among the top 30 list in the nation. Each of those six industries in the state has a location quotient<sup>11</sup> greater than 1.20 which indicates that the state’s percentage of employment in the industry is at least 20% larger than the percentage of employment of the same industry in the nation. The implication is that Virginia’s higher education institutions and training providers will see greater demands for the skills needed by the following six industries than the nation, on average:

- management, scientific, and technical consulting services,
- national security and international affairs,
- accounting, tax preparation, bookkeeping and payroll,
- ship and boat building,
- non-depository credit intermediation, and
- other professional, scientific, and technical services.

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<sup>10</sup> There are 315 4-digit NAICS industries.

<sup>11</sup> The location quotient (LQ) is a measure of the relative size of an industry in a region compared to the average size in the nation. An LQ of 1.0 indicates an industry is the same size in the region as is average in the nation; an LQ of 2.0 means the industry is twice as large in the region compared to average; and an LQ of 1/2 indicates the industry is half as large regionally as average in the nation. The location quotient for an industry identifies the degree to which the industry specializes in or is concentrated in a region. With an LQ of 1.25 or higher, a region is considered to possess a competitive advantage in that industry. Firms in a specific industry often aggregate because of some competitive advantage found in an area such as geographic location, natural resources, and human resources. (A region can have a competitive advantage in a growing or declining industry.) By formula, the location quotient is the ratio of an industry’s share of total employment within the region to the same industry’s share of employment in the nation.

$$LQ = \frac{\text{Employment in industry } I \text{ in area } J / \text{Total employment in area } J}{\text{U.S. employment in industry } I / \text{Total U.S. employment}}$$

### Current and Forecast Employment Growth for Top 30 4-Digit Industries in Virginia

NAICS	Industry	Current			Forecast		
		Four Quarters Ending with 2015q3			Over the Next 10 Years		
		Employment	Avg. Annual Wages	Location Quotient	Total Approx. Repl. Demand	Total Growth Demand	Avg. Annual Growth Percent
7225	Restaurants and Other Eating Places	265,308	\$16,213	1.01	97,818	12,404	0.5%
6111	Elementary and Secondary Schools	235,767	\$40,567	1.13	53,334	15,904	0.7%
5415	Computer Systems Design and Related Services	154,056	\$112,505	2.93	30,161	40,073	2.3%
6221	General Medical and Surgical Hospitals	116,849	\$58,887	0.79	22,493	6,199	0.5%
5617	Services to Buildings and Dwellings	83,420	\$25,051	1.23	19,885	5,411	0.6%
9221	Justice, Public Order, and Safety Activities	80,304	\$61,872	1.63	21,592	-192	0.0%
<b>5416</b>	<b>Management, Scientific, and Technical Consulting Services</b>	<b>78,400</b>	<b>\$104,698</b>	<b>1.97</b>	<b>18,122</b>	<b>22,383</b>	<b>2.5%</b>
6113	Colleges, Universities, and Professional Schools	77,737	\$49,331	1.01	15,035	3,318	0.4%
5511	Management of Companies and Enterprises	75,040	\$125,062	1.30	16,131	2,753	0.4%
4451	Grocery Stores	71,574	\$22,860	1.00	23,605	1,791	0.2%
5613	Employment Services	68,154	\$34,778	0.73	16,364	8,514	1.2%
6211	Offices of Physicians	67,126	\$85,231	0.96	14,155	13,324	1.8%
<b>9281</b>	<b>National Security and International Affairs</b>	<b>64,649</b>	<b>\$99,789</b>	<b>4.32</b>	<b>14,385</b>	<b>-5,726</b>	<b>-0.9%</b>
5413	Architectural, Engineering, and Related Services	61,636	\$92,891	1.51	14,245	6,046	0.9%
6241	Individual and Family Services	59,584	\$26,250	0.97	10,343	8,753	1.4%
2382	Building Equipment Contractors	58,922	\$50,436	1.07	12,071	10,025	1.6%
4529	Other General Merchandise Stores	58,714	\$23,267	1.23	21,364	17,035	2.6%
7139	Other Amusement and Recreation Industries	48,454	\$19,024	1.30	15,349	4,318	0.9%
8131	Religious Organizations	45,305	\$20,526	1.11	10,337	662	0.1%
7211	Traveler Accommodation	45,226	\$24,313	0.89	13,771	2,562	0.6%
4411	Automobile Dealers	37,116	\$53,606	1.11	10,408	3,923	1.0%
<b>5412</b>	<b>Accounting, Tax Preparation, Bookkeeping, and Payroll Services</b>	<b>36,922</b>	<b>\$76,773</b>	<b>1.27</b>	<b>8,722</b>	<b>1,979</b>	<b>0.5%</b>
<b>3366</b>	<b>Ship and Boat Building</b>	<b>36,508</b>	<b>\$71,768</b>	<b>8.06</b>	<b>7,920</b>	<b>-1,961</b>	<b>-0.6%</b>
4521	Department Stores	35,779	\$19,136	0.98	10,250	-7,161	-2.2%
9211	Executive, Legislative, and Other General Government Support	34,181	\$49,392	0.43	7,985	183	0.1%
<b>5222</b>	<b>Nondepository Credit Intermediation</b>	<b>32,982</b>	<b>\$119,157</b>	<b>2.07</b>	<b>6,793</b>	<b>2,550</b>	<b>0.7%</b>
9261	Administration of Economic Program	32,638	\$84,386	2.04	7,382	-1,681	-0.5%
6231	Nursing Care Facilities (Skilled Nursing Facilities)	32,197	\$29,953	0.71	6,542	2,014	0.6%
5221	Depository Credit Intermediation	31,865	\$58,652	0.72	8,607	-468	-0.1%
<b>5419</b>	<b>Other Professional, Scientific, and Technical Services</b>	<b>31,704</b>	<b>\$55,720</b>	<b>1.21</b>	<b>6,662</b>	<b>3,526</b>	<b>1.1%</b>

Source: [JobsEQ®](#)



Eighteen of the 30 largest 4-digit industries, shaded in gray in the table above, are included in the “Governor’s Diversified High-Growth Industries”<sup>12</sup> list of target sectors. These sectors are broadly defined as the following:<sup>13</sup>

1. Advanced Manufacturing
  - a. Includes aerospace-related manufacture
  - b. Includes biotech-related manufacture such as pharmaceutical and medical equipment
2. Information Technology
  - a. Includes aerospace-related telecommunications
  - b. Includes data centers
3. Tourism
4. Energy
5. Federal Government
  - a. Public administration
  - b. Private sector contractors are located throughout other industries, particularly manufacturing and professional business services
  - c. Includes only civilian workers
6. Professional Business Services
  - a. Big data and big analytics
  - b. Cyber security
  - c. Modeling and simulation
  - d. Includes aerospace-related computer system design and related activities
7. Agriculture and Forestry
8. Health Care
9. Logistics

In light of the governor’s emphasis on these industries as targets, and the strategic investments that follow, it is expected that their employment will grow even faster than the forecasted rate shown in the table above.

### **Current and Forecast Employment by Occupations**

The percentage of employment in major occupation groups employed by businesses in Virginia fairly closely resembles that of the nation. Office and administrative support, sales and related, and food preparation and service related are occupations held by the largest number of people in both Virginia and the nation. The two groups where Virginia has a larger percentage of workers than the nation (computer and mathematical occupations and business and financial operations occupations) reflect the Commonwealth’s higher concentration of employment in professional business services, headquarters, and financial institutions. On the other hand, the relatively smaller percentage of production occupations and transportation and material moving occupations in the

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<sup>12</sup> Source: New Virginia Economy, Governor Terence R. McAuliffe, 2014.

<sup>13</sup> Detailed industry definitions for the Governor’s Diversified Growth Industries can be found in Appendix 1.

state reflects Virginia’s smaller concentration of employment in the manufacturing and transportation and warehousing sectors.

**Major Occupation Groupings in Virginia and the United States, 2015 Qtr 3**

SOC	Title	Virginia			United States		
		Total Employment	Percent	Avg. Annual Wages <sup>1</sup>	Total Employment	Percent	Avg. Annual Wages <sup>1</sup>
43-0000	Office and Administrative Support	595,240	15.0	\$36,000	22,555,000	15.0	\$35,500
41-0000	Sales and Related	403,379	10.2	\$38,800	15,721,312	10.5	\$38,700
35-0000	Food Preparation and Serving Related	330,456	8.3	\$22,500	12,773,711	8.5	\$22,000
25-0000	Education, Training, and Library	245,855	6.2	\$52,200	8,521,293	5.7	\$52,200
11-0000	Management	244,238	6.2	\$124,200	9,050,259	6.0	\$111,600
53-0000	Transportation and Material Moving	236,578	6.0	\$33,700	10,117,202	6.7	\$34,200
13-0000	Business and Financial Operations	227,510	5.7	\$78,200	7,310,693	4.9	\$72,400
29-0000	Healthcare Practitioners and Technical	200,176	5.0	\$75,500	8,409,533	5.6	\$76,000
51-0000	Production	197,828	5.0	\$35,400	9,424,709	6.3	\$35,500
47-0000	Construction and Extraction	183,474	4.6	\$41,100	6,684,788	4.5	\$46,600
15-0000	Computer and Mathematical	171,001	4.3	\$92,100	4,094,164	2.7	\$84,000
37-0000	Building and Grounds Cleaning and Maintenance	157,642	4.0	\$24,600	5,426,913	3.6	\$26,300
49-0000	Installation, Maintenance, and Repair	152,267	3.8	\$46,100	5,758,147	3.8	\$45,200
39-0000	Personal Care and Service	151,078	3.8	\$25,400	5,926,490	4.0	\$24,900
31-0000	Healthcare Support	102,285	2.6	\$28,100	4,377,921	2.9	\$28,800
33-0000	Protective Service	79,879	2.0	\$45,100	2,906,392	1.9	\$44,000
17-0000	Architecture and Engineering	78,923	2.0	\$84,100	2,540,722	1.7	\$81,500
27-0000	Arts, Design, Entertainment, Sports, and Media	65,607	1.7	\$55,200	2,618,757	1.7	\$55,800
21-0000	Community and Social Service	62,618	1.6	\$46,700	2,378,258	1.6	\$45,300
19-0000	Life, Physical, and Social Science	38,883	1.0	\$76,200	1,204,450	0.8	\$70,000
23-0000	Legal	30,890	0.8	\$100,900	1,196,693	0.8	\$101,100
45-0000	Farming, Fishing, and Forestry	12,191	0.3	\$28,300	1,003,396	0.7	\$24,100
<b>00-0000</b>	<b>Total - All</b>	<b>3,967,998</b>	<b>100.0</b>	<b>\$49,900</b>	<b>150,000,804</b>	<b>100.0</b>	<b>\$47,100</b>

Source: JobsEQ®

Note: Figures may not sum due to rounding.

1. Occupation wages are as of 2014 and represent the average for all Covered Employment

The forecasted growth by occupation group in Virginia stems from the forecasted growth of industries that need these skills to operate. Given the expected growth in the health care sector, it is not surprising that healthcare support occupations are expected to be the fastest growing occupation group—an annual average 2.1% over the next ten years beginning with the third quarter of 2015. The average annual wage of healthcare support occupations was \$28,100 in 2014. The occupation group forecast to grow the third fastest also supports the health care sector; healthcare practitioners and technical occupations, which pay an average annual salary of \$75,500, are expected to grow 1.8% over the same period. Computer and mathematical occupations are expected to be the second fastest growing group at 1.8% per year over the next ten years, with an average annual wage of \$92,100.

The largest number of workers that businesses are expected to need due to industry growth over the next ten years in Virginia are those with computer and mathematical skills (32,840) followed by healthcare practitioners and technical (30,970) and sales and related (23,977).

**Current and Forecast Occupation Growth for Major Groups in Virginia**

SOC	Title	Current		Forecast		
		Four Quarters Ending with 2015q3		Over the Next 10 Years		
		Employment	Avg. Annual Wages <sup>1</sup>	Total Repl. Demand	Total Growth Demand	Avg. Annual Growth Percent
31-0000	Healthcare Support	102,285	\$28,100	23,125	23,423	2.1%
15-0000	Computer and Mathematical	171,001	\$92,100	27,863	32,840	1.8%
29-0000	Healthcare Practitioners and Technical	200,176	\$75,500	45,376	30,970	1.4%
39-0000	Personal Care and Service	151,078	\$25,400	43,333	20,498	1.3%
47-0000	Construction and Extraction	183,474	\$41,100	35,221	23,021	1.2%
13-0000	Business and Financial Operations	227,510	\$78,200	50,690	22,940	1.0%
21-0000	Community and Social Service	62,618	\$46,700	13,944	5,809	0.9%
25-0000	Education, Training, and Library	245,855	\$52,200	53,869	19,906	0.8%
11-0000	Management	244,238	\$124,200	79,573	17,646	0.7%
37-0000	Building and Grounds Cleaning and Maintenance	157,642	\$24,600	36,390	11,566	0.7%
19-0000	Life, Physical, and Social Science	38,883	\$76,200	12,156	2,949	0.7%
41-0000	Sales and Related	403,379	\$38,800	132,719	23,977	0.6%
35-0000	Food Preparation and Serving Related	330,456	\$22,500	129,211	19,044	0.6%
49-0000	Installation, Maintenance, and Repair	152,267	\$46,100	37,989	10,085	0.6%
17-0000	Architecture and Engineering	78,923	\$84,100	20,227	4,524	0.6%
23-0000	Legal	30,890	\$100,900	6,253	1,971	0.6%
27-0000	Arts, Design, Entertainment, Sports, and Media	65,607	\$55,200	23,157	3,119	0.5%
53-0000	Transportation and Material Moving	236,578	\$33,700	63,285	10,078	0.4%
43-0000	Office and Administrative Support	595,240	\$36,000	132,273	17,585	0.3%
33-0000	Protective Service	79,879	\$45,100	17,914	2,575	0.3%
51-0000	Production	197,828	\$35,400	51,660	-8,459	-0.4%
45-0000	Farming, Fishing, and Forestry	12,191	\$28,300	4,956	-817	-0.7%
00-0000	Total - All	3,967,998	\$49,900	1,041,182	295,249	0.7%

Source: [JobsEQ®](#)

Note: Figures may not sum due to rounding.

1. Occupation wages are as of 2014 and represent the average for all Covered Employment

When both growth and replacement demand are taken into account, sales and related occupations top the list of demand occupations with 156,696 workers needed over the next ten years in Virginia. Office and administrative support occupations, with a need of 149,858, and food preparation and serving related occupations, with a need of 148,255, round out the top three.

**Demand Over Next 10 Years Due to Growth and Replacements by Major Occupation for Virginia**

<b>SOC</b>	<b>Title</b>	<b>Total</b>
41-0000	Sales and Related	156,696
43-0000	Office and Administrative Support	149,858
35-0000	Food Preparation and Serving Related	148,255
11-0000	Management	97,219
29-0000	Healthcare Practitioners and Technical	76,346
25-0000	Education, Training, and Library	73,775
13-0000	Business and Financial Operations	73,630
53-0000	Transportation and Material Moving	73,363
39-0000	Personal Care and Service	63,831
15-0000	Computer and Mathematical	60,703
47-0000	Construction and Extraction	58,242
51-0000	Production	51,660
49-0000	Installation, Maintenance, and Repair	48,074
37-0000	Building and Grounds Cleaning and Maintenance	47,956
31-0000	Healthcare Support	46,548
27-0000	Arts, Design, Entertainment, Sports, and Media	26,276
17-0000	Architecture and Engineering	24,751
33-0000	Protective Service	20,489
21-0000	Community and Social Service	19,753
19-0000	Life, Physical, and Social Science	15,105
23-0000	Legal	8,224
45-0000	Farming, Fishing, and Forestry	4,956
<b>00-0000</b>	<b>Total - All</b>	<b>1,336,431</b>

Source: [JobsEQ®](#)

Note: Figures may not sum due to rounding.

The top 30 detailed occupations<sup>14</sup> that employ the most people in Virginia make up a quarter of all employment in the state (see table on the next page). Twenty of those occupations typically require only a high school diploma or less to carry out the duties of the job. Two of the occupations require some postsecondary non-degree award; one requires some college, no degree; one requires an associate's degree; and four require a bachelor's degree.

Due to growth in industries that employ the top 30 occupations, 88,288 more positions are expected to be filled over the next ten years beginning with the third quarter of 2015 in Virginia. This accounts for 30% of the employment growth demand in Virginia over the next decade. In addition to the workers needed because industries are expanding, 241,929 positions will need to be filled in the top 30 occupations as current workers either retire or move to different occupations.

<sup>14</sup> Detailed occupations refer to those at the six-digit Standard Occupation Classification (SOC) level.

As in most states, retail salespersons, cashiers, and combined food preparation and serving workers make up the three largest detailed occupations. The two occupations with the highest location quotient are software developers, applications (1.66) and business operations specialists, all other (1.35).

**Current and Forecast Employment Growth for 30 Largest 6-Digit Standard Occupation Classification (SOC) Groups in Virginia**

SOC	Title	Current			Forecast			Typical Entry-Level Education
		Four Quarters Ending with 2015q3			Over the Next 10 Years			
		Empl.	Avg. Annual Wages <sup>1</sup>	Location Quotient	Total Repl. Demand	Total Growth Demand	Avg. Annual Growth Percent	
41-2031	Retail Salespersons	122,735	\$24,900	0.99	45,139	9,708	0.8%	No formal educational credential
41-2011	Cashiers	94,634	\$20,100	1.02	41,505	1,657	0.2%	No formal educational credential
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	85,562	\$18,900	1.00	28,393	5,843	0.7%	No formal educational credential
43-9061	Office Clerks, General	80,108	\$31,600	1.00	17,623	3,010	0.4%	High school diploma or equivalent
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	71,864	\$23,000	1.15	14,674	4,786	0.6%	No formal educational credential
43-4051	Customer Service Representatives	69,335	\$33,400	1.01	18,591	7,458	1.0%	High school diploma or equivalent
35-3031	Waiters and Waitresses	66,501	\$23,500	0.99	32,941	1,510	0.2%	No formal educational credential
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	65,712	\$35,100	1.04	7,044	2,059	0.3%	High school diploma or equivalent
29-1141	Registered Nurses	64,279	\$63,900	0.86	15,100	9,100	1.3%	Bachelor's degree
11-1021	General and Operations Managers	59,997	\$131,900	1.06	16,231	5,231	0.8%	Bachelor's degree
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	57,824	\$26,500	0.87	18,801	2,963	0.5%	No formal educational credential
43-5081	Stock Clerks and Order Fillers	49,850	\$25,500	0.98	17,207	2,949	0.6%	No formal educational credential
43-3031	Bookkeeping, Accounting, and Auditing Clerks	47,625	\$38,600	1.02	4,400	-3,135	-0.7%	Some college, no degree
39-9021	Personal Care Aides	40,897	\$19,200	0.88	4,684	10,528	2.3%	No formal educational credential
53-3032	Heavy and Tractor-Trailer Truck Drivers	40,635	\$39,500	0.83	7,638	2,302	0.6%	Postsecondary nondegree award
41-1011	First-Line Supervisors of Retail Sales Workers	39,811	\$43,700	0.96	11,014	2,102	0.5%	High school diploma or equivalent
13-2011	Accountants and Auditors	39,210	\$78,600	1.12	11,724	4,983	1.2%	Bachelor's degree
25-2021	Elementary School Teachers, Except Special Education	38,907	\$60,400	1.13	8,400	3,003	0.7%	Bachelor's degree
43-1011	First-Line Supervisors of Office and Administrative Support Workers	38,252	\$56,100	1.00	5,915	3,347	0.8%	High school diploma or equivalent
49-9071	Maintenance and Repair Workers, General	35,015	\$38,900	0.97	9,469	2,110	0.6%	High school diploma or equivalent
47-2061	Construction Laborers	34,619	\$29,000	1.07	9,193	5,788	1.6%	No formal educational credential
25-9041	Teacher Assistants	34,540	\$26,000	1.11	8,339	2,752	0.8%	Some college, no degree
37-2012	Maids and Housekeeping Cleaners	34,139	\$20,800	1.03	9,230	2,756	0.8%	No formal educational

**Current and Forecast Employment Growth for 30 Largest 6-Digit Standard Occupation Classification (SOC) Groups in Virginia**

		Current			Forecast			Typical Entry-Level Education
		Four Quarters Ending with 2015q3			Over the Next 10 Years			
SOC	Title	Empl.	Avg. Annual Wages <sup>1</sup>	Location Quotient	Total Repl. Demand	Total Growth Demand	Avg. Annual Growth Percent	
								credential
37-3011	Landscaping and Groundskeeping Workers	33,886	\$25,700	1.08	8,071	2,919	0.8%	No formal educational credential
31-1014	Nursing Assistants	33,498	\$24,200	0.82	7,707	5,958	1.7%	Postsecondary nondegree award
15-1132	Software Developers, Applications	33,101	\$104,200	1.66	5,770	8,920	2.4%	Bachelor's degree
13-1199	Business Operations Specialists, All Other	32,581	\$83,900	1.35	3,891	1,743	0.5%	Bachelor's degree
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	30,508	\$69,400	0.78	6,338	2,609	0.8%	High school diploma or equivalent
35-2014	Cooks, Restaurant	30,096	\$23,900	0.99	8,682	4,112	1.3%	No formal educational credential
33-9032	Security Guards	29,629	\$31,900	1.01	4,140	1,679	0.6%	High school diploma or equivalent

Source: JobsEQ®

1. Occupation wages are as of 2014 and represent the average for all Covered Employment

The top 30 detailed occupations in Virginia with the greatest demand expected (due to both industry growth and replacement demand) over the next ten years are shown on the next page. Nine of those occupations do not require any formal educational credential for typical entry into the occupation, seven require a high school degree, one requires a postsecondary non-degree award, one requires some college, no degree, and six require a bachelor's degree.

**Top 30 6-Digit Standard Occupation Classification (SOC) Groups in Virginia with Greatest Demand Over Next Ten Years**

		Current			Forecast				Typical Entry-Level Education
		Four Quarters Ending with 2015q3			Over the Next 10 Years				
SOC	Title	Employment	Avg. Annual Wages <sup>1</sup>	Location Quotient	Total Repl. Demand	Total Growth Demand	Growth Plus Repl. Demand	Avg. Annual Growth Percent	
41-2031	Retail Salespersons	122,735	\$24,900	0.99	45,139	9,708	54,847	0.8%	No formal educational credential
41-2011	Cashiers	94,634	\$20,100	1.02	41,505	1,657	43,162	0.2%	No formal educational credential
35-3031	Waiters and Waitresses	66,501	\$23,500	0.99	32,941	1,510	34,451	0.2%	No formal educational credential
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	85,562	\$18,900	1.00	28,393	5,843	34,236	0.7%	No formal educational credential
43-4051	Customer Service Representatives	69,335	\$33,400	1.01	18,591	7,458	26,049	1.0%	High school diploma or equivalent
29-1141	Registered Nurses	64,279	\$63,900	0.86	15,100	9,100	24,200	1.3%	Bachelor's degree
53-7062	Laborers and Freight, Stock, and	57,824	\$26,500	0.87	18,801	2,963	21,764	0.5%	No formal educational

**Top 30 6-Digit Standard Occupation Classification (SOC) Groups in Virginia with Greatest Demand Over Next Ten Years**

SOC	Title	Current			Forecast				Typical Entry-Level Education
		Four Quarters Ending with 2015q3			Over the Next 10 Years				
		Employment	Avg. Annual Wages <sup>1</sup>	Location Quotient	Total Repl. Demand	Total Growth Demand	Growth Plus Repl. Demand	Avg. Annual Growth Percent	
	Material Movers, Hand								credential
11-1021	General and Operations Managers	59,997	\$131,900	1.06	16,231	5,231	21,462	0.8%	Bachelor's degree
43-9061	Office Clerks, General	80,108	\$31,600	1.00	17,623	3,010	20,633	0.4%	High school diploma or equivalent
43-5081	Stock Clerks and Order Fillers	49,850	\$25,500	0.98	17,207	2,949	20,156	0.6%	No formal educational credential
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	71,864	\$23,000	1.15	14,674	4,786	19,460	0.6%	No formal educational credential
11-9199	Managers, All Other	27,275	\$122,200	1.07	16,693	2,311	19,004	0.8%	Bachelor's degree
13-2011	Accountants and Auditors	39,210	\$78,600	1.12	11,724	4,983	16,707	1.2%	Bachelor's degree
39-9021	Personal Care Aides	40,897	\$19,200	0.88	4,684	10,528	15,212	2.3%	No formal educational credential
47-2061	Construction Laborers	34,619	\$29,000	1.07	9,193	5,788	14,981	1.6%	No formal educational credential
15-1132	Software Developers, Applications	33,101	\$104,200	1.66	5,770	8,920	14,690	2.4%	Bachelor's degree
39-9011	Childcare Workers	29,397	\$21,000	1.02	11,455	2,243	13,698	0.7%	High school diploma or equivalent
31-1014	Nursing Assistants	33,498	\$24,200	0.82	7,707	5,958	13,665	1.7%	Postsecondary nondegree award
41-1011	First-Line Supervisors of Retail Sales Workers	39,811	\$43,700	0.96	11,014	2,102	13,116	0.5%	High school diploma or equivalent
35-2014	Cooks, Restaurant	30,096	\$23,900	0.99	8,682	4,112	12,794	1.3%	No formal educational credential
31-1011	Home Health Aides	21,739	\$21,900	0.86	4,932	7,837	12,769	3.1%	No formal educational credential
37-2012	Maids and Housekeeping Cleaners	34,139	\$20,800	1.03	9,230	2,756	11,986	0.8%	No formal educational credential
49-9071	Maintenance and Repair Workers, General	35,015	\$38,900	0.97	9,469	2,110	11,579	0.6%	High school diploma or equivalent
25-2021	Elementary School Teachers, Except Special Education	38,907	\$60,400	1.13	8,400	3,003	11,403	0.7%	Bachelor's degree
25-9041	Teacher Assistants	34,540	\$26,000	1.11	8,339	2,752	11,091	0.8%	Some college, no degree
37-3011	Landscaping and Groundskeeping Workers	33,886	\$25,700	1.08	8,071	2,919	10,990	0.8%	No formal educational credential
41-3099	Sales Representatives, Services, All Other	28,088	\$71,300	1.21	7,364	3,252	10,616	1.1%	High school diploma or equivalent
15-1121	Computer Systems Analysts	24,416	\$97,600	1.62	3,634	6,823	10,457	2.5%	Bachelor's degree
13-1111	Management Analysts	29,114	\$101,000	1.50	5,459	4,959	10,418	1.6%	Bachelor's degree
43-4171	Receptionists and Information Clerks	28,177	\$28,000	1.02	7,662	2,718	10,380	0.9%	High school diploma or equivalent

Source: [JobsEQ®](#)

1. Occupation wages are as of 2014 and represent the average for all Covered Employment

## Occupational Analysis

In this section, occupations were reviewed using four criteria, stemming from an evaluation method explored by the state workforce board with the support of the Virginia Employment Commission. It evaluates occupations based on their growth rate, the number of anticipated openings, wage quality and annual wages that can support a family in Virginia, and their relevance and importance to Virginia's target industry sectors. The goal of analyzing occupations in this way is to better inform stakeholders of employment opportunities and to better align resources in the Commonwealth's workforce and education systems with economic development priorities to meet the needs of businesses. Understanding the various dimensions of a job's characteristics is an important step to identify growth-oriented employment opportunities that lead to middle income earnings.

The occupations were evaluated using the criteria described below.

1. **Annual Growth Forecast:** Occupations with an annual average growth rate over the next ten years that is equal to or greater than the state growth rate for all occupations receive one point.
  - **Justification:** Occupations that are expected to grow faster than the average of all occupations indicates that businesses needing these types of workers are rapidly growing over a sustained period.
  - **Current Measurement Value:** Occupations that are expected to grow faster than the average of 0.7% in Virginia from 2015 quarter 3 through 2025 quarter 3.<sup>15</sup>
2. **Total Annual Openings:** Occupations that have greater than or equal to the average annual projected number of jobs openings receive one point.
  - **Justification:** Occupations that are expected to have the largest number of job openings over the next ten years due to replacement demand<sup>16</sup> plus net job growth provide the greatest opportunities for Virginians.
  - **Current Measurement Value:** Projected job openings in Virginia from 2015 quarter 3 through 2025 quarter 3 is 167.<sup>17</sup>
3. **Wages:** Occupations that earn, on average, a wage at or above the median wage in Virginia receive one point.<sup>18</sup>
  - **Justification:** Occupations which pay wages at or above the median average annual wage in Virginia are likely to provide family sustaining wages.<sup>19</sup>

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<sup>15</sup> Source: JobsEQ. This forecast accounts for the latest national forecast for occupations and industries that was released in mid-December 2015. [There are many notable changes to the national long-term projections in the latest release. The overall employment growth for the nation slowed from an average 1.0% per year over the 2012-2022 projection to an average 0.6% growth over 2014-2024.] JobsEQ also includes proprietors as well as railroad employees that are excluded from the quarterly census of employment and wages (QCEW) data.

<sup>16</sup> Replacement demand is the number of expected openings based on individuals who are retiring or moving to a different occupation.

<sup>17</sup> Source: JobsEQ.

<sup>18</sup> The median wage is calculated based on employment and average annual wages for occupations at the detailed occupation level.



- **Current Measurement Value:** Occupations that currently pay an average \$38,600.
4. **Relevance to Target Sectors:** Occupations that account for a significant share of total employment (1% or greater) in one of the Commonwealth’s target sectors or a dominant share (20% or greater)<sup>20</sup> of an occupation’s total employment is in one of the Commonwealth’s target sectors.
- **Justification:** Virginians should obtain the skills needed to fill positions that make up a significant percentage of the occupations in the Commonwealth’s target industry sectors because employment in these target sectors is expected to experience accelerated growth. Furthermore, these occupations are anticipated to have increased transferability across Virginia’s workforce regions.
  - **Current Measurement Value:** Occupations which make up 1% or more of employment in one of Virginia’s target sectors or 20% of an occupation’s employment is in one of the target sectors based on an occupation crosswalk from industries targeted by the state.<sup>21</sup> See Appendix D for a definition of sectors.

Appendix E lists the occupations that resulted when the above criteria are applied along with descriptions of the knowledge, skills, and abilities required for these occupations along with credentials. “Part 2: Summary of All Occupations” is provided as a compendium to this plan that includes a forecast, total annual openings, wages, and relevance to target sectors for all 821 detailed SOC occupations.

Although some occupations, such as cashiers and nurses, are in demand across every workforce investment area in Virginia, each region also possesses concentrations of certain industries that make its occupation demands unique. Moreover, economic development successes that lead to new demand as well as contractions that lead to layoffs create region-specific alignment issues that affect growth rates, annual openings, and wages. Understanding regional economies is an important part of optimizing the workforce systems’ resources. A compendium with summary economic and workforce profiles for each Workforce Development Area (WDA) in the state accompanies this plan. It is entitled “Part 3: Regional Profiles.”

## **Workforce Analysis**

### *Unemployment*

Similar to the nation, the unemployment rate in Virginia has declined considerably since the end of the Great Recession. The unemployment rate in Virginia is typically 1.5 to 2.0 percentage points below the national rate. However, the gap between the national and state rate diminished to less than 1.0 percentage point over the last two years, due, in part, to layoffs related to the reduction in

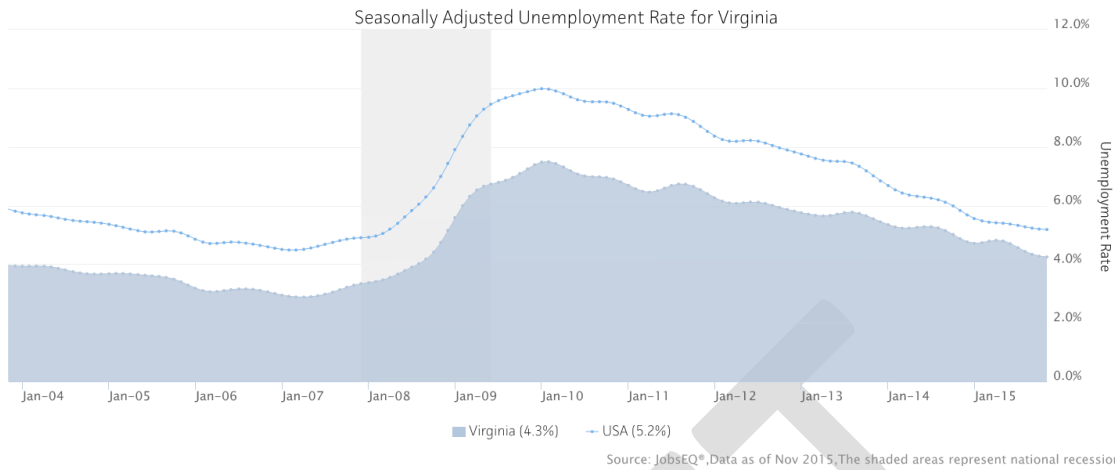
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<sup>19</sup> According to the Massachusetts Institute of Technology’s Living Wage Calculator, <http://living.wage.mit.edu/states/51>, a median average annual wage of \$38,300 is close to a living wage for an adult in a family with two adults (both working) and three children.

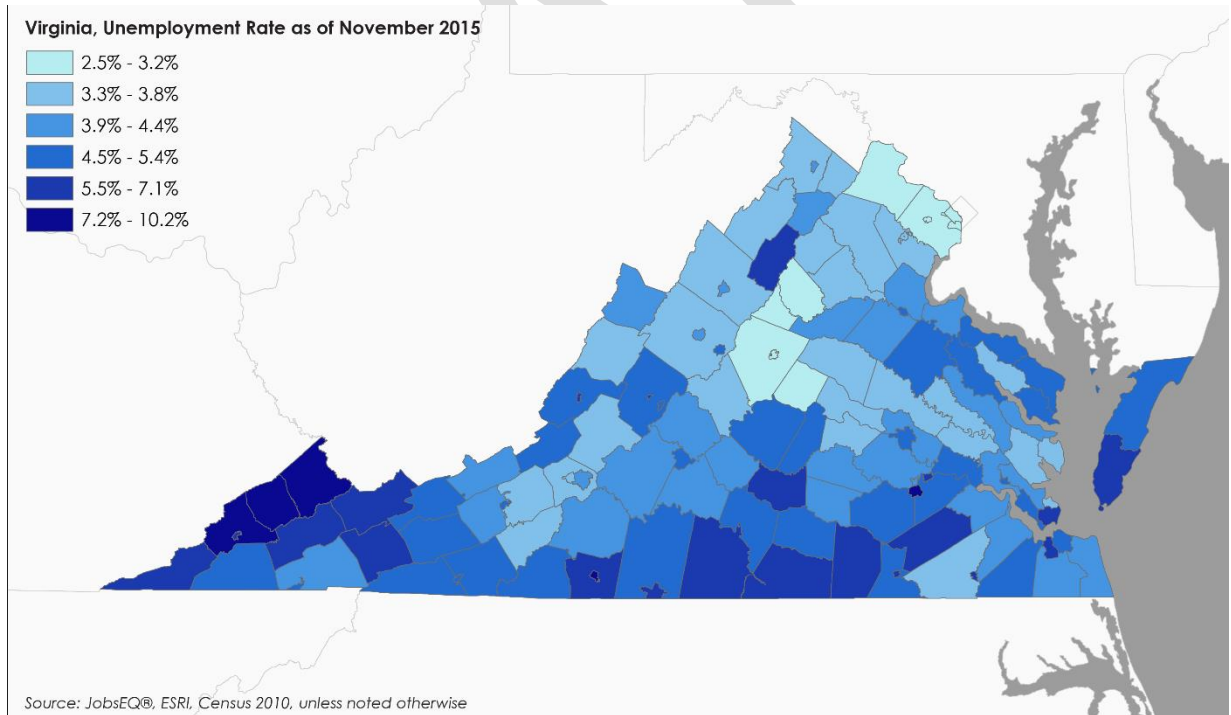
<sup>20</sup> The dominance concept is used by Pennsylvania. See Pennsylvania Department of Labor & Industry High Priority Occupations Policy, September 2010.

<sup>21</sup> Source: New Virginia Economy, Governor Terence R. McAuliffe, 2014, page 13.

federal spending.



The unemployment rate varies greatly around the state. It was the highest in November 2015 in Buchanan County (10.6%) and Dickenson County (10.4%) where the coal mining industry makes an important contribution to the economy and has been in decline. In contrast, the unemployment rate is lowest in Arlington County (2.4%) and Falls Church City (2.6%); both counties are located in Northern Virginia.



Unemployment claims<sup>22</sup> data provide further insight into the characteristics of the unemployed in the state.

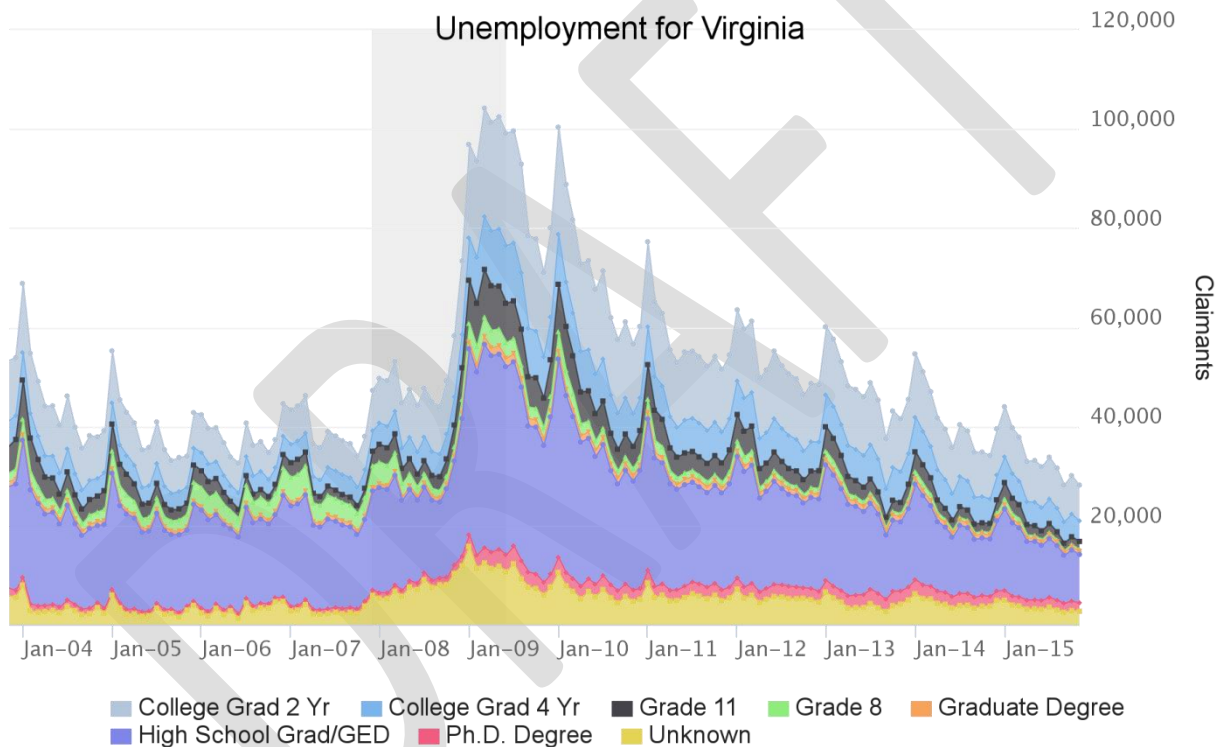
<sup>22</sup> Data for this analytic are ES-203 (characteristics of the unemployed) data from the Virginia Employment Commission based on applications for unemployment insurance. Applicants stay on the list as long as 1) they have

Number of Claimants in Virginia by Education Attainment

	Number	% Total
College Grad 2 Year	7,216	25.6%
College Grad 4 Year	4,160	14.8%
Grade 11	1,601	5.7%
Grade 8	381	1.4%
Graduate Degree	644	2.3%
High School Grad/GED	9,755	34.7%
Ph.D. Degree	1,712	6.1%
Unknown	2,667	9.5%
Total	28,136	100.0%

Source: JobsEQ and the Bureau of Labor Statistics

A little over two-fifths of the people in Virginia receiving unemployment claims in November 2015 had a high school degree or less. The percentage of unemployment claims by educational attainment is always highest for those with a high school degree or less, whether in a contracting or expanding economy. This occurs because the skills of individuals with less education are generally not as easily transferable to other job opportunities as those who have more education.



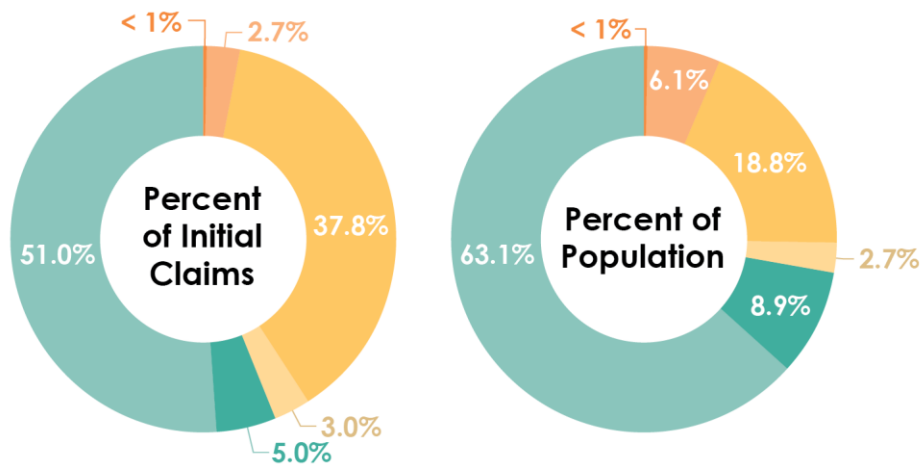
Source: JobsEQ®, Data as of Nov 2015

not yet found a new job and 2) the time they are allowed to collect the insurance has not run out. Nevertheless, the totals here are likely understated compared to local area unemployment statistics data which are shown in the unemployment rate chart (in Virginia, for example, unemployment insurance is not granted in certain circumstances, thus dampening these numbers). The data for this analytic comes from questionnaires filled out by the unemployed; so "unknown" results will include those people who did not answer the question

By race/ethnicity, non-Hispanic whites made up 51.0% of those filing for unemployment claims in Virginia in November 2015 while accounting for 63.1% of the state's total population. Asians and Hispanics also made up a smaller share of unemployment claims at 2.7% and 5.0%, respectively, than their shares of the state's population (6.1% and 8.9%, respectively). Blacks in Virginia made up a disproportionately large share of unemployment claims; accounting for 18.8% of the state's population, blacks made up 37.8% of those unemployed.

**Share of Initial Unemployment Claims and Population by Race/Ethnicity**

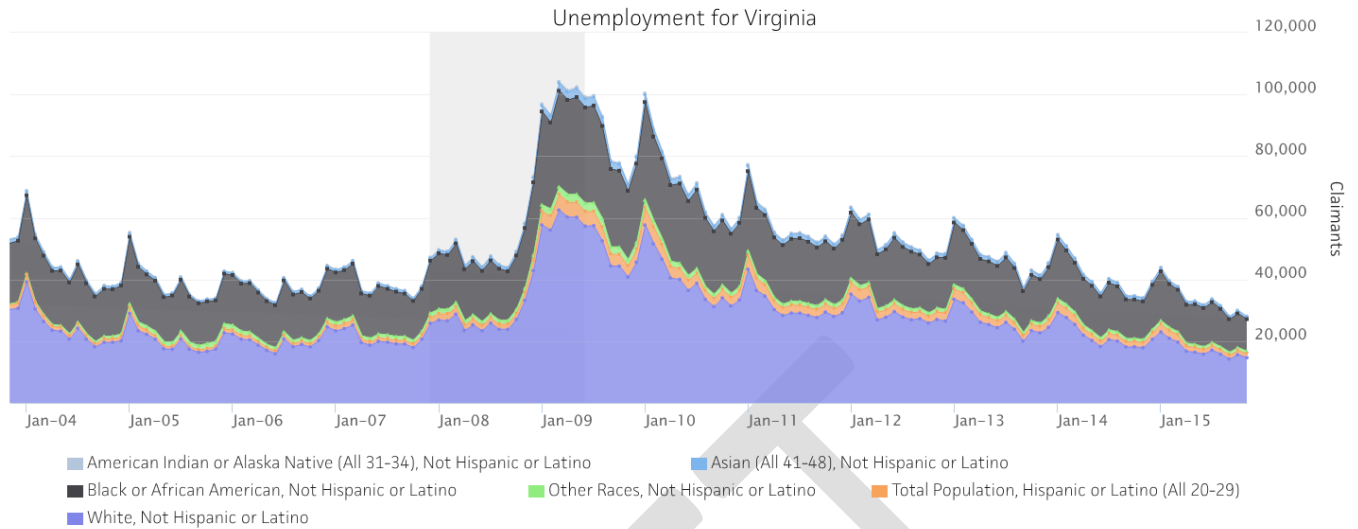
- American Indian or Alaska Native, Not Hispanic or Latino
- Asian, Not Hispanic or Latino
- Black or African American, Not Hispanic or Latino
- Other Races, Not Hispanic or Latino
- Hispanic or Latino
- White, Not Hispanic or Latino



Source: JobsEQ, U.S. Census Bureau 2014 State & County Quick Facts, and Virginia Employment Commission

Source: JobsEQ, U.S. Census Bureau 2014 State & County Quick Facts, and Virginia Employment Commission

The percent of claimants by race/ethnicity is fairly constant over time as shown in the chart below. At the end of the recession (depicted by the gray shaded area), however, whites made up 50.2% of claimants (compared to 51.0% in November 2015) and blacks made up 30.0% of claimants (compared to 37.8% in November 2015).



A little over two-fifths of the people filing for unemployment insurance in Virginia during November 2015 did not identify the industry in which they previously worked. Of those who identified their previous place of work, 3,349 were from administrative and support and waste management and remediation services followed by 2,260 in construction, and 1,956 in health care and social assistance when defined at the 2-digit NAICS sector level.

#### Initial Unemployment Claims in Virginia, November 2015

2-Digit NAICS Industry	Number	% Total
Unclassified	13,584	43.9%
Administrative and Support and Waste Management and Remediation Services	3,349	10.8%
Construction	2,260	7.3%
Health Care and Social Assistance	1,956	6.3%
Professional, Scientific, and Technical Services	1,812	5.8%
Retail Trade	1,787	5.8%
Manufacturing	1,677	5.4%
Transportation and Warehousing	741	2.4%
Wholesale Trade	686	2.2%
Finance and Insurance	674	2.2%
Other Services (except Public Administration)	556	1.8%
Accommodation and Food Services	471	1.5%
Real Estate and Rental and Leasing	356	1.1%
Information	333	1.1%
Mining, Quarrying, and Oil and Gas Extraction	198	0.6%
Educational Services	189	0.6%
Arts, Entertainment, and Recreation	145	0.5%
Management of Companies and Enterprises	112	0.4%
Agriculture, Forestry, Fishing and Hunting	79	0.3%
Utilities	13	0.0%
<b>Total</b>	<b>30,978</b>	<b>100.0%</b>

Source: JobsEQ® and Virginia Employment Commission.

Unemployment claims by industry in November 2015 most likely reflect some of the defense cuts that have occurred over the last few years. Claims for industries described as computer systems design services, ship building and repairing, engineering services, and custom computer programming services all showed more than 200 claimants.

**Top Ten Unemployment Claims by Industry, November 2015**

Industry	Number	% Total
Unclassified	11,541	44.10%
Temporary Help Services	967	3.70%
Computer Systems Design Services	582	2.20%
Ship Building and Repairing	333	1.30%
Engineering Services	285	1.10%
Custom Computer Programming Services	233	0.90%
Administrative Management & General Management Consulting Services	206	0.80%
Offices of Physicians (except Mental Health Specialists)	204	0.80%
Professional Employer Organizations	203	0.80%
General Medical and Surgical Hospitals	202	0.80%

Source: JobsEQ and Virginia Employment Commission

There were 32 occupations in Virginia that had at least 200 people receiving unemployment insurance in November 2015. The majority of all of the unemployed were in office and administrative support occupations followed by construction and extraction, management, and production occupations.

**Unemployment Claims in Virginia, November 2015: Occupations with at Least 200 People Unemployed**

Occupation	Number	% Total
Customer Service Representatives	1419	5.2
Production Workers, All Other	692	2.5
Construction Laborers	664	2.4
General and Operations Managers	560	2
Sales Representatives, Services, All Other	530	1.9
Managers, All Other	496	1.8
Stock Clerks and Order Fillers	481	1.8
Cashiers	451	1.6
Retail Salespersons	423	1.5
Office and Administrative Support Workers, All Other	409	1.5
Executive Secretaries and Executive Administrative Assistants	405	1.5
Helpers--Production Workers	404	1.5
Heavy and Tractor-Trailer Truck Drivers	391	1.4
Laborers and Freight, Stock, and Material Movers, Hand	360	1.3
Electricians	330	1.2
Personal Care Aides	322	1.2
Business Operations Specialists, All Other	274	1
Sales Managers	253	0.9
First-Line Supervisors of Retail Sales Workers	251	0.9
Carpenters	250	0.9
Military Enlisted Tactical Operations and Air/Weapons Specialists and Crew Members, All Other	247	0.9

### Unemployment Claims in Virginia, November 2015: Occupations with at Least 200 People Unemployed

Occupation	Number	% Total
Healthcare Support Workers, All Other	246	0.9
Receptionists and Information Clerks	240	0.9
Maids and Housekeeping Cleaners	228	0.8
Bookkeeping, Accounting, and Auditing Clerks	221	0.8
Sales and Related Workers, All Other	213	0.8
Operating Engineers and Other Construction Equipment Operators	210	0.8
Accountants and Auditors	205	0.7
Packers and Packagers, Hand	204	0.7
Landscaping and Groundskeeping Workers	204	0.7
First-Line Supervisors of Office and Administrative Support Workers	200	0.7

Source: JobsEQ® and Virginia Employment Commission.

### Individuals with Barriers to Employment

With an annual average population growth rate of 1.1% between 2004 and 2014, Virginia has outpaced the national rate of 0.9% over the same period. The percentage of populations with barriers to employment, as shown in the table below, is fairly close to that of the nation, with the exception of youth aged out of foster care as a percentage of those exiting. This figure is 20% in Virginia, compared to 10% in the nation. (Note, however, that the number of youth aged out in Virginia comes from a different source than the data for the nation. For that reason, some of the difference in percentage may be due to the methodology used to collect the information.)

Populations with Barriers to Employment<sup>1</sup>

	Percent		Value	
	Virginia	USA	Virginia	USA
Population <sup>2</sup>	—	—	8,326,289	318,857,056
Older Individuals	24.1%	24.9%	1,931,901	76,750,713
American Indian and Alaska Native	0.4%	0.9%	29,225	2,932,248
Native Hawaiian and Other Pacific Islander	0.1%	0.2%	5,980	540,013
Veterans, Age 18-64 <sup>3</sup>	9.1%	5.8%	470,379	11,371,344
Poverty Level (of all people) <sup>3</sup>	11.5%	15.6%	914,237	47,755,606
Disabled, Age 18-64 <sup>3</sup>	9.1%	11.6%	460,216	19,703,061
Labor Force Participation Rate of Disabled Population, Age 18-64 <sup>4</sup>	43.4%	40.6%	209,513	8,312,694
Speak English Less Than Very Well (population 5 yrs and over) <sup>3</sup>	5.6%	8.6%	431,036	25,305,202
Homeless <sup>5</sup>	0.1%	0.2%	7,001	564,708
SNAP Recipients <sup>6</sup>	10.9%	14.6%	908,370	46,420,759
Disconnected Youth <sup>7</sup>	1.5%	2.7%	6,934	468,269
Single Parent Families <sup>8</sup>	31.3%	34.6%	313,746	13,097,386
Youth Aged Out of Foster Care as a Percent of Those Exiting <sup>9,10</sup>	20.0%	10.0%	532	23,090
Migrant and Seasonal Farmworkers <sup>11</sup>			13,865	n/a
TANF Recipients <sup>12</sup>	2.7%	4.4%	55,099	3,406,751
Youth Unemployment <sup>13</sup>	16.7%	18.6%	100,516	4,277,904
Ex-Offenders <sup>14</sup>			12,109	n/a

1. Census 2010, unless noted otherwise

2. Census 2014, annual average growth rate since 2004

3. ACS 2010-2014

4. 2014 ACS, 1 Year Estimates

5. The 2015 Annual Homeless Assessment Report to Congress, November 2015, U.S. Department of Housing and Urban Development

6. As of June 2014. Source: U.S. Census Bureau Small Area Income and Poverty Estimates.

7. Includes 16-19 year olds not in school, not high school graduates who are either unemployed or not in the labor force. Source: 2014 American Community Survey 1-Year Estimates.

8. ACS 2010-2014. Includes male householders, no wife present and female householders, no husband present, both in households with one or more people under 18 years. Percent is a share of all households with one or more people under 18 years.

9. FY 2013. Virginia Source: Kids Count Data.

10. US Data Source: FY 2013 AFCARS Report.

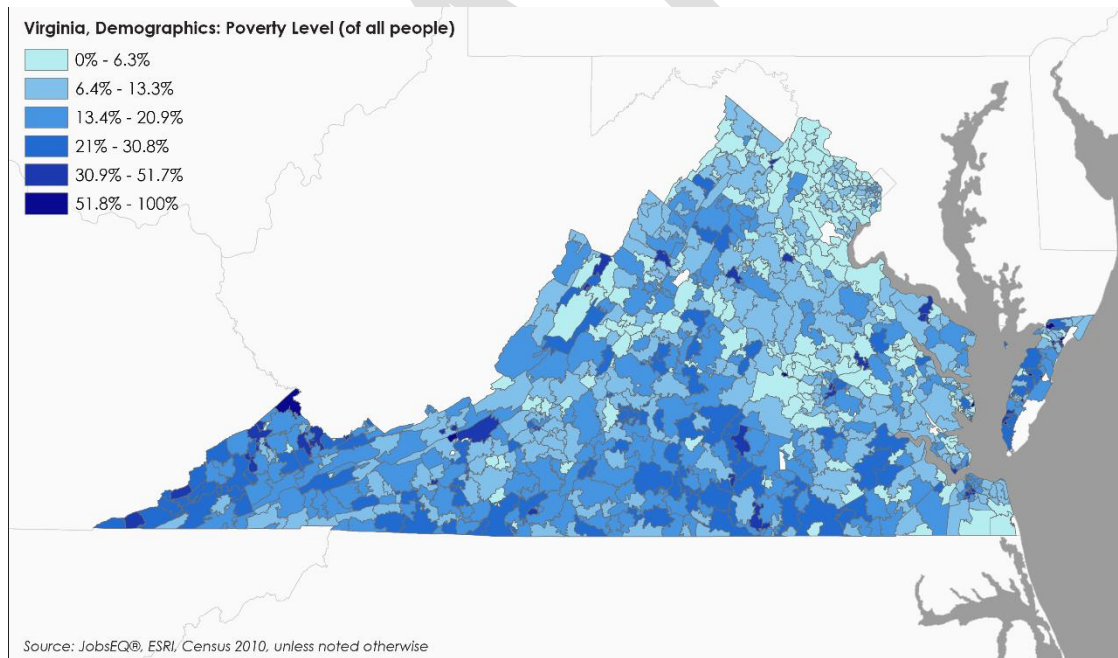
11. Program Year 2013. Source: Commonwealth of Virginia Agricultural Outreach Plan, Virginia Employment Commission, 4/15/2014.

12. Calendar Year 2014 average from TANF Caseload Data 2014, Office of Administration for Children & Families. Percent is TANF recipients as a share of family households (from ACS 2010-2014).

13. ACS 2010-2014. Youth is defined as 16-24 year olds.

14. Represents offenders released by the Virginia Department of Corrections in FY 2014. Source: Judicial Mapping Project, FY 2014 Report, Virginia Department of Corrections.

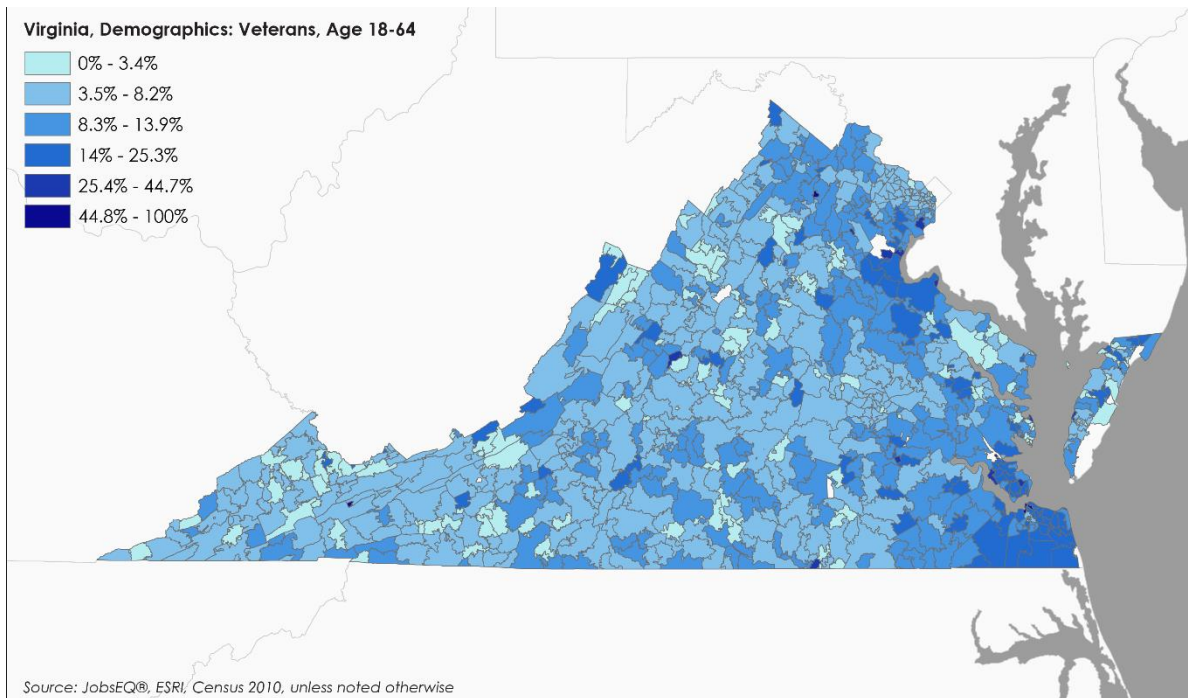
The second widest variance is in poverty level where 11.5% of all people in Virginia are considered in poverty compared to 15.6% in the nation. As shown in the map below that identifies the percent of individuals in poverty at the zip code tabulation area (ZCTA)<sup>23</sup> level, the highest concentrations tend to be in the rural areas and central cities of the state.



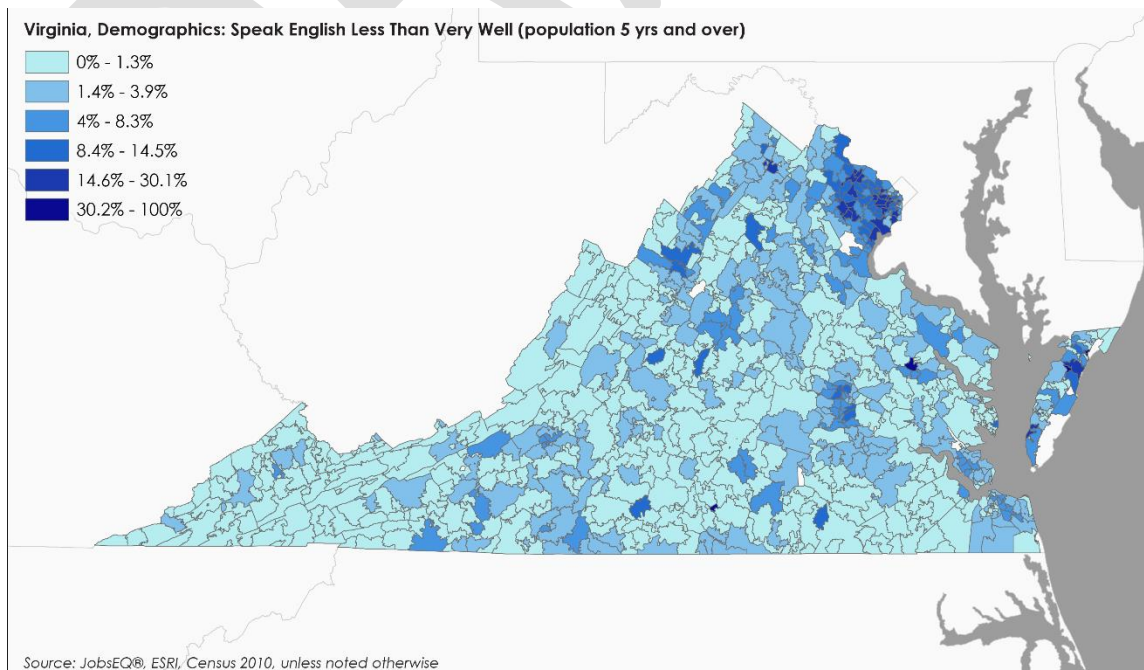
<sup>23</sup> ZCTAs were created by the United States Census Bureau to provide a ZIP Code like unit of aggregation for tabulating summary statistics for Census 2000.



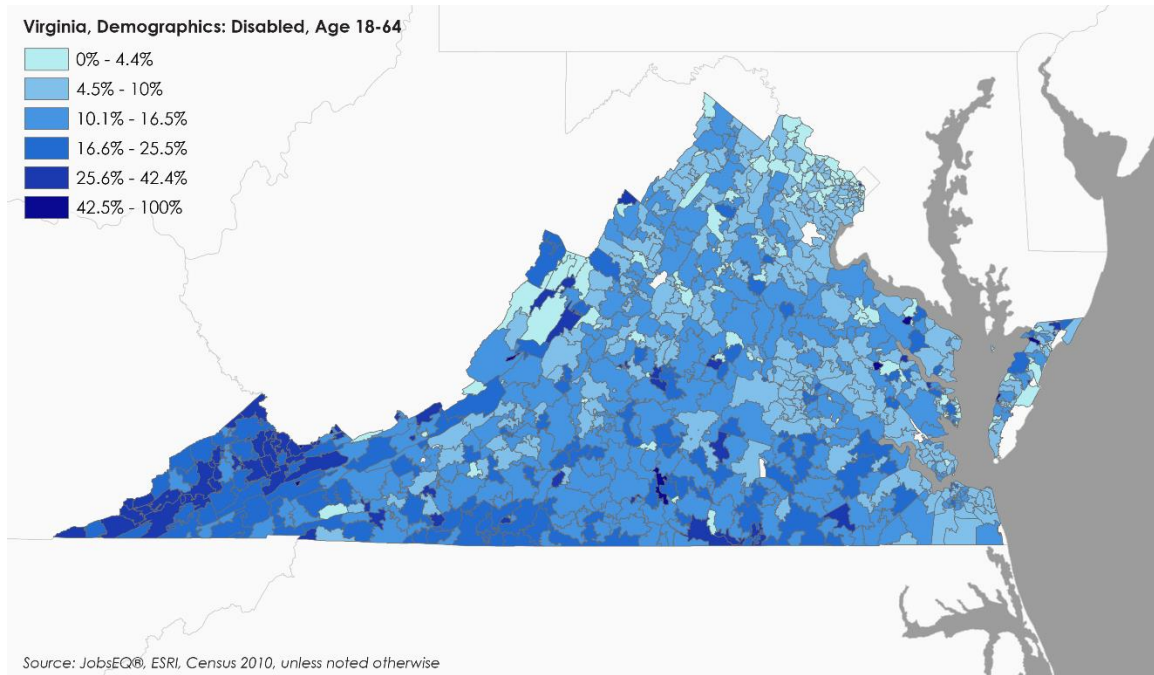
Virginia also possesses a larger percentage of veterans (9.1%) than the nation (5.8%) according to the American Community Survey (ACS), 2010-2014. The map below shows the largest concentration of veterans by ZCTA in the Hampton Roads and Northern Virginia areas.



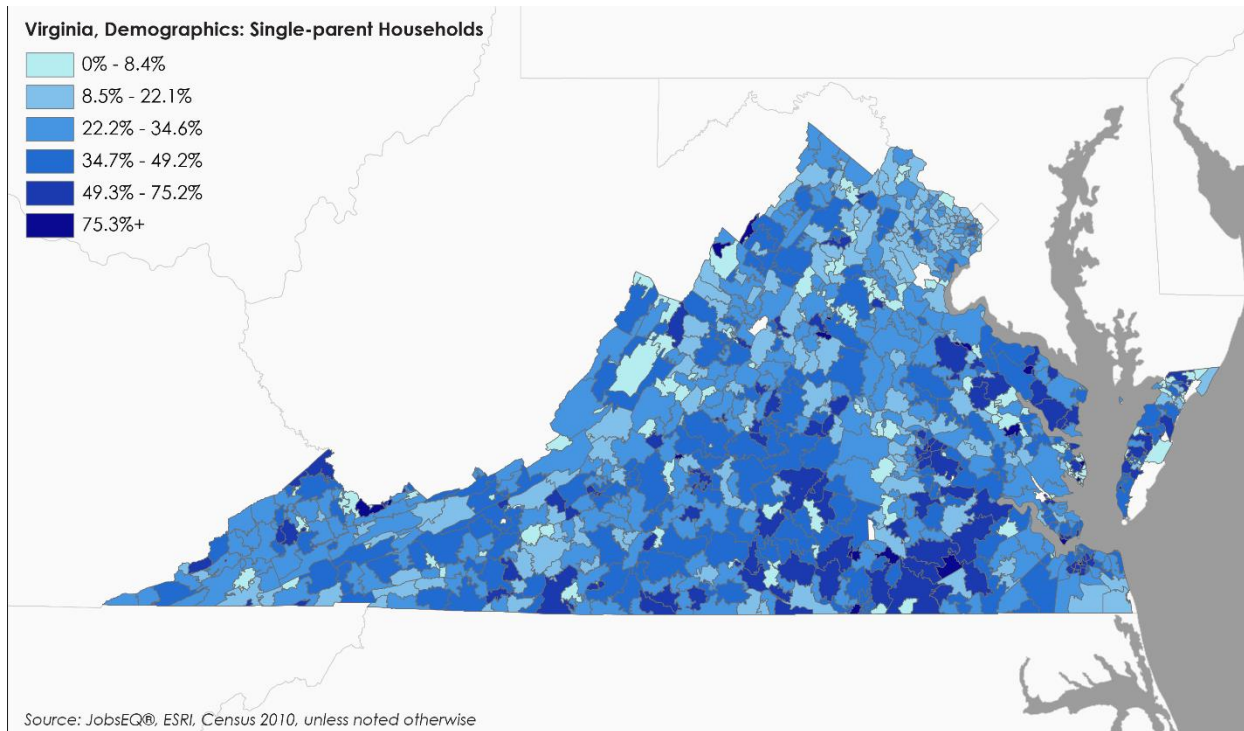
The percentage of the population speaking English less than very well is only 5.6% in Virginia, compared to 8.6% in the nation (based on the ACS, 2010-2014). The greatest concentration of those individuals by ZCTA is in Northern Virginia.



The percentage of individuals age 18 through 64 who are disabled in Virginia (9.1%) is close to that of the nation (10.2%) based on the ACS, 2010-2014. As shown in the map below, the largest concentrations of disabled individuals by ZCTAs are in Southwest Virginia where the Commonwealth's coal mining industry is concentrated. Also, the labor force participation rate of the disabled population, age 18 through 64 in Virginia is 43.4% compared to 40.6% in the nation based on 2014 ACS one-year estimates.



Single-parent households include male householders, no wife present and female householders, no husband present, both in households with one or more people under 18 years. The percentage shown in the map below is a share of all households with one or more people under 18 years, based on ACS 2010-2014.



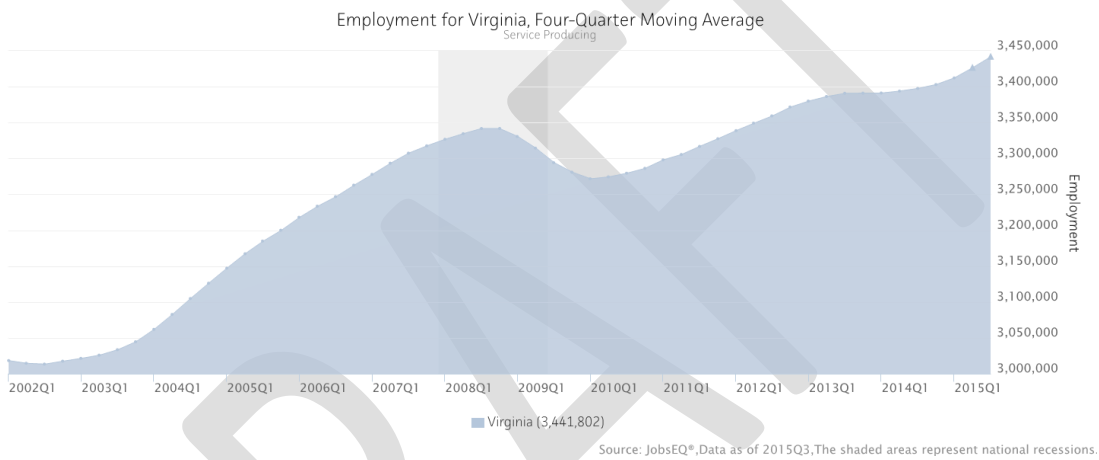
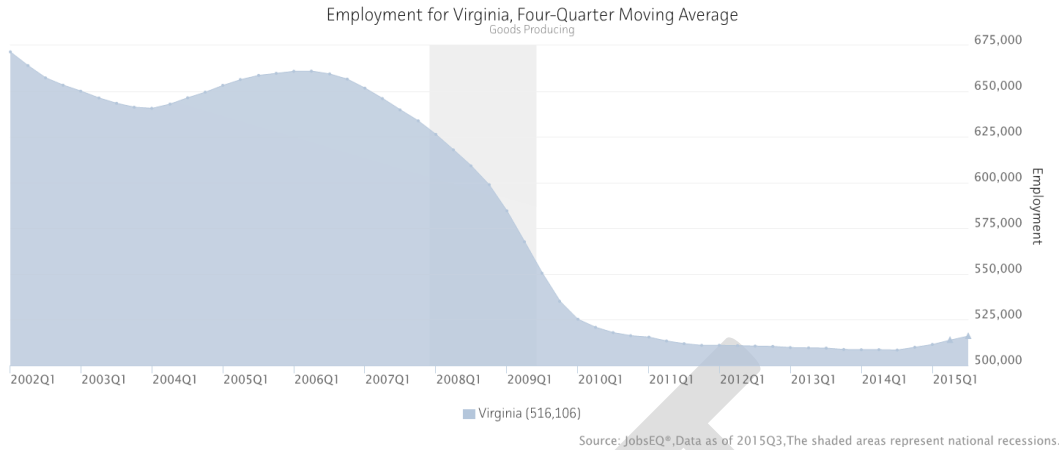
### ***Labor Market Trends***

Labor market trends impact both the demand and supply sides of the workforce. On the demand side, the industry mix in the Commonwealth is constantly changing in response to consumer preferences, the global economy, and technological changes. The shifting industry mix over time creates changes in the skills and occupations needed by businesses.

On the supply side, the workforce in Virginia is aging, and similar to the nation, businesses are grappling with finding skilled workers to replace those who are retiring. A second trend that has the potential to impact the skill level of the workforce is the increasing racial and ethnic diversity and its implications for education attainment.

### **Shifting Industry Mix**

One of the broadest changes impacting the types of workforce skills needed in Virginia and the nation is the shift from goods-producing to service-producing industries. The percentage of workers in Virginia creating goods (agriculture, forestry, and fisheries; construction; manufacturing; and mining, quarrying, and oil and gas extraction) has fallen from 18.2% in the first quarter of 2002 to 13.0% in the third quarter of 2015. In contrast, employment at service-producing firms has increased from 81.8% to 87.0% over the same period.



In addition to requiring a different skill set, not all growing industries provide the same salaries and wages for low-to-middle skilled workers as the industries in decline. Manufacturing is an example of an industry where output continues to expand but employment is contracting, in part, because of technological advancements. The increased productivity contributes to manufacturing being a high-paying sector. Manufacturing employment in Virginia has contracted by 100,130 jobs since the first quarter of 2002 and it currently pays an annual average wage of \$57,348 which is higher than the \$52,858 average for all jobs in the state. As noted elsewhere in this analysis, opportunities for job seekers are ample in the manufacturing sector due to replacement demand. In contrast, the health care and social assistance sector, which added the most jobs in Virginia over the last five years (+41,478) paid an average annual wage of \$46,460 in the third quarter of 2015.

The table shown here, which is ranked by employment changes over the last five years, shows accommodation and food services (+34,509) adding the second largest number of jobs. In contrast, the information sector contracted by 6,809 jobs over the same period and was followed by a contraction of 4,859 jobs in construction.

Virginia's Changing Industry Mix Ranked Based on Total Employment Change Over the Last Five Years

NAICS	Industry	Current			Historical		
		Four Quarters Ending with 2015q3			Total Change over the Last 5 Years	Average Annual % Change in Employment 2010q3-2015q3	
		Employment	Avg. Annual Wages	Location Quotient		Employment	Virginia
62	Health Care and Social Assistance	484,840	\$46,460	0.87	41,478	1.8%	2.1%
72	Accommodation and Food Services	334,146	\$17,989	0.96	34,509	2.2%	3.0%
56	Administrative and Support and Waste Management and Remediation Services	247,015	\$37,414	0.96	29,402	2.6%	3.3%
44	Retail Trade	437,690	\$27,361	1.01	17,372	0.8%	1.4%
54	Professional, Scientific, and Technical Services	431,066	\$97,238	1.67	11,876	0.6%	2.4%
52	Finance and Insurance	137,513	\$99,194	0.87	11,711	1.8%	0.6%
48	Transportation and Warehousing	144,833	\$51,119	0.90	10,468	1.5%	2.1%
81	Other Services (except Public Administration)	198,516	\$34,817	1.12	5,448	0.6%	-0.2%
71	Arts, Entertainment, and Recreation	77,409	\$25,007	1.00	4,203	1.1%	1.8%
31	Manufacturing	246,743	\$57,348	0.74	2,971	0.2%	1.4%
92	Public Administration	242,650	\$73,437	1.27	1,552	0.1%	-0.9%
11	Agriculture, Forestry, Fishing and Hunting	32,942	\$24,455	0.55	1,387	0.9%	1.5%
61	Educational Services	358,630	\$41,553	1.09	1,252	0.1%	0.2%
55	Management of Companies and Enterprises	75,040	\$125,062	1.30	1,132	0.3%	3.3%
42	Wholesale Trade	112,697	\$75,331	0.71	-13	0.0%	1.4%
22	Utilities	18,617	\$85,725	0.86	-213	-0.2%	-0.1%
53	Real Estate and Rental and Leasing	62,471	\$53,907	0.93	-1,200	-0.4%	1.0%
21	Mining, Quarrying, and Oil and Gas Extraction	7,145	\$70,485	0.32	-1,402	-3.5%	4.9%
23	Construction	229,276	\$47,367	1.07	-4,859	-0.4%	1.8%
51	Information	78,670	\$89,914	0.99	-6,809	-1.6%	0.1%
99	Unclassified	10,090	\$42,027	1.19	7,397	30.2%	15.2%
<b>Total - All Industries</b>		<b>3,967,998</b>	<b>\$52,858</b>	<b>1.00</b>	<b>167,660</b>	<b>0.9%</b>	<b>1.6%</b>

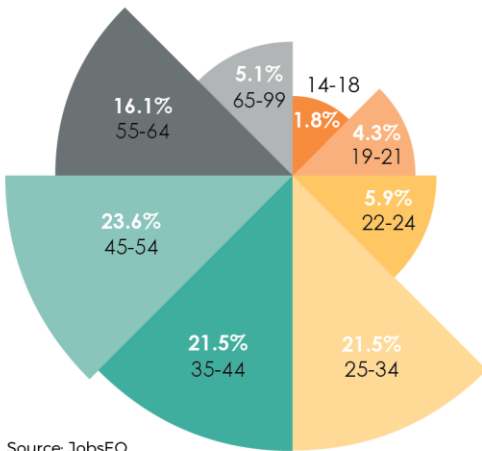
Source: JobsEQ®

Note: Figures may not sum due to rounding.

## Aging Workforce

Similar to the nation, a large percentage of the workforce in Virginia is nearing retirement. Two-fifths of the workforce are aged 45 through 64 with 16.1% in the 55 through 64 age cohort.

**Virginia Workforce by Age Cohort, Four Quarters Ending 2013 Qtr 1**



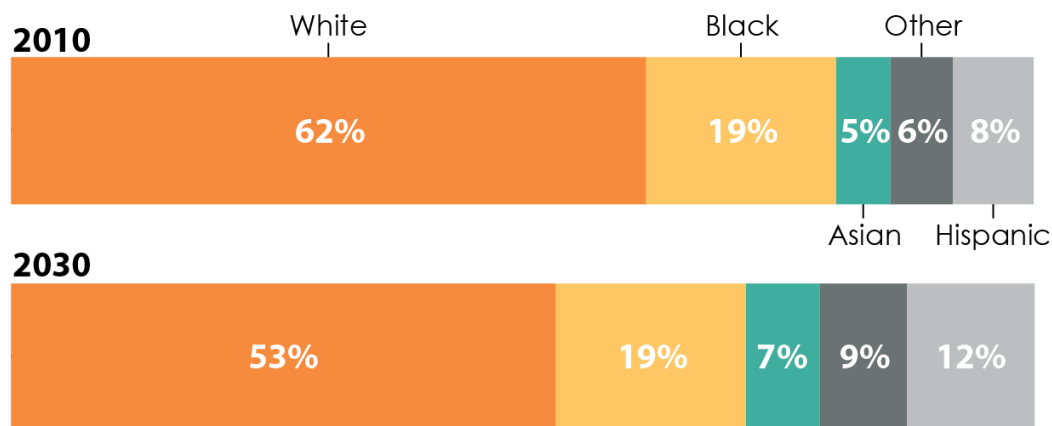
Source: JobsEQ

The percentage of the workforce near retirement in Virginia varies by industry. In the manufacturing sector, for example, 20.6% of the workforce is 55 through 64 years old compared with 15.3% in the construction sector, and 14.6% in the information sector.

## Demographics by Race/Ethnicity

The demographic makeup of the population in Virginia will continue to become more diversified according to the Weldon Cooper Center. Hispanics, Other, and Asian populations are expected to make up a larger percentage of total population in 2030 compared with 2010. As shown in the chart here, the white population is expected to fall from 62% of the total in 2010 to 53% in 2030. Over the same period, the proportion of the black population is expected to remain constant at 19%, Asian will rise from 5% to 7%, Hispanic will increase from 8% to 12% and other races will rise from 6% to 9%.

## Demographics and Projections in Virginia by Race/Ethnicity



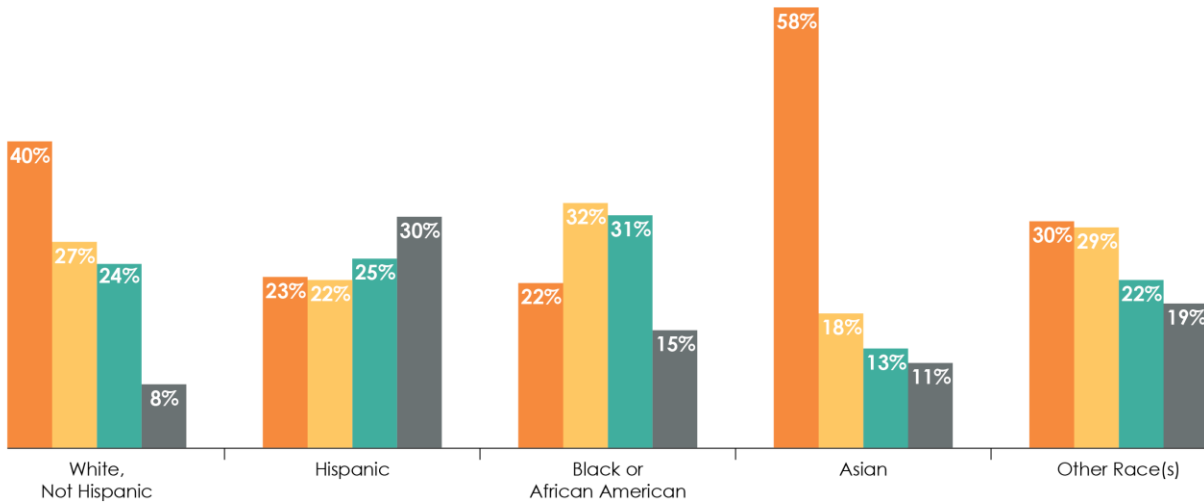
Source: Chmura Economics & Analytics and ACS 2010-2014, Weldon Cooper Center

There are implications for education attainment because, as shown in the chart below, a smaller percentage of the Hispanic, African American, and Other Race(s) currently attain a 2-year degree or higher in Virginia when compared with the White population according to American Community Survey (2014). In 2013, the Lumina Foundation released a strategic plan “based on the goal that

60% of Americans obtain a high-quality postsecondary degree or credential by 2025.”<sup>24</sup> Although the chart below does not contain postsecondary credentials, it is clear that the level of educational attainment is currently lower for Hispanics and African Americans than other ethnicities/races in Virginia.

**Virginia’s Educational Attainment by Race and Ethnicity, Adults 25 and Over, 2012**

■ Bachelor’s degree or higher 
 ■ Some college or associate’s degree 
 ■ High school graduate, GED, or alternative 
 ■ Less than high school diploma



Source: Chmura Economics & Analytics and ACS 2013, 2014

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<sup>24</sup> Strategic Plan, 2013-2016, Lumina Foundation. <https://www.luminafoundation.org/files/file/2013-lumina-strategic-plan.pdf>

### Education and Skill Levels

Virginia’s working-age population is highly educated when compared with the nation. Thirty-seven percent of individuals aged 25 through 64 in Virginia have a bachelor’s degree or higher compared to 30.5% in the nation. At the opposite end of the spectrum, 10.2% of Virginians aged 25 through 64 have no high school degree.

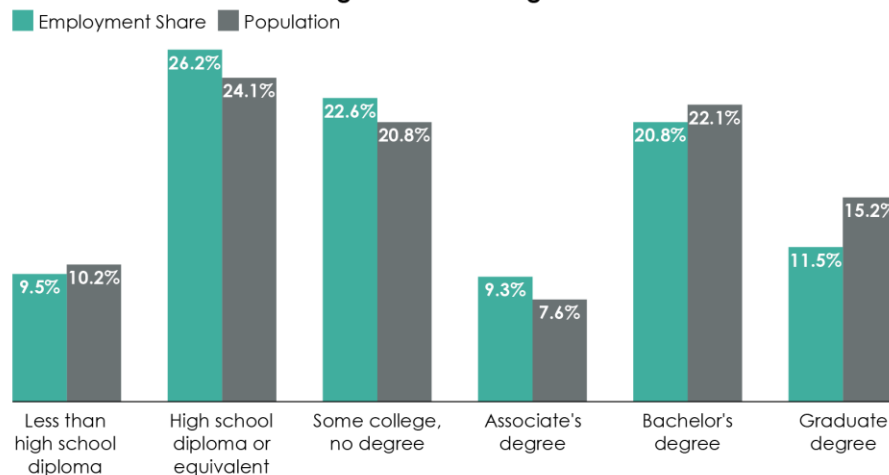
**Educational Attainment, Age 25-64**

	Percent		Value	
	Virginia	USA	Virginia	USA
No High School Diploma	10.2%	12.2%	449,416	20,081,351
High School Graduate	24.1%	26.7%	1,060,312	43,924,394
Some College, No Degree	20.8%	22.0%	914,713	36,266,398
Associate's Degree	7.6%	8.6%	335,360	14,216,331
Bachelor's Degree	22.1%	19.5%	974,026	32,105,737
Postgraduate Degree	15.2%	11.0%	670,825	18,142,599

Source: ACS 2009-2013 & JobsEQ®

Based on our analysis, the current supply of highly educated workers in the Commonwealth exceeds existing demand and may be resulting in both significant underemployment as well as increased competition for lower-skilled workers accessing the jobs they have historically performed. In terms of educational attainment, 9.5% of jobs in Virginia required less than a high school diploma, 26.2% required a high school diploma or equivalent, 22.6% required some college, 9.3% required an associate’s degree, and 32.4% required at least a bachelor’s degree in the 3<sup>rd</sup> quarter of 2015.<sup>25</sup>

**Educational Attainment of Virginia Workers Age 25 and Older and Educational Attainment of Virginia Residents Age 25 to 64**



Source: JobsEQ, ACS 2009-2013, Bureau of Labor Statistics

<sup>25</sup> Based on current employment and the Bureau of Labor Statistics’ 2014 Economic and Employment Projections, Table 1.11 which shows educational attainment at the national level by detailed occupation for workers 25 years and older, 2012-2013. Because educational attainment in Virginia exceeds the nation and the figures in the above chart are based on the mix of educational attainment at the national level, employers in Virginia have a more educated workforce than is reflected in the chart above.



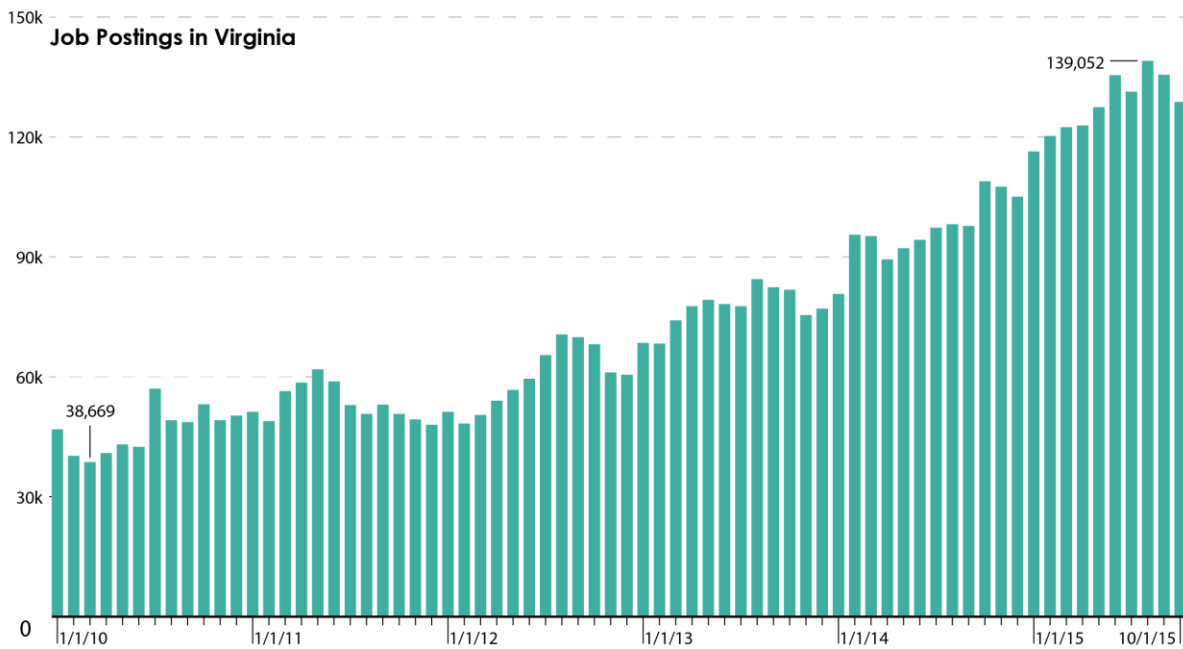
As of 2013, 37.3% of Virginia’s population age 25 to 64 has at least a bachelor’s degree, while only 10.2% and 24.1%, respectively, have less than a high school diploma and a high school diploma or equivalent. This data suggests that at a broad level, Virginia has a sufficient supply of highly educated individuals to meet demand from the Commonwealth’s employers. In the middle-skill range of some college, no degree and associate’s degree, however, the employment share is larger than the population percentage with the required training.

When occupations are analyzed at the detailed occupation level, it is clear that skills gaps exist now in Virginia and will persist in the future if strategies are not identified to close the gaps.

*Skills Gaps*

Skill gaps that are negatively impacting employers in the state must first be identified in order to implement programs to close them. This section identifies current gaps based on sophisticated algorithms created by Chmura Economics & Analytics that identify job postings by occupation from data collected by LinkUp and SmartMarketData. Long-term gaps are based on JobsEQ analytics.

Job openings identify an immediate skills gap for employers and opportunities for job seekers. As one would expect, the number of postings increases when the economy is expanding and businesses need to increase their workforce to meet demand for their goods and services. Approximately 111,027 jobs were posted in Virginia during December 2015. For the entire fourth quarter of 2015, approximately 176,692 unique jobs were posted in the state.



Source: Chmura Economics & Analytics and LinkUp and SmartMarketData

Large numbers of job postings for individual occupations suggest an apparent skills gap as many businesses need the same skills. As shown in the table below, retail salespersons top the list with

8,195 openings<sup>26</sup> followed by first-line supervisors of retail sales workers and computer occupations, all other.

**Job Postings for Top 20 Occupations, Virginia 2015 Quarter 4**

<b>SOC</b>	<b>Occupation</b>	<b>Typical Entry-Level Education</b>	<b>Number</b>
41-2031	Retail Salespersons	No formal educational credential	8,195
41-1011	First-Line Supervisors of Retail Sales Workers	High school diploma or equivalent	6,539
15-1199	Computer Occupations, All Other	Bachelor's degree	6,476
29-1141	Registered Nurses	Bachelor's degree	6,337
53-3032	Heavy and Tractor-Trailer Truck Drivers	Postsecondary nondegree award	5,469
43-5081	Stock Clerks and Order Fillers	No formal educational credential	5,129
15-1132	Software Developers, Applications	Bachelor's degree	4,103
13-1111	Management Analysts	Bachelor's degree	3,527
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	High school diploma or equivalent	2,944
43-4051	Customer Service Representatives	High school diploma or equivalent	2,647
15-1142	Network and Computer Systems Administrators	Bachelor's degree	2,493
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	No formal educational credential	2,408
15-1122	Information Security Analysts	Bachelor's degree	2,391
11-9111	Medical and Health Services Managers	Bachelor's degree	2,101
43-6013	Medical Secretaries	High school diploma or equivalent	2,082
13-1161	Market Research Analysts and Marketing Specialists	Bachelor's degree	1,960
41-2011	Cashiers	No formal educational credential	1,871
29-2052	Pharmacy Technicians	High school diploma or equivalent	1,840
43-3071	Tellers	High school diploma or equivalent	1,749
35-2021	Food Preparation Workers	No formal educational credential	1,651

Source: Chmura, LinkUp, and SmartMarket Data

Six occupations in the top 20 list of job openings require a high school diploma and five require no formal educational credential. One requires postsecondary non-degree awards and eight typically require a bachelor's degree.

Skills and occupations that are in demand today may not be in demand in the months or years ahead when a student finishes a training program or education. For that reason, long-term gaps need to be considered in conjunction with current gaps.

<sup>26</sup> Counts of unique job postings may not equate with actual job demand. For example, job postings may be placed in anticipation of possible openings that do not materialize. Moreover, slight variations of ads may be placed such that the number of ads exceeds the actual number of openings—this latter example, in particular, can inflate the number of openings for truck drivers as well as taxi drivers and chauffeurs.

The approach taken here is to identify the apparent long-term skills gaps based on the total annual demand created from growth in industries needing the occupation as well as from positions that need to be filled because individuals are retiring or moving to a different occupation. In this case, a shortage of qualified workers could potentially occur if individuals are not being trained or educated to fill the openings.

The potential supply shortfall or gap is an underlying force that the labor market will resolve in one way or another, such as by employers recruiting from further distances for these occupations, wages going up to attract more candidates, and demand and wages both enticing more local residents to get training for this occupation. To restate, this is an underlying force that has the potential to create a gap and should be considered in conjunction with other state or regional data such as growth and replacement forecasts, unemployment rates, and wages.

Among occupations at the detailed level in Virginia, the largest projected potential shortfalls are for retail salespersons; cashiers; waiters and waitresses; and combined food preparation and serving workers, including fast food workers. For these occupations, which typically do not require a formal educational credential for entry, there is a potential annual supply gap of at least 3,000 workers per occupation over the next decade. Customer service representatives had the fifth largest potential annual supply gap over this period at 2,605 followed by registered nurses at 2,420 and laborers and freight, stock, and material, movers, hand at 2,176.

Among computer and mathematical occupations (SOC 15-0000) in Virginia, software developers, applications had the largest annual supply gap at 1,469; this occupation typically requires a bachelor's degree for entry. Computer systems analysts; computer user support specialists; and software developers, systems software also had annual supply gaps exceeding 500. Both computer systems analysts and software developers, systems generally require a bachelor's degree for entry while computer user support specialists need some college, no degree for entry.

**Potential Occupation Gaps over 10 Years in Virginia: Occupations with Total Annual Demand > 500**

SOC	Title	Typical Education Need for Entry	Current Employment 2015Q3	Annual Growth Demand	Annual Repl Demand	Total Annual Demand/Potential Supply Gap
11-1021	General and Operations Managers	Bachelor's degree	59,997	523	1,623	2,146
11-9199	Managers, All Other	Bachelor's degree	27,275	231	1,669	1,900
11-9013	Farmers, Ranchers, and Other Agricultural Managers	Bachelor's degree	17,170	-170	1,035	865
11-3031	Financial Managers	Bachelor's degree	14,993	116	388	504
13-2011	Accountants and Auditors	Bachelor's degree	39,210	498	1,172	1,671
13-1111	Management Analysts	Bachelor's degree	29,114	496	546	1,042
13-1161	Market Research Analysts and Marketing Specialists	Bachelor's degree	16,076	364	224	588
13-1199	Business Operations Specialists, All Other	Bachelor's degree	32,581	174	389	563
15-1132	Software Developers, Applications	Bachelor's degree	33,101	892	577	1,469
15-1121	Computer Systems Analysts	Bachelor's degree	24,416	682	363	1,046
15-1151	Computer User Support Specialists	Some college, no degree	22,426	468	313	781

**Potential Occupation Gaps over 10 Years in Virginia: Occupations with Total Annual Demand > 500**

SOC	Title	Typical Education Need for Entry	Current Employment 2015Q3	Annual Growth Demand	Annual Repl Demand	Total Annual Demand/Potential Supply Gap
15-1133	Software Developers, Systems Software	Bachelor's degree	17,794	445	259	704
23-1011	Lawyers	Doctoral or professional degree	18,941	156	359	515
25-2021	Elementary School Teachers, Except Special Education	Bachelor's degree	38,907	300	840	1,140
25-9041	Teacher Assistants	Some college, no degree	34,540	275	834	1,109
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	Bachelor's degree	27,148	212	656	868
25-2022	Middle School Teachers, Except Special and Career/Technical Education	Bachelor's degree	18,000	140	398	538
25-3098	Substitute Teachers	High school diploma or equivalent	17,436	143	375	518
29-1141	Registered Nurses	Bachelor's degree	64,279	910	1,510	2,420
29-2061	Licensed Practical and Licensed Vocational Nurses	Postsecondary nondegree award	16,614	264	444	709
31-1014	Nursing Assistants	Postsecondary nondegree award	33,498	596	771	1,367
31-1011	Home Health Aides	No formal educational credential	21,739	784	493	1,277
31-9092	Medical Assistants	Postsecondary nondegree award	15,298	338	325	663
33-9032	Security Guards	High school diploma or equivalent	29,629	168	414	582
35-3031	Waiters and Waitresses	No formal educational credential	66,501	151	3,294	3,445
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	No formal educational credential	85,562	584	2,839	3,424
35-2014	Cooks, Restaurant	No formal educational credential	30,096	411	868	1,279
35-3022	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	No formal educational credential	12,847	47	873	919
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	High school diploma or equivalent	23,534	178	729	907
35-2021	Food Preparation Workers	No formal educational credential	23,098	118	708	826
35-9031	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	No formal educational credential	10,170	43	781	824
35-9011	Dining Room and Cafeteria Attendants and Bartender Helpers	No formal educational credential	11,030	63	563	626
35-9021	Dishwashers	No formal educational credential	13,754	15	579	594
35-3011	Bartenders	No formal educational credential	11,572	128	462	590
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	No formal educational credential	71,864	479	1,467	1,946
37-2012	Maids and Housekeeping Cleaners	No formal educational credential	34,139	276	923	1,199
37-3011	Landscaping and Groundskeeping Workers	No formal educational credential	33,886	292	807	1,099
39-9021	Personal Care Aides	No formal educational credential	40,897	1,053	468	1,521
39-9011	Childcare Workers	High school diploma or equivalent	29,397	224	1,146	1,370
39-5012	Hairdressers, Hairstylists, and Cosmetologists	Postsecondary nondegree award	16,151	164	686	850
41-2031	Retail Salespersons	No formal educational credential	122,735	971	4,514	5,485
41-2011	Cashiers	No formal educational credential	94,634	166	4,150	4,316
41-1011	First-Line Supervisors of Retail Sales Workers	High school diploma or equivalent	39,811	210	1,101	1,312
41-3099	Sales Representatives, Services, All Other	High school diploma or equivalent	28,088	325	736	1,062
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	High school diploma or equivalent	30,508	261	634	895
43-4051	Customer Service Representatives	High school diploma or equivalent	69,335	746	1,859	2,605

**Potential Occupation Gaps over 10 Years in Virginia: Occupations with Total Annual Demand > 500**

SOC	Title	Typical Education Need for Entry	Current Employment 2015Q3	Annual Growth Demand	Annual Repl Demand	Total Annual Demand/Potential Supply Gap
43-9061	Office Clerks, General	High school diploma or equivalent	80,108	301	1,762	2,063
43-5081	Stock Clerks and Order Fillers	No formal educational credential	49,850	295	1,721	2,016
43-4171	Receptionists and Information Clerks	High school diploma or equivalent	28,177	272	766	1,038
43-1011	First-Line Supervisors of Office and Administrative Support Workers	High school diploma or equivalent	38,252	335	591	926
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	High school diploma or equivalent	65,712	206	704	910
47-2061	Construction Laborers	No formal educational credential	34,619	579	919	1,498
47-2031	Carpenters	High school diploma or equivalent	26,326	218	448	666
47-2111	Electricians	High school diploma or equivalent	18,034	278	320	598
49-9071	Maintenance and Repair Workers, General	High school diploma or equivalent	35,015	211	947	1,158
49-3023	Automotive Service Technicians and Mechanics	Postsecondary nondegree award	21,688	91	685	776
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	No formal educational credential	57,824	296	1,880	2,176
53-3032	Heavy and Tractor-Trailer Truck Drivers	Postsecondary nondegree award	40,635	230	764	994

Source: [JobsEQ®](#)

Occupation wages are as of 2014 and represent the average for all Covered Employment

## *WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ANALYSIS*

### **State Workforce Development Activities**

#### Elevate Virginia

*Elevate Virginia* is the Commonwealth's collaborative approach to delivering tailored workforce development solutions. *Elevate Virginia* aspires to focus state and local leadership on regional labor demands and then engages the training capacity of school divisions, community colleges, workforce development boards (WDBS), the Virginia Employment Commission (VEC), One-Stop Career Centers, job developers, career coaches, community-based organizations, and a broad spectrum of supportive services to get Virginia's citizens prepared for high-skilled, high-wage jobs.

Fifteen of the 24 workforce programs that are included in the Elevate Virginia network are represented in this Combined State Plan. Virginia expects to engage these programs, as well as others, as we operationalize the strategies to achieve the goals stated. An organizational chart of the programs included in this plan can be found in [Appendix A](#) and an agency/program narrative follows.

#### Virginia's Community College System

VCCS has been designated as the state agency with primary responsibility for coordinating workforce training from the postsecondary to the associate degree level, excluding career and technical education programs provided through and administered by the public school system. Virginia's 23 community colleges act as a primary hub for Virginia's workforce system by helping job seekers increase their skill level and find employment. This is done while working closely with industries in every region of the Commonwealth to develop curriculum and deliver training that aligns with current and emerging workforce needs. In 2015, the VCCS served more than 262,000 students with credit-based education.

The Virginia Community College System also administers Title I of the Workforce Innovation and Opportunity Act, as well postsecondary activities funded through the Carl D. Perkins Career and Technical Education Act of 2006. This triangulation of activities helps to increase access and support integrated career pathway endeavors.

In addition to the credit-based education offered, each of Virginia's Community Colleges has a dedicated Workforce Development Services office to help individuals and businesses through shorter-term training and programs. In 2015, community colleges provided more than 74,000 individuals with workforce-related training and community education and helped more than 13,100 businesses strengthen their workforce.

#### The Virginia Department of Education

The Virginia Department of Education administers Title II of WIOA as well as activities funded through the Carl D. Perkins Career and Technical Education Act of 2006.

*Adult Basic Education (ABE)* - These programs consist of instruction that provides basic skills for adults who are performing below the ninth grade level in reading, writing, mathematics, and other

basic skills. Adult education is a key component in the workforce development continuum in the Commonwealth. Services are delivered primarily as workforce preparation activities and integrated education and training.

*Secondary Career Technical Education* – Career and technical education programs in Virginia public schools serve more than 281,000 students in grades 6-12. These programs are designed to prepare young people for productive futures while meeting the Commonwealth's need for well-trained and industry-certified technical workers.

Virginia acknowledges the vital contribution of career and technical education to students and the Commonwealth through diploma seals awarded by the Board of Education, by recognizing industry credentialing in its diploma requirements, and through the use of career pathways as an integral part of the newly required academic and career plan.

### The Virginia Employment Commission

The Virginia Employment Commission (VEC) administers Title III of WIOA. For the purpose of this plan, it is important to acknowledge the services that the VEC provides to its customers:

*Employment Service (ES)* – The Employment Service (or Job Service), established by the Wagner-Peyser Act of 1933, provides job search assistance and recruiting and referral services to employers. Services available to workers include job referral and placement, referral to training, and job search activities.

The VEC helps employers find qualified workers and to helps workers find suitable jobs. There are no fees charged to the employer or applicant for workforce services. VEC staff assists employers by screening and referring applicants to job openings, providing critical labor market intelligence for business and economic planning, and coordinating statewide Employer Advisory Committee activities.

Employers placed over 333,295 job openings with the VEC and the VEC made 334,682 job referrals (self-assisted and staff initiated) during calendar year 2015.

*Unemployment Insurance (UI)* - The unemployment insurance program, created by the Social Security Act of 1935, is administered by each state, the District of Columbia, Puerto Rico, and the Virgin Islands with oversight by the U.S. Department of Labor (DOL). Federal law provides the guidelines, but the 53 jurisdictions determine many requirements related to eligibility, benefit levels, and tax rates.

The UI program has three broad objectives:

- Alleviate hardship for the unemployed
- Promote reemployment
- Provide economic support for communities facing significant job loss

The program's principal aim is to alleviate hardship by providing transitional income support during periods of unemployment. This task is accomplished by partially replacing the loss of wages for unemployed individuals who have a demonstrated attachment to the workforce. The Virginia Employment Commission (VEC) paid \$355M in regular UI benefits during calendar year 2015. Virginians received an average of 15.6 weeks of benefits, averaging \$292.00 per week.

*Jobs for Veterans State Grant* - The Jobs for Veterans State Grant (JVSG) provides funds to the Commonwealth to serve eligible veterans, as defined in 38 U.S.C. 4101(4) and 4211(4),<sup>3</sup> and other eligible spouses as defined in 38 U.S.C. 4101(5),<sup>4</sup> and to perform outreach to employers. JVSG funds pay for two types of staff positions:

Disabled Veterans Outreach Program (DVOP) Specialists – DVOPs provide intensive services and assist job seeking veterans to find employment, focusing on service to disabled veterans

Local Veterans Employment Representatives (LVER) – LVERs assist employers in a locality in identifying qualified veterans for employment. LVERs conduct seminars for employers and, in conjunction with employers, conducting job search workshops; and they refer employers to employment, training, and job placement services.

DVOP specialists and LVERs are included among the One-Stop Career Center partner staff. Virginia presently has 49 LVER and DVOP staff that was collectively responsible for 274 job seeker placements in 2015.

*Trade Adjustment Assistance Act* - The Trade Adjustment Assistance (TAA) program is a federal program established under the Trade Act of 1974. The TAA Program provides aid to workers who lose their jobs or whose hours of work and wages are reduced as a result of increased imports.

The goal is to help such laid-off workers return to suitable employment as quickly as possible. TAA offers a variety of benefits and reemployment services including training, job search and relocation allowances, income support and other reemployment services.

Employers may file a petition for certification as an affected employer or a petition may be filed by a group of three or more workers, by their union or other authorized representative. Workers on whose behalf a petition is filed must be, or must have been, employed regularly at the firm or subdivision identified in the petition. Workers employment must be, or must have been, related to the production of articles (products) described in the petition.

#### Department of Labor and Industry

Virginia's Department of Labor and Industry (DOLI) administers several programs that directly and indirectly impact workforce development activities in the Commonwealth. The DOLI program included in this plan is one that simultaneously achieves many of the goals of WIOA, including business engagement through its strong partnership with sponsors, credential attainment coupled with an "earn while you learn" approach to skills development, and career and wage progression for apprentices.



*Registered Apprenticeship* - DOLI provides workers with job training opportunities for lifelong skills and helps employers meet their needs for highly skilled workers through a proven, cost-effective system of registered apprenticeship. The agency helps employers develop training programs and recruit qualified apprentices. Employers provide on-the-job training, and participants spend 4-6 hours per week in related classroom instruction.

### The Department for Aging and Rehabilitative Services and the Department for the Blind and Vision Impaired

The Department for Aging and Rehabilitative Services (DARS) and the Department for the Blind and Vision Impaired (DBVI) jointly administer vocational rehabilitation programs through Title IV of WIOA. Vocational rehabilitation employment services help people with disabilities get ready for, find, and keep a job. Virginia has a residential training and medical rehabilitation facility, the Wilson Workforce and Rehabilitation Center in Fishersville, Virginia, as well as DARS field offices located across Virginia. DARS also partners with a network of community rehabilitation providers, also known as Employment Services Organizations, which provide employment and vocational services throughout the Commonwealth. For students with disabilities moving from high school to further education, work or independence, DARS collaborates with schools in providing transition services. DARS also works with federally-funded One-Stop Career Centers to provide workforce services to persons with disabilities.

DBVI has established and implemented standards for the prompt and equitable handling of referrals of individuals for vocational rehabilitation services, including referrals of individuals made through the One-Stop Career Centers. The standards include timelines for making good faith efforts to inform these individuals of application requirements and to gather information necessary to initiate an assessment for determining eligibility and priority for services. DBVI accepts referrals for vocational rehabilitation services for blind, deafblind, and visually impaired adults and transition-aged students who are interested in obtaining, regaining, or maintaining employment. The agency also accepts referrals from individuals, family members, friends, physicians, advocates, service providers and others interested stakeholders. The intake staff in each of the six regional offices is responsible for contacting individuals who have been referred to provide information regarding DBVI services and for referring individuals to the appropriate agency programs for special services and to other community agencies for supplemental services as needed.

### Department of Social Services

*SNAP E&T*- The Supplemental Nutrition Assistance Program Employment and Training Program (SNAPET) is a multi-component employment and training program that provides job search, job search training, education, training and work experience to non-public assistance SNAP recipients. The program's role is to provide SNAP recipients with opportunities that will lead to paid employment and decrease dependency on assistance programs. The Temporary Assistance for Needy Families (TANF) program provides temporary cash assistance and employment-related services to enable families with children to become self-supporting. The program promotes economic independence through participation in the Virginia Initiative for Employment Not

Welfare (VIEW) program, which offers employment-related activities, education, training and needed support services.

*Employment Advancement for TANF Participants* - Employment Advancement for TANF participants Program is a competitive program funded by TANF that supplements the VIEW program and is designed to prepare current and certain former TANF clients to enter, succeed and advance in the workforce through proven service approaches and strategies.

## **Strengths and Weaknesses of Workforce Development Activities**

### Strengths

Virginia has a strong tradition of collaboration among the eight agencies and fifteen local workforce boards that administer workforce services programs in the state. This collaborative spirit has enabled workforce development stakeholders to share information, gain knowledge about activities outside their spheres of influence, and work collectively to obtain workforce grants and other resources. Virginia's workforce professionals enjoy a particular collegiality, which promotes stakeholders to deal amicably with the workforce system's weaknesses.

In particular, collaboration among the agencies has been institutionalized through two cross-agency workgroups, which will be discussed in detail later in this plan: The Career Pathways Workgroup and the WIOA Implementation Committee. Additionally, Virginia has enjoyed strong, sustained involvement from its Association of Workforce Directors, which meets monthly to discuss overarching workforce issues.

Finally, an enormous strength of Virginia's workforce system is the support it garners from the governor, the legislature, and stakeholders outside of state government (such as the Virginia Chamber of Commerce, the Virginia Manufacturers' Association, and many others). This support provides critical momentum for innovation, while sustaining best workforce practices for the long run.

### Weaknesses

Virginia's workforce system is fragmented, with responsibility for the programs under each of the four titles of WIOA split amongst five different state agencies. The federal-recognized State Workforce Agency is actually two agencies: The Virginia Employment Commission and Virginia's Community College System. This fragmentation has solidified programmatic siloes within agencies, and produced duplication of services at higher than desirable rates. A key objective of this state plan is to mitigate the effects of programmatic fragmentation in the Commonwealth, and build a streamlined approach to workforce services delivery. There are eight historical weaknesses in Virginia's workforce system – weaknesses which have been identified and reported by the Joint Legislative Audit and Review Commission of the General assembly (JLARC). These weaknesses are:

- Employers have difficulty filling job openings and navigating workforce development programs.
- Some programs for teaching in-demand job skills do not reflect the needs of the state labor market.

- Programs aimed at developing work experience are not fully utilized.
- Employer engagement efforts are uneven across regions.
- Lack of coordination and inconsistent participation by key local agencies undermines the quality of workforce development efforts.
- The Virginia Board of Workforce Development is not equipped to establish a system of workforce development programs.
- The lack of a uniform spending classification hinders the initiation of a meaningful spending review.
- Current performance measures do not provide a comprehensive assessment of program performance.

Many of the weaknesses outlined above have been addressed since the JLARC report was issued in December of 2014. For example, staff in the governor’s office recently conducted a successful budget survey involving all of the core WIOA program agencies; and the Virginia Board of Workforce Development continues to evolve, strengthening its position within the workforce system gradually and strategically. However, many of the weaknesses described above remain challenges for Virginia’s workforce system and will require the concerted influence of the governor’s office to mitigate.

### **Workforce Development Capacity in the Commonwealth**

Virginia currently has a population of 8.3 million. Of this population, approximately 3.9 million are non-farm workers employed by roughly 245,000 employers. In 2015, Virginia’s workforce system served approximately 1.4 million individuals (64% of whom were those not yet ready to enter the job market, such as high school students) and 30,000 employers. The capacity is great for Virginia’s workforce system to increase engagement with businesses, shrink the “skills gap” in the jobs marketplace, and match job seekers with career opportunities.

## STATE STRATEGIC VISION AND GOALS

### *VISION*

We envision a Virginia where every business has access to a qualified, job-ready workforce and every Virginian has the skills needed to connect with meaningful employment and advance in a career.

### *MISSION*

We help drive Virginia's economic growth by implementing an effective and efficient workforce ecosystem that delivers innovative, integrated, data-driven products and services designed and aligned to meet the needs of businesses and job seekers. We hold ourselves accountable to the system's goals and support high-impact outcomes.

### *GOALS*

Goal 1: Increase business engagement and deliver value to our business customers.

Goal 2: Achieve measurable skills development in our job seeking customers in the form of workforce credentials that matter to business.

Goal 3: Fill jobs in demand occupations that show promise for long-term growth in industries that are strategic to Virginia's economy and strengthen Virginia's regions.

Goal 4: Help individuals, including individuals with barriers, gain access to the middle class and demonstrate career progression.

Goal 5: Ensure that workforce system public investments generate a quality return to Virginia and the customers we serve.

### *PERFORMANCE GOALS*

A template for Virginia's core program performance baselines can be found in [Appendix B](#). Final performance measures for future years will be negotiated pending final rules, review and approval by the administering state agency.

### *ASSESSMENT*

§2.2-435 of the Code of Virginia delineates the workforce responsibilities of the governor, the governor's Chief Workforce Development Advisor, and the Virginia Board of Workforce Development. This legislation established several assessment mandates for Virginia's workforce system.

- The Chief Workforce Advisor is required to:
  - Conduct annual evaluations of the performance of workforce development and training programs and activities and their administrators and providers, including (i) a comparison of the per-person costs for each program or activity, (ii) a comparative rating of the per-person costs for each program or activity, and (iii) an explanation of the extent to which each agency's appropriation requests incorporate

the data reflected in the cost comparison described in clause (i) and the comparative rating described in clause (ii).

- Submit biennial reports, which shall be included in the governor's executive budget submissions to the General Assembly, on improvements in the coordination of workforce development efforts statewide. The reports shall identify (i) program success rates in relation to performance measures established by the Virginia Board of Workforce Development, (ii) obstacles to program and resource coordination, and (iii) strategies for facilitating statewide program and resource coordination.
- Provide a report to the legislature detailing the career and technical education and workforce development program's performance against state-level metrics.
- Compile a report on the interim activity undertaken to implement the memorandum of understanding between the Chief Workforce Development Advisor, the commissioner of the Virginia Employment Commission, and the chancellor of the Virginia Community College System setting forth (i) the roles and responsibilities of each of these entities in administering a state workforce system and facilitating regional workforce systems that are business-driven, aligned with current and reliable labor market data, and targeted at providing participants with workforce credentials that have demonstrated value to employers and job seekers; (ii) a funding mechanism that adequately supports operations under the federal Workforce Innovation and Opportunity Act of 2014 (P.L. 113-128)(WIOA); and (iii) a procedure for the resolution of any disagreements that may arise concerning policy, funding, or administration of the WIOA.
- The state workforce board is required to:
  - Evaluate the extent to which the state's workforce development programs emphasize education and training opportunities that align with employers' workforce needs and labor market statistics, and report the findings of this analysis to the governor every two years;
  - Conduct a review of budgets, which must be submitted annually to the Board by each agency conducting federal and state funded career and technical and adult education and workforce development programs that identify the agency's sources and expenditures of administrative, workforce education and training, and support services for workforce development programs;
  - Maintain a performance and accountability committee to coordinate with the Virginia Employment Commission, the State Council of Higher Education for Virginia, the Virginia Community College System, and the Council on Virginia's Future to develop the metrics and measurements for publishing comprehensive workforce score cards and other longitudinal data that will enable the Virginia Workforce System to measure comprehensive accountability and performance.

In addition to the assessment instruments currently in place (mentioned above), the Commonwealth has or will soon take the following actions to improve and sustain a robust and productive workforce system:

- Governor's Workforce Innovation Team – The governor envisions the convening of a small team of workforce subject matter experts who operate full-time from his office. This team will have the authority and stature to coordinate and align the efforts of Virginia's workforce system partners, establish an overarching vision and mission for the workforce system, and focus agencies on key outcomes.
- Further Refinement of the Role of the Virginia Board of Workforce Development – The Virginia Board of Workforce Development has readily embraced its new role as a workforce policy-making body. The Board has published its Strategic Plan for 2015-2017, and it now has direct involvement from all four of the core WIOA partners, as well as the Department of Veterans Services. Agency involvement has been – and will continue to be – a key ingredient in the effectiveness of state efforts to coordinate programs and resources.
- Enhanced Relationship with USDOL Partners – The governor's Chief Workforce Development Advisor is now in direct and frequent communications with Virginia's partners at USDOL Region II. Nearly overnight, this enhanced relationship fostered an environment of collaboration, clarity, and accountability unparalleled within the workforce system to date.

## STATE STRATEGY

### *HOW THESE STRATEGIES WERE DEVELOPED*

These strategies were developed over the course of a year, working in concert with members of a WIOA Implementation Team, with a strategy framework provided by the state workforce board (the Virginia Board of Workforce Development). They were further refined during a facilitated 3-day retreat, which engaged stakeholders from inside and outside the partner programs listed in this plan. These stakeholders included representatives from the Virginia Economic Development Partnership (VEDP), the lead organization responsible for economic development in the Commonwealth, with responsibilities for both business attraction and business retention and expansion services – and subject matter experts from other organizations.

External research was conducted that drew perspective and insight from the state’s economic development strategy<sup>27</sup>, the VEDP’s 2015 Strategic Review<sup>28</sup>, business perspective gleaned from *Blueprint Virginia*<sup>29</sup>, and critical research conducted recently by JLARC<sup>30</sup> and VCU<sup>31</sup>. Extended review of prior art included the VCCS strategic plan<sup>32</sup> and the SCHEV strategic plan<sup>33</sup>.

Prior to the retreat, Virginia employed a web-based engagement platform called InsidersEQ<sup>34</sup>. This platform provided an opportunity for key stakeholders to respond to a scripted series of questions around seven topical areas that were identified and prioritized after careful review of the governor’s workforce agenda, the strategic plan of the state workforce board, and a mission alignment exercise in which each workforce agency and program’s mission, vision, and purpose was reviewed and mapped.

A careful review of the greatest opportunities for Virginia in implementing WIOA revealed a resonating pattern on the topic of alignment. Specifically, participants posed the question, “How can Virginia advance its workforce development efforts and capitalize on opportunities to align strategies, investments, services (to demand), data, and systems across programs and providers?”

Following the retreat, the conversations were coalesced into seven strategies in two groups: Foundational Strategies that unify and support system integration, and Coordinating Strategies, which will serve to align system resources and programs to serve the system’s stated goals.

The strategies were refined after a process that evaluated gaps/needs and goals/opportunities. Teams worked on developing pathways projects or actionable initiatives to advance the strategies formulated. The Foundational Strategies are “inward facing,” instrumental in supporting how system partners will work with each other. The Coordinating Strategies, on the other hand, are

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<sup>27</sup> New Virginia Economy, Governor Terrence R. McAuliffe, 2014.

<sup>28</sup> Strategic Review 2015, VEDP, 2015.

<sup>29</sup> Blueprint Virginia, a Business Plan for the Commonwealth, Virginia Chamber of Commerce, 2013.

<sup>30</sup> Virginia’s Workforce Development Programs, A Report to the Governor and General Assembly, JLARC, 2014.

<sup>31</sup> Return on Investment for Virginia’s Workforce Programs, Harper-Anderson and Jin, 2014.

<sup>32</sup> Complete 2021 – a Six Year Strategic Plan for Virginia’s Community Colleges, VCCS, 2015.

<sup>33</sup> The Virginia Plan for High Education, SCHEV, 2014.

<sup>34</sup> InsidersEQ™ is a product of Chmura Economics and Analytics.

“outward facing,” describing how the system will work as a whole to satisfy its customers and other external stakeholders.



### **Foundational Strategies**

Unify Under a Common Agenda and Shared Outcomes

Embrace Technology and Data Integration Opportunities

Effectively and Efficiently Manage and Develop Resources (Human and Financial)

### **Coordinating Strategies**

Develop and Respond to Actionable Labor Market Intelligence

Employ Relevant and Effective Talent Development Strategies

Transform the Workforce Service Delivery System

Hold System Partners Accountable to Outcomes and Ensure Transparency in Performance Reporting



## *FOUNDATIONAL STRATEGIES*

The transition from a workforce system governed by the Workforce Investment Act to one governed by the Workforce Innovation and Opportunity Act (WIOA) presents the Commonwealth with an opportunity to transform the way workforce services are delivered. As referenced previously in the [Strengths and Weaknesses of Workforce Development Activities](#) section, while there is a history of collaborative engagement and complimentary initiatives, Virginia's public workforce system is fragmented and ripe for improvement. The foundational strategies described below envision successful transformation from a "system" to an "ecosystem" - an ecosystem that recognizes the complexity and interconnectedness of myriad challenges and opportunities faced by all workers, and more importantly, an ecosystem that recognizes the respective contributions and roles of workforce system partners in advancing the fitness and success of Virginia's businesses and workers.

The strategies described below are considered "foundational" - together they underpin the successful execution of the coordinating strategies that follow. At the heart of these strategies is the Collective Impact<sup>35</sup> model to guide coordination across workforce system partners.

### **Unify Under a Common Agenda and Shared Outcomes**

Central to Virginia's ability to elevate the performance of its workforce system is its ability to come together around a common agenda. To accomplish this, Virginia is borrowing from key principle found in the Collective Impact Model. Collective Impact transcends traditional models of collaboration, which typically convenes partners around a program or initiative, to organize resources and efforts around a common understanding of a problem and a commitment to coordinate activities to solve it.

Collective Impact is appealing because it plays to Virginia's strengths and allows each workforce agency to support the solution using its unique resources and differentiated activities. In order to be effective; however, Virginia must do more than define the problem, it must create the critical infrastructure to support the endeavor of the solutions, or it risks continuing the fractured service delivery and inconsistent, disjointed outcomes. While partners generally agree, developing and unifying all workforce programs under a common agenda and moving collectively towards solutions will be a priority for Virginia.

In the early stages of implementing this plan, the Commonwealth will re-convene leadership from workforce system partners to revisit the problem this plan seeks to address. The purpose of this convening will be to:

1. Ensure that partners have a common understanding of the problem and its underlying causes;
2. Achieve consensus on shared goals;

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<sup>35</sup> As described by Kania and Kramer: [http://ssir.org/articles/entry/collective\\_impact](http://ssir.org/articles/entry/collective_impact)

3. Identify partners' roles and contributions to fulfill these goals;
4. Commit to collaboration that fulfills these goals;
5. Establish a shared vocabulary;
6. Develop shared measures – beyond WIOA – that gauge success of partners' collective contributions; and
7. Establish a plan for continuous communication;
8. Emphasize transparency and shared accountability in responding to opportunities for improvement.

## **Integrate Technology and Data**

Technology has the potential to transform the way workforce development is done in Virginia. It has made important investments in data systems that manage client information, track interventions and services delivered, and report outcomes. Historically, the posture towards workforce client management systems has been to protect privacy and limit cross-agency access to data. Also, the reporting systems have been designed to evaluate programs against a prescribed list of performance measures, specific to each program and/or funding agency. This has limited the system's ability manage individual client's needs holistically, manage system performance in real time, and evaluate which interventions make an impact.

As for business clients, Virginia has limited experience with using technology to improve, track and measure business engagement. While the federal regulations are not yet out, the governor has clearly stated a goal of business engagement.

Virginia can benefit from the experience in data security and sharing protocols gained during the development of the Virginia Longitudinal Data System (VLDS). In order to support the coordinated service-delivery envisioned for Virginia and be nimble to make data-driven decisions, we must fully explore these opportunities to make shared system investments and integrate data to benefit the clients and improve system outcomes.

Applying the collective impact model to the data systems and information pathways in the ecosystem, the integration of data through technology and integrated systems is where shared measures and feedback loops become actualized and inform continuous improvements across workforce system partners. Metrics based on real-time data in integrated systems boost transparency and make the ecosystem robust; the outcomes can be realized in how the customer's experience is transformed. Productivity gains and newfound efficiencies will guide workforce system partners to a new level of effectiveness that engenders new standards for performance.

## **Manage and Develop Resources**

In order to achieve the five goals stated in Virginia's plan, workforce partners must ensure that resources are being used efficiently and effectively, eliminating unnecessary duplication of service and redundancy in the system. As partners move towards a new vision for the workforce service delivery system, they must also establish and ensure a standard in service across programs and a rational strategy towards resource development that continuously reflects back on this plan and its goals and objectives.

This strategy proposes to appropriately align staff and financial resources in the One Stop system and its centers using a functional organizational chart approach that will leveraging agency strengths and specialties to better serve the customer and address Virginia’s workforce challenges.

The successful execution of this plan requires Virginia to commit to the professional development of workforce practitioners, and the braiding and management of financial resources in new ways. The Commonwealth is committed to developing staff to capitalize on investments in technology, and to realize the benefits from a common agenda with workforce system partners. Investments in resources reflect value to customers and to the communities across the state.

*COORDINATING STRATEGIES*

**Develop and Respond to Actionable Labor Market Intelligence**

Virginia aspires to operate a demand-driven workforce system, one that understands deeply the relationship between the requirements of business and the characteristics of the candidates we serve. Knowing the educational and credentialing requirements to connect these two customer groups is critical to making quality investment in workforce training.

Through this strategy, the workforce system will develop a deeper understanding of industry trends, occupational demand, and the education and credentials required to compete for new and emerging opportunities in the economy.

Labor market intelligence (LMI), at its very core, is intelligence that drives a high-performing workforce ecosystem. Actionable LMI is vital to the success of the labor market underpinning a dynamic economy. Applying LMI provides confidence; it improves the clarity in strategic planning and informs decision-making around the allocation of workforce resources. LMI informs the short and long views of what employers need to fill jobs and how the system responds on the supply side.

All workforce system partners have a role to play in bolstering LMI, from gathering and validating data to interpreting and applying information as career navigators, educators, industry liaisons, collaborative partners, and executives. The effective application of LMI results in better decisions that impact the customer experience. Businesses benefit from increased access to the skilled workers they need, while workers gain opportunities to develop skills and earn credentials that empower them to compete for in-demand jobs and advance their careers.

**Alignment with five goals**

Successfully executing this strategy will support workforce system partners in fulfilling the following priority goals:

<i>Goal</i>	<i>How?</i>
<i>Increase business engagement and deliver value to our business customers.</i>	WDAs will be empowered to more effectively identify, engage and serve businesses.

<i>Goal</i>	<i>How?</i>
<i>Achieve measurable skills development in our job seeking customers in the form of workforce credentials that matter to business.</i>	Increased and deeper engagement with businesses will bolster awareness of regionally relevant credentials and inform collaboration across partners, as well as investments in training.
<i>Fill jobs in demand occupations that show promise for long-term growth in industries that are strategic to Virginia's economy and strengthen Virginia's regions.</i>	By focusing on Virginia's statewide target sectors for economic development, workforce system partners are directly working towards closing supply gaps in industries poised for growth.
<i>Help individuals, including individuals with barriers, gain access to the middle class and demonstrate career progression.</i>	LMI "products" will support career guidance that leads to middle class opportunities.
<i>Ensure that workforce system public investments generate a quality return to Virginia and the customers we serve.</i>	By more effectively serving businesses and jobseekers, workforce system partners will be collectively working to support economic growth and advancing prosperous communities.

### **Proposed Initiatives and Activities**

The following proposed initiatives were developed during the retreat described above. The key activities are those, broadly speaking and at a minimum, that Virginia anticipates to be necessary to implement these proposed initiatives.

#### Make relevant LMI accessible and actionable

##### KEY ACTIVITIES

- Identify critical data to be included, e.g. employment growth forecast by industry, key occupations, occupation wage levels, credentials for entry, training programs;
- Identify workforce system partners responsible for data gathering, e.g. VEC, VCCS, VBWD;
- Secure commitments for updating LMI; and,
- Design format for presenting LMI that is useful and easy to navigate for system partners

#### Support professional development (PD) for workforce system staff to engage industry for primary data gathering

##### KEY ACTIVITIES

- Commit funds to support PD;
- Identify and award qualified consultant to deliver PD;
- Support peer to peer networking across workforce areas to exchange ideas and experiences; and
- Develop repository of best practices.

#### Disseminate (annually) a list of high-demand occupations that support statewide target sectors at the state and regional level

**KEY  
ACTIVITIES**

- Identify critical data to be included, e.g. occupational demand forecast, wage levels, credentials for entry, industries employing the occupation;
- Identify criteria for filtering the list, e.g. above average growth forecast, middle income earnings, relevance to target sectors;
- Establish expectations for validating the list with industry and making revisions;
- Provide guidance on how the list is to be utilized; and
- Use list to regularly review the eligible training providers list.

Design and deliver career pathways “map” tool, aligned with priority occupations/sectors that is specific to Virginia and each local workforce area

**KEY  
ACTIVITIES**

- Define functional requirements of tool; and
- Identify best approach to design and delivery, e.g. contract-out or complete internally

In some cases, the strategic intent of these initiatives may be similar or identical to ongoing or forthcoming initiatives of Virginia. Workforce system partners will further evaluate proposed initiatives with a focus on identifying opportunities to coordinate with existing or forthcoming initiatives. The priority will be to minimize duplication and maximize return to workforce system customers. Similar ongoing and forthcoming initiatives include:

- “Credentials to Compete” (New Virginia Economy)
- Statewide taskforce on career pathways (VBWD)
- Virginia Values Veterans (State program)

## **Employ Relevant and Effective Talent Development Strategies**

Virginia recognizes that investment in skills development properly aligned with new and emerging employment opportunities is critical. Accordingly, Virginia has made a series of unprecedented investments in postsecondary training that leads to a workforce credential. These workforce credentials provide value to individuals and signal competency to Virginia businesses. Ensuring these credentials are aligned with the needs of business and industry is imperative.

In order to ensure alignment and engage businesses, Virginia intends to expand its state sector strategy initiatives in ways that support its economic development strategies. This includes identifying new financial resources and capacity building to support regional sector strategy initiatives.

In collaboration with business and with the support of the Career Pathway Workgroup, Virginia intends to develop career pathways for critical demand occupations and strengthen cross-program alignment with education and training partners, including secondary career technical education and community colleges.

Effective talent development strategies can take many forms. Virginia will expand, support and engage business community in supported work-based learning efforts, like registered apprenticeship, on the job training and incumbent worker training. In building a demand-driven

workforce delivery system, those on the front lines of delivering services to businesses must keep pace with the evolving business environment. Industry sector knowledge and strategies are imperative to effective engagement with business and to successful talent development of the workforce representing the pipeline to those businesses. A workforce delivery system grounded in sector strategies will help the Commonwealth remain competitive and realize returns from its investment in the workforce delivery system.

Benefits to the customer include an enhanced customer experience due to connecting with highly professional and knowledgeable staff, and a pipeline of qualified work-ready candidates to meet business demand. Customers benefit from more targeted career guidance, meaningful work-based learning opportunities, clearer information on pathways, and increased access to training and education opportunities that confer industry relevant credentials and lead to middle class incomes.

The system benefits from aligning resources and closing skills gaps to meet the needs of businesses in the Commonwealth’s target sectors.

**Alignment with five goals**

Successfully executing this strategy will support workforce system partners in fulfilling the following priority goals:

<i>Goal</i>	<i>How?</i>
<i>Increase business engagement and deliver value to our business customers.</i>	Sector-based partnerships will be formed around addressing the workforce needs of regional industries.
<i>Achieve measurable skills development in our job seeking customers in the form of workforce credentials that matter to business.</i>	Sector-based partnerships will provide LMI that influences the delivery of career services, as well as increasing access to training opportunities that lead to more workers earning credentials that matter.
<i>Fill jobs in demand occupations that show promise for long-term growth in industries that are strategic to Virginia’s economy and strengthen Virginia’s regions.</i>	Career services will become more targeted in aligning with the needs of Virginia’s target sectors.
<i>Help individuals, including individuals with barriers, gain access to the middle class and demonstrate career progression.</i>	Career maps that feature information on stackable credentials and career “lattice” opportunities will be utilized by workforce system partners to encourage pursuit of middle skill occupations.
<i>Ensure that workforce system public investments generate a quality return to Virginia and the customers we serve.</i>	By becoming more responsive to the needs of Virginia’s businesses, workforce resources will yield an improved return on investment.

## Proposed Initiatives and Activities

The following proposed initiatives were developed during the retreat described above. The key activities are those activities, broadly speaking and at a minimum, that Virginia anticipates to be necessary to implement these proposed initiatives.

### Provide guidance to workforce system partners on the basic stages of forming sector-based partnerships

#### KEY ACTIVITIES

- Gather best practices from across the Commonwealth;
- Research best practices from other regions and sectors;
- Consolidate findings into an easily navigable format that provides a “play book” for recruiting industry partners; and
- Incorporate sector-based partnerships workshop(s) into the labor market intelligence professional development described above.

### Pilot one (at least) sector-based partnership per WDA

#### KEY ACTIVITIES

- Identify and engage regionally relevant industries;
- Achieve consensus on workforce challenge(s) to be addressed;
- Convene appropriate stakeholders;
- Develop plans for action;
- Continuously improve plans;
- Communicate experiences to other WDAs; and
- Replicate effective approaches to partnerships in other regions and sectors.

### Align resources to support sector strategy development and deployment

#### KEY ACTIVITIES

- Inventory economic development, education and workforce-related available funds;
- Identify potential synergies; and
- Incentivize industry participation in the workforce system.

Ongoing and forthcoming initiatives that may be leveraged to support the execution of this strategy include:

- “Credentials to Compete” (New Virginia Economy)
- Stackable Credentials (New Virginia Economy)
- Statewide task force on career pathways
- Professional Staff Development (VBWD)
- Sector Strategies (VBWD)

## Transform the Workforce Service Delivery System

WIOA provides an opportunity for workforce system partners to come together to reimagine the service delivery system and the physical and virtual One Stop environment.

Virginia currently operates more than 60 workforce centers across the state. In addition, many system partners operate free-standing service locations which creates a disjointed experience for customers – job seekers and employers. Virginia has fallen short in its efforts to realize the vision of

the One Stop system and been challenged to move its center operations move beyond co-location requirements to realize the advantages of integrated service delivery.

Critical to elevating system performance, improving efficiencies and outcomes, is the need to come together around a shared vision for the system and the centers it supports and operates. This effort to reimagine the One Stop system will provide new opportunities to market and brand system resources to individuals and businesses.

Virginia is committed to principles in human-centered design and innovating its service delivery strategy, including virtual products and services. Specifically, Virginia will build its product/service strategy around Career Services and Business Services.

The Career Services offering is to be centered on activities and tools that prepare and connect job-seekers to in-demand jobs that offer self-sustaining wages and that streamline services – maximizing system resources. The Business Service offering has been informed by existing state board policy and will be further refined to develop a quality, statewide business service model.

Key to the success of this transformation will be capacity building in Virginia’s regions, including efforts to strengthen local workforce boards, particularly in their role as regional convener of workforce system resources and improve regional system teams as they work to execute solutions to regional workforce challenges. Virginia intends to identify and advocate for new performance-based funding to support the expansion and scale of sustainable sector strategy initiatives and the state workforce board will consider criteria for these funds and a means to evaluate performance over time.

Customers benefit from a clearly articulated value proposition and a consistent service model that reflects a thriving 21<sup>st</sup> century enterprise. Continuous improvement and real-time feedback let businesses experience that the system can move at the speed of business. Customers benefit from streamlined access to workforce services and a workforce ecosystem with increased capabilities to maximize each worker’s potential.

The workforce system will benefit from continuous improvement, reduced duplication, sharing of best practices, and improved outcomes. Integrated services will also enable improved return on investment results and a system-wide view of how many customers are served.

**Alignment with five goals**

Successfully executing this strategy will support workforce system partners in fulfilling the following priority goals:

<i>Goal</i>	<i>How?</i>
<i>Increase business engagement and deliver value to our business customers.</i>	Investments in customer relationship management (CRM) technology, professional development, and integrated service delivery will make businesses feel like they are dealing



<i>Goal</i>	<i>How?</i>
	with a 21st century enterprise.
<i>Achieve measurable skills development in our job seeking customers in the form of workforce credentials that matter to business.</i>	Career services will become more attuned to business needs and deliver value by directing services and resources to appropriate training efforts that helps to close the skills gap.
<i>Fill jobs in demand occupations that show promise for long-term growth in industries that are strategic to Virginia's economy and strengthen Virginia's regions.</i>	Career and business services will be designed to be more responsive to market needs; efforts will be made to align services to meet the needs of Virginia's target sectors.
<i>Help individuals, including individuals with barriers, gain access to the middle class and demonstrate career progression.</i>	Integration of service delivery will streamline service delivery, ensuring individuals get access to the right information and resources that lead to middle class earnings.
<i>Ensure that workforce system public investments generate a quality return to Virginia and the customers we serve.</i>	Integrated service delivery and adoption of continual process improvement practices will increase efficiency and result in higher impact outcomes for Virginians and Virginia-based businesses.

## **Proposed Initiatives and Activities**

### Develop a shared vision among workforce system partners for the service delivery system

#### **KEY ACTIVITIES**

- Capitalize on the convening of partners to develop the common agenda to develop an additional vision for the service delivery system (follow similar steps as those outlined in developing a common agenda above);
- Define additional (beyond WIOA) measures of effectiveness for integrated service delivery, e.g. resource sharing, affirmative referrals, customer feedback;
- Support workforce system partner “cross-training” to boost awareness of partners’ organizations and programs; and
- Articulate a clear value proposition that stems from the shared vision and attracts customers.

### Implement continuous process improvement (CPI) practices

#### **KEY ACTIVITIES**

- Identify CPI model to emulate;
- Determine how to deliver training for workforce system partners’ staff;
- Support access to training;
- Integrate CPI measures into data dashboard that is accessible by all workforce system partners;
- Design and make accessible a best practice “model” for ongoing guidance; and
- Support peer to peer networking across WDBs to exchange ideas and experiences.

### Design and implement a mechanism for common intake and affirmative referrals

KEY  
ACTIVITIES

- Leverage experience of WDBs currently using common intake forms;
- Define commonalities across program requirements;
- Identify barriers to widespread use and develop solutions to mitigate barriers;
- Use technology to implement solutions; and
- Best practice “technology resource team” monitors effectiveness and gets tasked with CPI management.

Increase accessibility of services for customers

KEY  
ACTIVITIES

- Pilot web-based approaches to identifying eligibility and enrollment in programs;
- Pilot virtual workshops for some services, e.g. interviewing strategies, “dress for success”, exposure to the “real world of work”;
- Replicate and scale-up effective virtual services; and
- Apply CPI.

Implement business CRM technology

KEY  
ACTIVITIES

- Assess workforce system needs and identify CRM functional requirements;
- Evaluate and map CRM systems looking for best practices;
- Determine whether to purchase or build CRM technology;
- Replicate and scale-up effective virtual services; and
- Best practice “technology resource team” monitors effectiveness and gets tasked with CPI management.

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Similar ongoing and forthcoming initiatives include:

- Enhance Virginia’s One-Stop Career Centers (VBWD)
- Strengthen Statewide Service Delivery to Business (VBWD)
- Professional Staff Development (VBWD)
- Align Technology and Data Platforms ((VBWD)

## **Hold System Partners Accountable to Outcomes and Ensure Transparency in Performance Reporting**

Accountability is a foundation of WIOA because it requires those who operate within the system to be held to performance standards. With the Information Age, state agencies can better embrace and be held accountable for their activities and outcomes. Further, technology enables systems to be more transparent and helps form adequate and aligned accountability in operating procedures, data collection, and performance reporting.

The value in a shared environment for workforce services is that it helps evolve the optimal benefit to the whole system. Shared measures help drive outcomes and reinforce performance around aligning workforce output to meet industry demands for credentialed and skilled workers to fill middle-skills jobs.

Businesses benefit from improved placement and employee retention, and enhanced customer experience from a system that is working together to explicitly address what businesses say they need from workforce development, all in a manner that is transparent and inspires and illuminates the competencies of the professionally developed who have a holistic knowledge of the entirety of the workforce system’s capability.

The workforce ecosystem benefits from sharing better outcomes while holding each other accountable to achieve common measures and collaborate around common goals.

**Alignment with five goals**

Successfully executing this strategy will support workforce system partners in fulfilling the following priority goals:

<i>Goal</i>	<i>How?</i>
<i>Increase business engagement and deliver value to our business customers.</i>	Shared focus on meeting industry needs will increase the value experienced by businesses.
<i>Achieve measurable skills development in our job seeking customers in the form of workforce credentials that matter to business.</i>	Streamlined service delivery and efficiency gains will result in more Virginians being effectively served; coupled with an increased focus on industry needs, this will translate to increased attainment of relevant credentials.
<i>Fill jobs in demand occupations that show promise for long-term growth in industries that are strategic to Virginia’s economy and strengthen Virginia’s regions.</i>	Shared measures may inform progress and drive system performance towards alignment with target sectors.
<i>Help individuals, including individuals with barriers, gain access to the middle class and demonstrate career progression.</i>	Shared measures may inform progress and drive system performance towards activities that demonstrate success accessing middle class earnings and career progression.
<i>Ensure that workforce system public investments generate a quality return to Virginia and the customers we serve.</i>	Increased leveraging of resources and alignment across workforce system partners will increase the positive return experienced by customers.

**Proposed Initiatives and Activities**

Develop a cross-agency taskforce that drives technology integration

- Recruit subject matter experts from workforce system partners;
- Define governing body and governance structure;
- Map existing data system operations and requirements across workforce system partners, identify commonalities and potential barriers;
- Perform “future state” analysis of system requirements that aim to achieve data sharing and integration;

KEY

ACTIVITIES

- Define functional requirements; and
- Determine plans for design, development and implementation.

Incorporate shared measures of success into system performance dashboard

KEY

ACTIVITIES

- Transfer shared measures from common agenda into a real-time, measurable, and navigable format accessible by workforce system partners;
- Identify communication platform across partners that promotes transparency in reporting;
- Convene workforce system partners on a regular basis to evaluate progress towards integration and evaluate collective performance; and
- Practice continuous communication and utilize dashboard to inform CPI.

Form “Integrated Resources” team for multiple-barrier clients

KEY

ACTIVITIES

- Recruit subject matter experts to staff team;
- Leverage partner cross-training to identify participants;
- Clearly identify expectations of team;
- Design plan to record best practices for broader dissemination across workforce system partners;
- Embed practices into procedures; and
- Apply CPI.

Similar ongoing and forthcoming initiatives include:

- Performance and Accountability System (VBWD)
- System Impact ROI Model (VBWD)
- Training Activity and Alignment Report and Consumer Report Card (VBWD)
- Expanding the Virginia Longitudinal Data System (VLDS) to include and Executive Portal for policy makers

# OPERATIONAL ELEMENTS

## STATE STRATEGY IMPLEMENTATION

### *GOVERNOR & CHIEF WORKFORCE ADVISOR*

Virginia's governor serves as the state's Chief Workforce Officer. Virginia code section § 2.2-435.7 establishes the position of Chief Workforce Development Advisor who has responsibility to carry out many of the governor's responsibilities under the WIOA as well as other duties related to administering the state workforce system.

The Secretary of Commerce and Trade has been designated to serve as the Chief Workforce Development Advisor in the present administration.

### *STATE BOARD FUNCTIONS*

#### **Board Structures and Decision-Making Processes**

The Virginia Board of Workforce Development is a business-led board that acts as the principal advisor to the governor and the legislature, and provides strategic leadership, direction and oversight to the workforce development system and its efforts to create a strong workforce aligned with employer needs.

#### Governance

The Board is appointed by the governor and includes a diverse representation of members from across the Commonwealth. The majority of the Board is comprised of private sector business leaders (including the chairman) from a wide variety of industries. Also included are state and local elected officials, cabinet-level officials from various agencies who deliver and direct workforce services and programs, and representatives of the workforce itself, including labor organizations and community-based organizations that serve populations with barriers to employment.

The Board is led by a dedicated executive director and currently utilizes a matrixed staffing arrangement that is dependent on staff augmentation from the two lead state workforce agencies – the Virginia Community College System and the Virginia Employment Commission. Supplementing that staff cohort are two members of the governor's workforce team: the lead policy advisor for workforce and the director of workforce services. The Board executive director is supervised by the governor's Chief Workforce Development Advisor (the Secretary of Commerce and Trade), a Cabinet-level official.

#### Standing Committees

To support the system objectives, the Board has recently reorganized to establish four standing committees: Advanced Technology, Military Transition Assistance, WIOA, and Performance and Accountability. These changes have empowered the Board to focus its efforts on areas where it can effect change that leads to high-impact outcomes. The Board's strategic plan is aligned with the core strategies for Virginia's Combined State Plan.

The Advanced Technology committee is chartered to identify high priority demand occupations, and the skill sets and workforce requirements of Virginia's strategic industry sectors (like advanced manufacturing and IT), comparing them with the supply of graduates and program completers coming out of our universities, community colleges, school divisions, and workforce development programs.

The Workforce Innovation and Opportunity committee is responsible for the service delivery system and is positioned to lead and advocate for reimagining the state's One-Stop Career Centers, and encouraging more cross-agency partnerships and collaboration, while assessing and improving service delivery for workforce services to job seekers and employers.

The Military Transition Assistance committee supports increased expansion of Virginia's initiatives to more efficiently connect businesses to veterans, a unique Virginia asset.

Finally, the Performance and Accountability committee works to measure overall system performance to goals, including the degree to which training is aligned with demand occupations. This group is also providing a review of annual workforce system budgets to determine the degree to which resources are aligned with goals, including workforce training and education.

The Board has joined the governor in endorsing a set of common performance measures, embedding these metrics in their strategic plan. These measures include business engagement, workforce credential attainment, securing employment, increased wages, and return on investment.

#### Decision Making Process

The Virginia Board of Workforce Development is committed to transparency in its work and has bylaws that reflect its intentions related to sharing information regarding meeting and activities with the public subject to provisions of the Virginia Freedom of Information Act. The Board is required to meet at least quarterly.

The Board developed a 2-year strategic plan in 2016 entitled [\*Skills for Jobs and Business Growth – Powering the New Virginia Economy\*](#). That plan describes key areas where the Board will work, using its authority and influence to support the system goals. The Board has established a limited authority Executive Committee and four standing committees. As a matter of practice, items are deliberated at the committee level before being passed on to the full board.

The Board makes available to the public, on a regular basis through open meetings, information regarding the activities of the Board, including its work plan and historical record of minutes and presentations. That information may be accessed on the workforce system partner website at [www.elevatevirginia.com](http://www.elevatevirginia.com).

In order to comply with state "sunshine provisions", the Board and any subcommittee authorized to take official action on behalf of the Board must do the following:

1. Take official action and engage in deliberations only at meetings open to the public. "Official action" includes making recommendations, establishing policy, making decisions, and/or voting on matters of Board business. "Deliberations" are discussions of Board business necessary in order to reach decisions.
2. Ensure that all meetings are held in an accessible location for the disabled and that all information is provided in accessible and alternate formats.
3. Give public notice of meetings in accordance with applicable state code provisions, including public notice in advance of any special meeting or rescheduled regular meeting.
4. Ensure that votes of Board members be publicly cast and, in the case of roll call votes, recorded.
5. Keep written minutes of all public meetings, including date, time and place of the meeting, members present, the substance of all official actions, a record of roll call votes, and the names of any citizens who appeared and gave testimony.

All members of the Board serve a public interest and trust role and have a clear obligation to conduct all affairs in a manner consistent with this concept. All decisions of the Board are to be based on promoting the best interest of the state and the public good. Accordingly, all members of the Board are subject to the provisions of the State and Local Government Conflict of Interest Act.

Each Board member files a financial disclosure statement with the Virginia Ethics Commission as a condition of assuming membership and then, annually while serving as a Board member. Any Board member with a potential or actual conflict of interest must disclose that fact to the Board as soon as the potential conflict is discovered and, to the extent possible, before the agenda for the meeting involving the matter at issue is prepared.

## *IMPLEMENTATION OF STATE STRATEGY*

### **Core Program Activities to Implement the Commonwealth's Workforce Strategy and Better Serve Virginia's Employers and Job Seekers**

Because the programs under the four titles of WIOA are administered by different, autonomous state agencies, alignment of purpose and activities is essential to mission success. WIOA has afforded the Commonwealth the opportunity to take a fresh look at key service delivery activity, with an eye toward improving the workforce system's ability to garner positive results for job seeker and employer customers. Several significant initiatives are presently underway involving all of the workforce system partners, including but not limited to the following:

#### Co-location

Because Virginia has a bifurcated system in which Title I and Title III activities are housed within two different agencies (the VEC and the VCCS), paralleled service delivery systems have evolved in the Commonwealth that duplicate programs, diffuse funding, and create customer confusion. State workforce agencies are currently working to co-locate all federally-funded employment services in One-Stop Career Centers (in accordance with WIOA) and streamline service delivery at these sites. In the process, stand-alone VEC employment services operations will close, as will redundant or non-productive satellite operations run by Local Workforce Development Areas.

#### Co-enrollment

Hand-in-hand with co-location is co-enrollment of workforce development customers in state and federal workforce programs. Partner agencies are presently negotiating the terms, conditions, and outcomes of successful co-enrollments; and the goal is for customers to be co-enrolled in any and all programs beneficial to them, with as little burden placed upon enrollees as possible. In this process, it is imperative that all workforce partners have the ability to get credit for the services they provide to customers, whether or not those customers are co-enrolled in several programs at the same time. Currently, co-enrollment in WIOA Title 1 services is mandatory for Trade Act participants.

#### Common Screening and Assessment

Over the last five years, Virginia has successfully piloted many versions of intake, screening, or assessment tools that can be commonly deployed across all programs and in all localities. The Commonwealth has refined this process enough to adapt it statewide, and partner agencies are now negotiating costs and operational considerations. Before the end of calendar year 2016, Virginia expects to see a common screening tool deployed statewide, which will greatly reduce the administrative burden on our customers and enable workforce development staff to better track the outcomes of customers.

#### Affirmative Referrals

After common screening is complete for a customer, workforce development staff must provide him or her with assurances that referrals for services will be made to the appropriate state agencies, that follow-up will occur once the referral is made, and that the customer will ultimately



return to receive the job placement services he originally entered the system to obtain. This positive handoff and return is called affirmative referral, and Virginia's workforce system has begun to adapt this outcome-focused approach to customer service. Partner agencies are now using a sophisticated customer relations management tool and other tracking mechanisms to ensure that customers move smoothly and fruitfully through each stage of the referral process until they achieve their desired result.

### Business Service Teams

Each Local Workforce Development Area is required to have a Business Service Team whose responsibility is to drive sector strategies within a locality, provide local employers with human resources solutions, and identify methods of shrinking regional skills gaps. Localities have the autonomy to construct Business Services Team in any way they believe will best meet the needs of their communities. Business Services Teams are cross-agency, cross-programmatic groups comprised at the discretion of local workforce leaders of representatives of each of the core partner agencies, as well as several optional partners as appropriate.

### Collaboration on Discrete Grant Activity

Across Virginia's workforce system, partner agencies are engaged in operationalizing several workforce initiatives stemming from grants obtained from the federal government for specific workforce innovations. These grants include:

- The Disability Employment Initiative Grants (The Department for Aging and Rehabilitative Services, the Virginia Employment Commission, Virginia's Community College System, and five Local Workforce Development Boards)
- The Veterans' Demonstration Grant (Virginia's Community College System, the Virginia Employment Commission, and the Department of Veterans' Services)
- Local Apprenticeship Grants (Shenandoah Valley Workforce Region, the Department of Labor and Industry, and Virginia's Community College System)
- The Department For Aging and Rehabilitative Services and the Department of the Blind and Vision Impaired jointly received a RSA funded CPID grant. The grant collaborates with multiple workforce partners including adult education and two local workforce boards, other DOL grants and the Virginia Manufacturers Association to enhance employment opportunities for individuals with disabilities. project goals include helping individuals with disabilities acquire marketable skills and credentials that enable them to secure competitive integrated employment in high-demand, high-quality occupations; enhancing the capacity of existing career pathways programs in Virginia to effectively serve individuals with disabilities; enhancing access to and use of existing career pathways in selected occupational clusters (including advanced manufacturing) by individuals with disabilities.

## Career Pathways Workgroup

Since 2008 Virginia has convened a Career Pathways Workgroup, comprised of senior staff from eight different agencies administering workforce or workforce-related programs, as well as staff from the governor's office. The Career Pathways Workgroup is chaired by the Advisor for Workforce Development in the office of the Secretary of Commerce and Trade, and includes agency representatives from:

- State Council of Higher Education for Virginia
- Virginia Community College System
- Virginia Department of Education
- Virginia Department of Labor and Industry
- Virginia Department of Social Services
- Virginia Economic Development Partnership
- Virginia Employment Commission
- Virginia Department for Aging and Rehabilitative Services

The Career Pathways Workgroup provides continuity of focus and purpose across gubernatorial administrations, ensuring that strategic workforce goals are met and project resources are sustained. A partial list of Workgroup accomplishments includes:

- Co-development of Virginia's first workforce report card, which will be an annual measurement comparing how the state is performing year to year
- The development of A Strategic Plan for Virginia's Career Pathway System and Booklet: Taking Root: The Virginia Career Pathways System.
- Ford Foundation funding to support three regional career pathways grants in advanced manufacturing, energy and allied health
- PluggedInVA, a career pathway that provides graduates with things like their GED, Career Readiness Certificates and professional soft skills to help them better operate in the business world
- Governor's STEM Academies are programs designed to expand options for the general student population to acquire STEM (Science, Technology, Engineering and Mathematics) literacy and other critical skills, knowledge and credentials that will prepare them for high-demand, high-wage, and high-skill careers in Virginia. Each academy is a partnership among school divisions, postsecondary institutions and business and industry. Students are required to earn at least nine (9) dual enrollment college credits.
- Governor's Health Sciences Academies are programs designed to expand options for students' health science literacy and other critical knowledge, skills, and credentials. Each academy must implement five health science career pathways including: Therapeutic Services, Diagnostic Services, Health Informatics, Support Services, and Biotechnology Research and Development. Each academy is a partnership among school divisions, postsecondary institutions and business and industry. Students are required to earn at least nine (9) dual enrollment college credits.

## WIOA Implementation Team

To supplement to work of the Career Pathways Workgroup, and to ensure that WIOA workforce development imperatives are implemented statewide, the Secretary of Commerce and Trade formed the WIOA Implementation Team, led by the executive director of Virginia's state workforce development board, the Virginia Board of Workforce Development. The Implementation Team is comprised of representatives from agencies administering the core WIOA programs, as well as those administering the optional partner programs delineated in this CSP. Intended to focus on strategic initiatives and sustainability of WIOA implementation, this team was designed to remain active long after the submission and initial implementation of Virginia's Combined State Plan.

## **Alignment of Activities Outside of the Plan**

### Coordination with Other State-Funded Workforce Programs

Virginia holds an expansive view of the public workforce system, as evident by the programs included in this plan. There are additional state- and federally-funded programs which are not included; however, it is the intention to involve them in the implementation of this plan. A sample of the programs administered by other agencies that are partners in this plan includes:

#### **Department for Aging and Rehabilitative Services**

- Senior Community Service Employment Program

#### **Department of Education**

- Microsoft IT Program
- Path to Industry Certification
- PluggedIn Virginia
- Workplace Readiness Skills Assessment

#### **Department of Social Services**

- Virginia Refugee Resettlement Program

#### **Virginia Community College System**

- Institutes of Excellence
- Non-Credit Workforce Training

Partner collaboration for programs outside of this plan is provided through the strong working relationships supported by the Career Pathways Workgroup, the diverse and inclusive composition of the state workforce board, and moving forward – an approach that will engage Operational Teams around each of this plans four Coordinating Strategies.

Virginia is exploring engaging other agencies, particularly those who serve special populations and/or individuals with barriers such as opportunity youth and individuals who may have criminal backgrounds.

## Economic Development

As outlined in his [New Virginia Economy plan](#), a top priority of the governor is close alignment of Virginia's economic efforts with workforce development activities. Virginia is aligning industry sector strategies goals, attainment of workforce training, skills and credentials, and career sustainability with the engines of the Commonwealth's economic development and growth. Today, economic development is a critical and permanent partner in the successful implementation of WIOA.

The Virginia Economic Development Partnership administers the Virginia Jobs Investment Program. Virginia Jobs Investment Program (VJIP) provides services and funding to companies creating new jobs or experiencing technological change. As a business development incentive supporting economic development since 1965, VJIP reduces the human resource development costs of new and expanding companies.

With strong support from the Governor and General Assembly, VJIP is completely state-funded, demonstrating Virginia's commitment to enhancing job opportunities for its citizens.

## Work Opportunity Tax Credit

The Work Opportunity Tax Credit (WOTC) is a Federal tax credit incentive that Congress provides to private-sector businesses for hiring individuals from any of nine target groups listed below who have faced significant barriers to employment.

- Certain Veterans
- Long-term Temporary Assistance for Needy Families (TANF) Recipients
- Short-term TANF Recipients
- SNAP (Food Stamp) Recipients
- Designated Rural Renewal Counties or Empowerment Zones Residents
- Vocational Rehabilitation Referrals
- Ex-felons
- Supplemental Security Income (SSI) Recipients
- Summer Youth Employees

Because WOTC eligible workers may face barriers to employment beyond the scope of workforce development professionals' areas of expertise, close collaboration with non-core partner agencies is essential. In particular, the cooperation and responsiveness of Virginia's Department of Social services has been a critical component of WOTC's unprecedented success.

## **Coordination, Alignment and Provision of Services to Employers**

Virginia has positioned business as co-equal customer for the workforce system. The state board has established a formal policy for the provision of business services and embedded concepts like regional workforce demand planning into local plan requirements and related policies, including those governing the state's Eligible Training Provider List.

## State and Local Board Composition

To support a demand-driven system, both state and local boards are required to have an appointed private sector chairperson and a majority business board. This structure of governance ensures that business needs are heard and that system resources become more closely aligned to serve the needs of business and industry.

#### Business Service Requirements for Local Workforce Areas

The workforce system in Virginia is demand-driven, system focused and therefore, it has great potential to be coherent and easily accessible to business customers. Local Workforce Development Boards coordinate the provision of comprehensive services to businesses through a network of local workforce system partners.

State board policy requires that local workforce system partners execute a memorandum of understanding that shows a common vision and strategy for integrated business-driven service delivery.

Business services partners must also develop a measureable framework indicating how the team will achieve and track progress in providing optimal business service solutions, through a written communications plan that includes the following:

- a) A 'single point of contact' protocol to streamline the process for businesses and ensure that all partners are informed of and respond to a business request.
- b) Standardized timeframes to respond to business inquires and subsequent contact, in order to deliver specialized and collaborative solutions to meet business customer needs; alternatives options must be provided if the local are cannot provide an affirmative response to the business customer's initial request.
- c) Expected levels of customer service that will be provided by all members of the business service team and any additional staff who may be contacted by businesses to receive services.
- d) A method to collect local business services data and ensure business satisfaction to demonstrate continuous improvement.

The policy further prescribes that business service partners must have clear, convenient, and easily accessible content and outreach materials (including web-based content) for business customers that provides:

- a) A list of all business products, services, and additional resources that are available, to include but are not limited to, minimum skills training requirements and training resources.
- b) Contact information for a business to call through the identified "single point of contact protocol."

#### Labor Market Intelligence

Actionable labor market intelligence is provided by the Virginia Employment Commission Economic Information Systems (EIS) group. Their work ensures that quality data is available for

state, regional, and local system partners to evaluate the needs of priority targeted industries sectors, understand short- and long-term demand by occupation, and access critical employer recruiting activity information. This information is accessible through the virtual One-Stop, and resides at [www.VirginiaLMI.com](http://www.VirginiaLMI.com)

The EIS group directs strategic research to serve the system using its staff and financial resources, including the Workforce Information Grant. Most recently, the VEC in partnership with the VCCS directed a statewide employer survey to identify short-term businesses needs and related education and credentials.

The Commonwealth commissioned Virginia Commonwealth University's (VCU) Center for Urban & Regional Analysis to conduct and analyze the results of a Job Vacancy Survey (Workforce Demand Survey) for the Commonwealth of Virginia. The VEC designed the survey in collaboration with the Office of the Governor of Virginia and a stakeholder group. VCU drew a survey sample of 30,000 employers from VEC's Quarterly Census of Employment and Wages (QCEW), asking them to respond to the following prompts:

- “Current and projected number of employees over the coming 12 months - full-time, part-time and seasonal.”
- “Number of projected job vacancies due to replacement and new positions and expected difficulty filling those positions.”
- “Most important ‘hard’ and ‘soft’ skills needed for each type of job vacancy, including apprenticeships or other experience, and formal degrees and certifications, licenses or other credentials.”
- “Projected wage and salary levels for each job vacancy.”

The results of this survey have not yet been published. However, its results will be used by workforce partners and other stakeholders to address occupational and skills gaps, and help agencies to meet specific needs of specific industry sectors and employers.

#### Virginia Community College System – Town Hall Meetings

In 2015, the Chancellor of the Virginia Community College System met with more than 1,500 business and community leaders from every corner of Virginia who participated in nearly two dozen town hall meetings. They also consulted with more than a dozen workforce-focused associations, organizations and agencies along the way to develop the report, Workforce Credentials: The Pathway to Virginia’s New Middle Class.

This level of business engagement helped to identify 4 critical gaps impacting Virginian’s and Virginia businesses, which are signaling as barriers to the coordination, alignment and provision of services to employers.

#### **Partner Engagement with Educational Institutions**

Virginia has taken a fully integrated and comprehensive approach to ensure that the publicly funded workforce training activity is aligned to support the goals of the workforce system,

individuals, and businesses. These institutions become vital points of access for individuals seeking other workforce system services. Many of these institutions are also host to a robust network of career coaches who act as extensions of the One-Stop system and a point of referral to Virginia's One-Stop Career Centers.

Central to Virginia's strategy to engage educational institutions align workforce training and education programs to employer needs is the appointment of the Chancellor of the Virginia Community College System and the Secretary of Education to the Virginia Board of Workforce Development. This level of engagement helps to support the state board's role as strategic policy advisor and a convener of dialogue regarding system strategies and resource allocation.

The state board has the responsibility to identify demand occupations and the credentials and education required to attain them. Moving forward, we see an expanded role for the Board in supporting smarter investments in workforce training and education that helps to grow the state economy and close the skills gap while providing Virginians with a pathway to the middle class.

#### Virginia Community College System – Operational and Program Alignment

The Virginia Community College System has committed to tripling the number of credentials awarded by 2021, thereby increasing attainment from a baseline of 38,000 to no few that 114,000 by 2021. The VCCS is the state agency with primary responsibility for coordinating workforce training at the postsecondary to the associate degree level, exclusive of the career and technical education programs provided through and administered by the public school system.

The VCCS, in part because of its role as the administrator of WIOA Title 1 funds and the leadership it provides in providing exceptional postsecondary education and workforce training across the state, is a vital partner in the to ensure that partners are connected with job-driven training and education activities.

#### Career Technical Education – Planning and Program Alignment

Virginia sees secondary career technical education and training as vital and relevant in the development of a job-ready pipeline of workers. To increase engagement with career technical education in the regions, local workforce boards are required to have at least one representative from a local school division represent career technical education (CTE) on their board. The Virginia Department of Education has made efforts to increase the collaboration between the boards and CTE programs and has directed their CTE directors to include local board members in their advisory committees.

#### State Council on Higher Education in Virginia – Policy Alignment

The State Council on Higher Education in Virginia (SCHEV) is the Commonwealth's coordinating body for higher education. SCHEV makes policy recommendations to Governor and the General Assembly and conduct strategic research. SCHEV recently released its strategic plan which established 4 ambitious goals, including providing affordable access for all. The aligned strategies address issues critical to support the work of the workforce system. Most notable is the plan's

emphasis on inclusion and alignment of state and federal resources to expand access regardless of a student's ability to pay.

## **Leveraging Resources to Increase Educational Access**

### **Title 1 Funding for Training and Education**

During the 2015 legislative session Virginia increased the amount of Title 1 funds dedicated to workforce training and education. Specifically, this legislation directed each local workforce development board to allocate a minimum of 40 percent of WIOA Adult and Dislocated Worker funds to training services as defined under § 134(c)(3)(D) of the WIOA that lead to recognized postsecondary education and workforce credentials aligned with in-demand industry sectors or occupations in the local area or region.

Further, Virginia intends to develop an incentive grant program using a percentage of the WIOA state set-aside for the purpose of providing incentives to postsecondary institutions through workforce development boards to accelerate the increase of workforce credential attainment by participants.

### **Financial Aid for Non-Credit Training**

The Financial Aid for Noncredit Training leading to Industry Credentials (FANTIC) is a newly established state-funded pilot program designed to increase education access using leveraged \$1.0 million in state funds. This is the first state-funded financial aid program for non-credit training in the country.

Prior to the FANTIC pilot, there were limited state or federal financial programs that supported non-credit training. Under the old system, students would have to pay the full cost of training up front, and many Virginians were unable to afford this expense.

FANTIC provides funding for students who demonstrate financial need and are enrolled in an approved noncredit workforce training program leading to the attainment of an industry-recognized credential or licensure. The funds allocated for the pilot will be used exclusively for need-based financial aid for non-credit workforce training and related testing leading to in-demand industry credentials.

Seven colleges were selected to participate in the pilot based on their strength in training towards industry credentials and regional representation across Virginia; three of those are in the Rural Horseshoe footprint. The Rural Horseshoe Initiative is designed to reduce the number of residents who lack a high school diploma or its equivalent, double the percentage of residents who earn a postsecondary associates degree or certification, and double the number of foster youth who earn an associate's degree or a workforce credential.

### **Other leveraged grants**

#### **Workforce Innovation Fund-Working Families Success Network Model**



On October 1, 2014, VCCS was awarded Workforce Investment Act, Workforce Innovation funds in the amount of \$11,196,152 by the U.S. Department of Labor, Employment and Training Administration to implement the Working Families Success Network Model with 6 American Job Center (also known as One-Stop Center) sites in Virginia for 1800 participants. The model of bundled service delivery comprises three services: (1) Workforce and education services resulting in career advancement: education and training, employability skills, job placement; (2) Income and work supports: access to student financial aid, public benefits, free tax preparation; (3) Financial services and asset building: financial education, financial coaching. A Coach will be available at each of the sites to coordinate the services. As a study project, services will be determined with a randomized control process and to those who consent to participate starting October 1, 2015 in Workforce Development Areas 3-Western Virginia, 6-Piedmont, 8-South Central, 11-Northern Virginia, 16-Hampton Roads, and 17-West Piedmont. Services will be delivered through September 30, 2018.

#### Supplemental Nutrition Assistance Program Employment & Training

On April 1, 2015, the Virginia Department of Social Services (VDSS) was awarded the Supplemental Nutrition Assistance Program (SNAP) Employment & Training grant project in the amount of \$22,329,952 by the U.S. Department of Agriculture to pilot an effort to test existing and new employment and training initiatives to increase the number of SNAP work registrants who obtain unsubsidized employment, increase earned income, and reduce reliance on public assistance. The pilot project is aligned with the Commonwealth's integrated workforce system plan, "Building Career Pathways to Success".

As a sub recipient to VDSS, the Virginia Community College System will partner with VDSS to accomplish the following: Expansion of the PluggedInVA program, harnessing the power of career and college coaching and advising to drive interest in careers in targeted industry sectors, position the Commonwealth's Adult Education program as a national model for workforce development of low-skilled, low wage adults and increase attainment of Career Readiness Certificates. The agencies partnering on the effort will deliver services to 3,760 participants, each of whom will earn at least one (and some as many as five) industry-recognized credentials. Up to thirty Local Departments of Social Services will work with seven community colleges including Danville Community College, Patrick Henry Community College, Piedmont Virginia Community College, Southside Virginia Community College, Tidewater Community College, Thomas Nelson Community College, and Virginia Highlands Community College. Unless an extension is requested, the project will conclude in 2018.

#### National Governor's Association-Connecting Post-Secondary Education & the Workforce

On August 15, 2014, VCCS was awarded funds in the amount of \$170,000 by the National Governor's Association Center for Best Practices for the Commonwealth of Virginia to participate in the Center's policy academy on Connecting Post-Secondary Education & the Workforce. The focus of the academy is to help participating states and territories make progress in four integrated components: 1) articulate and implement a strong vision connecting the education and training systems with the needs of the economy so more Americans achieve the "new minimum" of a

postsecondary degree or certificate with labor market value to gain access to the middle class and beyond; 2) integrate and use education and workforce data to inform policy, track progress, and measure success; 3) build industry and education partnerships to get results; and 4) modify the use of resources and incentives to support the attainment of the integrated vision.

### **Improving Access to Post-Secondary Credentials**

Virginia has taken bold steps to improve access and attainment of industry-recognized post-secondary credentials. Workforce system partners and the postsecondary education system have responded. The governor, the State Council on Higher Education in Virginia, and the chancellor of the Community College System have all establish goals and aligned resources to support credential attainment in the Commonwealth.

#### Credentials to Compete

Virginia's governor called on all state and federally funded workforce programs to collaborate on the attainment of 50,000 STEM-H credentials a year by the end of his administration. Results one year after the initiative began show a marked 9% increase in the number of credentials attained. This count of credentials included those attained in Virginia's K-12 system, the community college system, through a registered apprenticeship program, and/or state licensing agencies.

The state intends to continue to track the attainment of industry recognized credentials in these high-demand occupations. Cabinet-level meetings have emphasized the common agenda around credential attainment and the opportunity for each workforce program to contribute to common goals.

#### Credit for Prior Learning for Virginia's Veterans

Credit for Prior Learning (CPL) is offered at Virginia Community Colleges through a service model that involves conducting a Prior Learning Assessment for each individual that requests a review of any previous military experience or training, work experience or other professional training to see if college credit can be obtained towards their program of study. Each college uses different options to make that assessment including using the American Council on Education recommendations with recognition for military and workforce training, national exams (i.e. College Level Examination Program-CLEP), and/or portfolio development. This Assessment service allows an individual to complete their program of study or training more quickly and inexpensively as well as increasing the likelihood that greater numbers of individual learners will complete credentials.

#### Expanding Registered Apprenticeship in Virginia

Virginia has a stated goal to double the number of registered apprenticeships in Virginia and has established a number of innovative new strategies to accomplish that goal. In late 2016, the governor established new financial resources to support Virginia employers, including state agencies, in establishing new or expanding existing apprenticeship programs in key industries including information technology, cybersecurity and professional business services.

The state workforce board has also established policy related to the inclusion of apprentice-related instruction in the state's Eligible Training Provider List to ensure that Individual Training Accounts can be used.

#### Future Initiatives - Education and Workforce in a New Virginia Economy Legislative Package

Virginia's governor recently announced a series of bold legislative proposals aimed at improving public schools, enhancing the workforce system, and preparing the students of the Commonwealth to be successful members of the new Virginia economy. It includes a number of efforts, all designed to improve access to postsecondary credentials that are aligned with the needs of existing and emerging industries in Virginia.

Over the last two years, Governor McAuliffe has made building a new Virginia economy the central focus of his agenda, and the results speak for themselves. Record economic development success, a continuously improving employment picture and strong state revenues are clear indicators that Virginia's economy is growing.

The governor's education and workforce legislative and budget package for 2016 seeks to build on this momentum by strengthening the economic infrastructure Virginia will need to grow now and into the future. The governor's introduced budget invests more than \$1 billion in public schools, colleges, universities, and the workforce development system so that Virginia can prepare its students and job seekers to do the jobs of today and create the jobs of tomorrow.

If Virginia is going to lead in the changing global economy, we need a talent development pipeline that prepares students for future success from Pre-K through mid-career skills training. Governor McAuliffe is working with the General Assembly to build the education and workforce training systems needed to diversify and build a new Virginia economy.

Some key points of the governor's legislative package include:

Two workforce bills progressing this Session through the General Assembly with members of the Virginia Board of Workforce Development (VBWD) as patrons address one of the most important issues facing the Commonwealth: the need to align our workforce training programs with the needs of our business community. The bills establish Virginia's first statewide program to provide non-credit workforce training for industry certifications and occupational licenses for regionally available jobs offering access to middle class wages and beyond. The bills create a revolving fund, to be administered by SCHEV, to support student grants for non-credit workforce training targeted to industry certifications and licenses. The fund incentivizes community colleges and regional higher education centers to get students over the finish line of program completion and credential attainment through a unique pay for performance funding formula that is the first of its kind in the nation.

Additionally, to encourage Virginians attaining industry certifications and occupational licenses to become lifelong learners and attain additional postsecondary education credentials, this bill requires higher education institutions participating in the program to adopt a policy for the award of college credits to any student who has earned a noncredit workforce credential that is applicable

to a student's college certificate or degree program requirements. Finally, the bill also ensures that training programs offered through this program align with regional industry needs and requires the Virginia Board of Workforce Development (VBWD) to produce and publish a list of high demand occupations.

The governor's budget includes \$24.6 million for this groundbreaking new workforce training program.

To help more young adults access and complete higher education certificates and degrees, the governor's legislative and budget agenda for the 2016 General Assembly Session includes a proposal for the Virginia Guaranteed Assistance Program to provide enhanced financial aid awards for students enrolled in at least 30 credit hours of coursework over the course of the year, including summers. In addition, the proposal extends eligibility for financial aid to young people who are not defined as dependents, such as foster children and homeless youth.

To ensure that high school students graduate ready for college or the workforce, current bills progressing through the House of Delegates and Senate will require the Virginia Board of Education to redefine core competencies expected of high school graduates and make graduation requirements more flexible so that students are exposed to a variety of careers, gain real world experience through internships and on-the-job training, and demonstrate their skills through more than standardized tests alone.

Finally, continuing to meet the governor's commitment to make Virginia the most veteran friendly state in the nation, legislation is currently making its way through the House and Senate to establish a project through the Department of Veterans Services that will enable former military medics and corpsmen to use their skills and experience from their military experience in civilian health care settings while these veterans work on attaining civilian health care credentials.

Budget highlights from the governor's education and workforce package include the following:

K-12:

Restore Funding to Education: 2,500 new teachers (or other instructional positions), cost of competing adjustment for support positions, and 2% salary raise for teachers.

Eradicating the Achievement Gap: *Breakfast after the Bell*, early childhood workforce scholarships, grants for mixed-delivery preschool pilot programs, and support for the positive behavior intervention services program and the school to prison pipeline.

High School and Workforce Pipeline Innovation: Additional funding for planning and implementation of high school innovation grants, and credentialing and equipment for Career and Technical Education.

Higher Education and Workforce Development

Higher Education and Workforce Development: Community College and Regional Higher Education Noncredit Workforce Credentials Program, Virginia TalentLink program to better integrate economic and workforce development, Higher Education Innovation Fund, Cybersecurity initiatives, Virginia Longitudinal Data System (VLDS). Funding for VLDS will expand data and research for ROI studies of education and workforce programs.

Increase Access to Higher Education: In-State Financial Assistance, Access and Completion Incentives, Tuition Assistance Grant, Online Degree Completion Initiative, Veteran's Advisory Program at community colleges with highest percentages of students who are veterans.

## **Coordinating with Economic Development Strategies**

### State Strategy

In 2015, Virginia produced its four-year economic development strategic plan. The New Virginia Economy laid out five priorities, 2 which are most relevant to this Combined State Plan for workforce development: *diversifying and growing strategic industry sectors and equipping the Virginia workforce with in-demand skill to meet the needs of business and industry.*

This plan includes the stated objective of aligning educational priorities with the needs of public and private sector employers in order to supply students, workers and transitioning veterans with the skills they need to thrive in a diversified 21st century economy.

### Local Workforce Board Composition

The Virginia Board of Workforce Development has developed guidelines for the establishment of a local workforce board and established economic development as mandatory local board members to ensure better coordination of outreach and resources to support economic development.

### Incumbent Worker Training and Work-Based Learning

In addition, the state workforce board has encouraged, through its Incumbent Worker Training policy and posture towards expanding supported work-based learning in partnership with industry, a more intentional supportive relationship designed to help individuals retain employment while making firms more competitive through flexible workforce training and development opportunities.

### Rapid Response and Trade Adjustment Assistance

Virginia is currently evaluating its Rapid Response and Trade programs to ensure that those resources are being maximized to support firms in all phases of their business cycle, support job retention and to improve sector competitiveness. Aligning these system resources more closely with the economic development priorities of the Commonwealth – high-value, high-growth, and high-growth potential business, will help build prosperous regions and put people on a successful career path.

## **STATE OPERATING SYSTEMS & POLICIES**

## The Virginia Workforce Connection

The Virginia Workforce Connection is the web-based, public employment service established to assist employers in finding qualified workers and to assist workers in finding suitable jobs. There are no fees charged to the employer or applicant for these services. Using the VWC, job seekers and employers can assist them or request One-Stop Career Center staff assistance for screening and referring applicants to job openings, and providing critical labor market intelligence for business and economic planning. The VCCS contracts with Geographic Solutions for the web-based product.

## UI System Modernization

Unemployment Insurance system modernization has been underway since 2006. This modernization was initiated to allow customers ready access to UI self-assisted services. To date, business tax systems have been modernized, and claimant benefits systems are still in development.

## System-wide Data Collection and Reporting

Virginia does not currently have the capability to get a system-wide, global view of workforce data across the various programs and agency. Data is still largely confined to programmatic siloes, and – with a few notable exceptions – agency staff is reticent about sharing data with partner agencies. WIOA has given the Commonwealth the opportunity to adopt standards data collection systems and portals, and establish protocols by which data and information can be shared responsibly. These protocols will be developed collaboratively over the coming months.

## Challenges and Opportunities

Establishing a unified and consistent approach to state workforce operating systems and policies is a high priority for the Commonwealth. While workforce staff is moving vigorously toward achieving these outcomes, several persistent challenges are ahead:

- Government agencies are slow to embrace technology
- Technology is not viewed as integral to service delivery or programmatic success
- The time it takes to build dedicated systems makes them obsolete before they are implemented
- State merit staff requirements are confusing to workforce professionals within and outside the official State Workforce Agencies

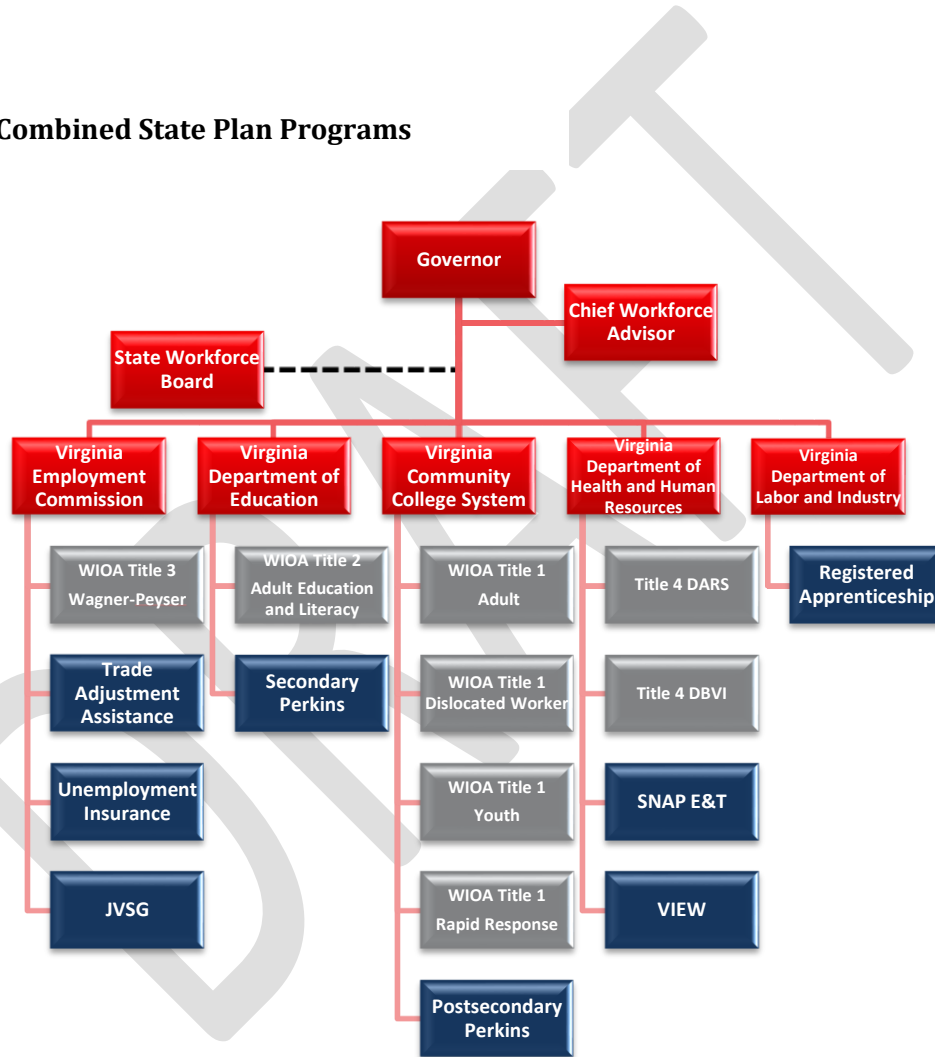
Virginia is in the process of convening a dedicated task force to examine operating system goals and outcomes, and develop a process for dealing with any obstacles.

*STATE PROGRAM AND STATE BOARD OVERVIEW*

**Description of Organizations and Delivery Systems**

The following figure depicts the core programs (in grey) and non-core partner programs (in blue) included in this Combined State Plan. The Secretary of Commerce and Trade serves as the Governor’s Chief Workforce Advisor and directs a small 3-person team. The state workforce board is a strategic entity that operates outside of any one agency and works with the governor to provide system-spanning policy recommendations, strategic direction to the One-Stop service delivery system, and performance oversight.

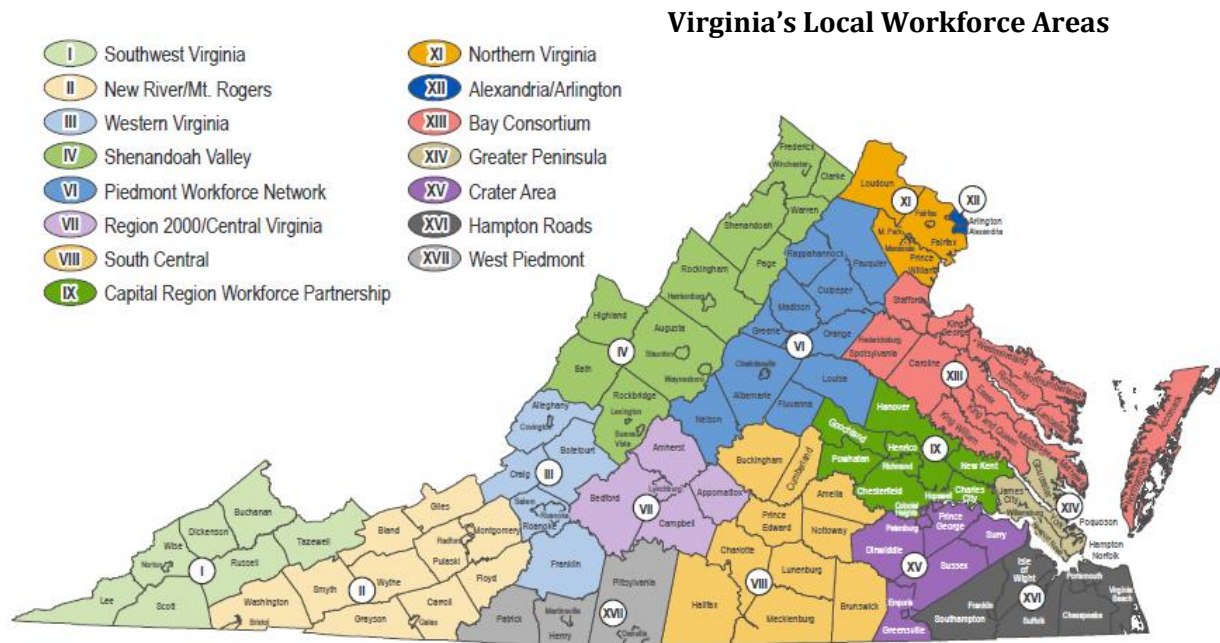
**Virginia’s Combined State Plan Programs**



## Local Workforce Areas and Workforce Boards

The One-Stop service delivery system in Virginia includes 15 local workforce areas which support a network of comprehensive and satellite One-Stop Career Centers that serve as hubs where individuals and employers can access services. Local Workforce Development Boards serve as regional conveners of workforce system resources.

The role of local workforce boards is important and one Virginia is interested in strengthening across the Commonwealth.



### Southwestern Virginia (LWIA 1)

- ▶ Buchanan County
- ▶ Dickenson County
- ▶ Lee County
- ▶ Russell County
- ▶ Scott County
- ▶ Tazewell County
- ▶ Wise County
- ▶ Norton City

Tazewell County and Clinch Valley Community Action operates the Workforce Innovation and Opportunity Act (WIOA) Adult program for the 7 counties and 1 city in Southwest Virginia. The adult program is designed to meet employer needs by helping job seekers upgrade skills, obtain employment, improve job retention, and increase earnings. These services include training and assistance in obtaining industry recognized credentials in a demand occupation and help with re-entry into employment in high-growth industries.



### **New River/Mt. Rogers (Area 2)**

- ▶ Bland County
- ▶ Carroll County
- ▶ Floyd County
- ▶ Giles County
- ▶ Grayson County
- ▶ Montgomery County
- ▶ Pulaski County
- ▶ Smyth County
- ▶ Washington County
- ▶ Wythe County
- ▶ Bristol City
- ▶ Galax City
- ▶ Radford City

The New River/Mount Rogers Workforce Development Board strengthens the region's workforce by promoting opportunities for people of New River/ Mount Rogers Area to reach and maintain economic self-sufficiency, increasing the availability of a trained and skilled workforce for area business and industry, and assisting service providers in improving the level of training and services offered to clients.

### **Western Virginia (Area 3)**

- ▶ Alleghany County
- ▶ Botetourt County
- ▶ Craig County
- ▶ Franklin County
- ▶ Roanoke County
- ▶ Clifton Forge City
- ▶ Covington City
- ▶ Roanoke City
- ▶ Salem City

The Western Virginia Workforce Development Board is one of 16 federally mandated organizations in the Commonwealth of Virginia overseen by the Virginia Workforce Council in compliance with WIOA. Members of the Western Virginia Workforce Development Board represent the community leaders from business, education, local government and service providers. The Board's mission is to cultivate a dynamic workforce development system that stimulates economic development.

### **Shenandoah Valley (Area 4)**

- ▶ Augusta County
- ▶ Bath County
- ▶ Clarke County
- ▶ Frederick County
- ▶ Highland County
- ▶ Page County
- ▶ Rockbridge County
- ▶ Rockingham County
- ▶ Shenandoah County
- ▶ Warren County
- ▶ Buena Vista City
- ▶ Harrisonburg City
- ▶ Lexington City
- ▶ Staunton City
- ▶ Waynesboro City
- ▶ Winchester City

The Shenandoah Valley Workforce Development Board (SVWDB) was established in 2000 to provide oversight and administration of the Workforce Innovation and Opportunity Act (WIOA) in the Shenandoah Valley. The SVWDB acts as a catalyst to provide seamless services among various

workforce programs and provides community leadership around workforce issues. In this capacity, the SVWDB assumes five strategic roles as convener:

- Convener to bring together business, education, economic development, organized labor, and community and faith based organizations to focus on regional workforce issues.
- Workforce Analyst to research, disseminate, understand, and act as the repository for current labor market and economic information and trends.
- Broker to bring together systems to solve problems, or broker new relationships with businesses and workers.
- Community voice to advocate for the importance of workforce policy, providing perspective about the need for skilled workers.
- Capacity Builder to enhance the region’s ability to meet workforce needs of local employers, develop workers and build a stronger community.

### **Piedmont Workforce Network (Area 6)**

- ▶ Albemarle County
- ▶ Culpeper County
- ▶ Fauquier County
- ▶ Fluvanna County
- ▶ Greene County
- ▶ Louisa County
- ▶ Madison County
- ▶ Nelson County
- ▶ Orange County
- ▶ Rappahannock County
- ▶ Charlottesville City

The Local Workforce Development Board is part of a partnership in the region. The partnership combines the resources and staff of the Central Virginia Partnership for Economic Development (the Partnership), the Central Virginia Small Business Development Center (CVSBDC), and the Piedmont Workforce Network (PWN). This partnership provides five core services for business decision makers and its local partners:

- Research & Analytics: comprehensive, customized economic, demographic, labor, property, logistics, and infrastructure research.
- Site Selection Assistance: One-Stop site selection (search, analysis, and facilitation) services for start-up, expanding, satellite or relocating facilities.
- Entrepreneurial Support: training and technical assistance with information, seminars and individual counseling.
- Existing Business Service: with state and local partners for training, infrastructure, finance and other solutions.
- Workforce Development Solutions: for employers and job seekers including recruitment, screening, training and placement services.

The Piedmont Workforce Network (Local Workforce Development Board 6) has the central role of providing leadership and direction on local strategic workforce issues, identifying local needs and developing strategies to address those needs. The Piedmont Region Workforce Board has 34 members, 19 of whom are business representatives. Other members include representatives of

education, economic development, labor, community based organizations, and Workforce Center required partners.

### **Region 2000/Central VA (Area 7)**

- ▶ Amherst County
- ▶ Appomattox County
- ▶ Bedford County
- ▶ Campbell County
- ▶ Bedford City
- ▶ Lynchburg City

Virginia's Region 2000 Partnership is an interwoven network of organizations with a centralized vision to provide regional development leadership within the 2,000 square miles that surround Lynchburg, Virginia. We provide a single point of contact to the public and private sector for regional planning services, economic development, marketing, and workforce training.

### **South Central (Area 8)**

- ▶ Amelia County
- ▶ Brunswick County
- ▶ Buckingham County
- ▶ Charlotte County
- ▶ Cumberland County
- ▶ Halifax County
- ▶ Lunenburg County
- ▶ Mecklenburg County
- ▶ Nottoway County
- ▶ Prince Edward County

The Southern Virginia Workforce Center (VWC), administered by the Southern Virginia Workforce Development Board, is a one-stop concept to provide local businesses and all citizens with employment, job training, support services, and more. The purpose of the VWC is to integrate partner services and coordinate resources for job seekers, employers/business, skilled workers, training, and, where appropriate, incumbent workers.

### **Capital Region Workforce Partnership (Area 9)**

- ▶ Charles City County
- ▶ Chesterfield County
- ▶ Goochland County
- ▶ Hanover County
- ▶ Henrico County
- ▶ New Kent County
- ▶ Powhatan County
- ▶ Richmond City

The Capital Region Workforce Partnership works to increase private sector employment opportunities and to ensure the integration of services to prepare individuals to meet the needs of business and industry in the Richmond, Virginia region. The partnership also oversees the activities authorized under WIOA.

By developing and maintaining a quality workforce, and by serving as the focal point for integrated local and regional workforce development initiatives, the partnership aims to transform the workforce development system in order to advance the economic well-being of the region.

### **Northern Virginia (Area 11)**

- ▶ Fairfax County
- ▶ Loudoun County
- ▶ Prince William County
- ▶ Fairfax City
- ▶ Falls Church City
- ▶ Manassas City
- ▶ Manassas Park City

The Northern Virginia Workforce Development Board (NVWDB) is a team of private and public sector partners who share a common goal-to promote Northern Virginia economic prosperity and long-term growth and help to fund comprehensive employment and training services to area employers, job seekers and youth.

Area operations are administered by the SkillSource Group, Inc. (SSG), a separate nonprofit entity of the Northern Virginia Workforce Development Board (NVWDB) with its own Board of Directors. SSG shares in the mission and goals of NVWDB, while also serving as fiscal agent and an entity that pursues additional funding sources for the board. These dollars further sustain and create workforce development initiatives for all current and future employers, job seekers throughout the region. The SkillSource Group is a non-profit organization serving Northern Virginia Employers and Job Seekers. We offer a wide range of free job placement, training, and educational services to employers, job seekers, and incumbent workers.

### **Alexandria/Arlington (Area 12)**

- ▶ Arlington County
- ▶ Alexandria City

The Alexandria/Arlington Regional Workforce Council serves as the local Workforce Development Board under the federal Workforce Innovation and Opportunity Act (WIOA). The Council's mission is to advance workforce development programs and initiatives that achieve sustainable economic growth in Alexandria City and Arlington County.

The Workforce Council provides oversight over WIOA services at the region's two workforce centers, the Alexandria Workforce Development Center and the Arlington Employment Center. These services include financial support for college tuition and vocational certifications, subsidies for transportation, books and fees while in school, and uniforms for employment.

### **Bay Consortium (Area 13)**

- ▶ Accomack County
- ▶ Caroline County
- ▶ Essex County
- ▶ King and Queen County
- ▶ King George County
- ▶ King William County
- ▶ Lancaster County
- ▶ Mathews County
- ▶ Middlesex County
- ▶ Northampton County
- ▶ Northumberland County
- ▶ Richmond County
- ▶ Spotsylvania County
- ▶ Stafford County
- ▶ Westmoreland County
- ▶ Fredericksburg City

The Workforce Development Board administers the federally funded WIOA Program which serves adults and youth from low income family (economically disadvantaged) and other eligible workers who have lost their jobs. The Bay Consortium supports public/private partnerships involving local government, business and industry, labor, education and training institutions, employment services, and community support organizations.

### **Greater Peninsula (Area 14)**

- ▶ Gloucester County
- ▶ James City County
- ▶ York County
- ▶ Hampton City
- ▶ Newport News City
- ▶ Poquoson City
- ▶ Williamsburg City

The Greater Peninsula Workforce Development Consortium serves as the grant recipient and administrative entity and fiscally liable party for all Workforce Innovation and Opportunity Act (WIOA) funding allocated to the Greater Peninsula Local Workforce Development Area. In this capacity it is also responsible for appointing nominees to serve on the Greater Peninsula Workforce Development Board, approving budgets for carrying out all WIOA funded program activities and all eligible training providers, conducting, in collaboration with the Greater Peninsula Workforce Development Board comprehensive oversight of all WIOA funded operations, and ensuring that system partnerships are functioning effectively.

The Consortium plays an important role in providing administrative support and technical assistance for WIOA funded services delivered through the local One-Stop service delivery system and contracted Youth Programs. Additionally, the Consortium seeks out other state and federal workforce grants, serves as a liaison with state and federal officials relative to WIOA matters, and keeps local elected officials and members of the Board apprised of any new legislative or regulatory matters that may affect the WIOA Program.

### **Crater Area (Area 15)**

- ▶ Dinwiddie County
- ▶ Greensville County
- ▶ Prince George County
- ▶ Surry County
- ▶ Sussex County
- ▶ Colonial Heights City
- ▶ Emporia City
- ▶ Hopewell City
- ▶ Petersburg City

The Crater Regional Workforce Investment Group (CRWIG) strives to increase employment opportunities and to ensure the integration of services to prepare individuals to meet the needs of business and industry across the Crater region. CRWIG oversees workforce development activities in conjunction with the Crater Regional Workforce Investment Board, Youth Council, and its non-profit entity Learn to Earn.

The CRWIG administers two comprehensive One-Stop Workforce Centers and one satellite office for employers and job seekers across the Crater Region. These centers help businesses find qualified job seekers, while providing one of the most efficient ways to retain existing employees by training them to keep pace with industry standards.

## **Hampton Roads (Area 16)**

- ▶ Isle of Wight County
- ▶ Southampton County
- ▶ Chesapeake City
- ▶ Franklin City
- ▶ Norfolk City
- ▶ Portsmouth City
- ▶ Suffolk City
- ▶ Virginia Beach City

The Hampton Roads Workforce Development Board is responsible for developing workforce policy and administering workforce development initiatives through the “Opportunity Inc.” organization. Opportunity Inc. oversees federally funded workforce development programs, which assist businesses in accessing qualified workers and jobseekers in finding suitable job openings and bolstering their earning power through training.

## **West Piedmont (Area 17)**

- ▶ Henry County
- ▶ Patrick County
- ▶ Pittsylvania County
- ▶ Danville City
- ▶ Martinsville City
- ▶ South Boston City

The West Piedmont Workforce Investment Board funds and monitors the region's four Virginia Workforce Centers and numerous employment services and training programs for employers, jobseekers and the youth. The West Piedmont Workforce Investment Board and sub-recipients are equal opportunity employers/programs. Auxiliary aids and services are available upon request to individuals with disabilities.

## **Partner Programs in the One Stop Environment**

### Core-Required

In addition to its physical center presence, the Virginia Employment Commission provides a virtual One-Stop environment through its Virginia Workforce Connection website, which serves as the state’s labor exchange system and host to strategic labor market information and other resources for employers and job seekers.

### Non-Core - Optional

Programs overseen by the Department of Social Services are administered at the county level and regional partnerships are varied.

Career Technical Education (CTE) programs are administered at the county level and hosted by one of Virginia’s local school divisions. CTE administrators are active and required members of local workforce boards and also require local board leadership on their advisory committees, contributing to the development and support of strong, sector-relevant talent pipeline systems.

Virginia's registered apprenticeship programs are administered by the Department of Labor and Industry through a network of regional service offices and technical outreach staff. DOLI representatives are active members of regional business service teams and work in partnership with other system partners to support their sponsor businesses and registered apprentices.

## **State Board Description**

### Virginia Board of Workforce Development Legal Status and Authority

The Board is established as a policy board in the executive branch of state government. The purpose of the Board is to assist and advise the Governor, the General Assembly, and the Chief Workforce Development Advisor in meeting the workforce development needs in the Commonwealth through recommendation of policies and strategies to increase coordination and thus efficiencies of operation between all education and workforce programs. It is a required body under the federal Workforce Innovation and Opportunity Act and has specific federal and state statutory functions. It is strategic entity which resides in the Governor's office, independent from any single workforce agency or program.

### Board Membership

The state workforce board is comprised of 26 members appointed by the Governor. Virginia code describes the number and types of members. Board members serve four-year terms. The Chairman and Vice Chairman are selected by the Governor and each serve two-year terms. Membership categories include:

- Two members of the House of Delegates to be appointed by the Speaker of the House of Delegates and two members of the Senate to be appointed by the Senate Committee on Rules. Legislative members shall serve terms coincident with their terms of office and may be reappointed for successive terms;
- The Governor or his designee selected from among the cabinet-level officials;
- Representative from each of the Core Programs, including the Secretaries of Commerce and Trade (WIOA Title 1 & 3), Education (WIOA Title 2), Health and Human Resources (WIOA Title 4), and Veterans Affairs and Homeland Security, or their designees;
- The Chancellor of the Virginia Community College System or his designee;
- One local elected official appointed by the Governor;
- Two representatives nominated by state labor federations and appointed by the Governor and;
- Fourteen nonlegislative citizen members representing the business community are appointed by the Governor, including the presidents of the Virginia Chamber of Commerce and the Virginia Manufacturers Association, one representative of proprietary employment training schools, and the remaining members who are business owners, chief executive officers, chief operating officers, chief financial officers, senior managers, or other business executives or employers with optimum policy-making or hiring authority who represent life

sciences and health care, information technology and cyber security, manufacturing, and other industry sectors that represent the Commonwealth's economic development priorities. Business members represent diverse regions of the state, to include urban, suburban, and rural areas, and at least two members shall also be members of local workforce development boards.

#### *ASSESSMENT OF PROGRAMS AND ONE STOP PROGRAMS*

##### **Assessment of One Stop Program Partner Programs**

The Code of Virginia delineates the workforce responsibilities of the governor, the governor's Chief Workforce Development Advisor, and the Virginia Board of Workforce Development. This legislation established several assessment mandates for Virginia's workforce system including

- The Chief Workforce Advisory is required to:
  - Conduct annual evaluations of the performance of workforce development and training programs and activities and their administrators and providers, including (i) a comparison of the per-person costs for each program or activity, (ii) a comparative rating of the per-person costs for each program or activity, and (iii) an explanation of the extent to which each agency's appropriation requests incorporate the data reflected in the cost comparison described in clause (i) and the comparative rating described in clause (ii).
  - Submit biennial reports, which shall be included in the governor's executive budget submissions to the General Assembly, on improvements in the coordination of workforce development efforts statewide. The reports shall identify (i) program success rates in relation to performance measures established by the Virginia Board of Workforce Development, (ii) obstacles to program and resource coordination, and (iii) strategies for facilitating statewide program and resource coordination.
  - Provide a report to the Legislature detailing the career and technical education and workforce development program's performance against state-level metrics.
  - Compile a report on the interim activity undertaken to implement the memorandum of understanding between the Chief Workforce Development Advisor, the commissioner of the Virginia Employment Commission, and the chancellor of the Virginia Community College System setting forth (i) the roles and responsibilities of each of these entities in administering a state workforce system and facilitating regional workforce systems that are business-driven, aligned with current and reliable labor market data, and targeted at providing participants with workforce credentials that have demonstrated value to employers and job seekers; (ii) a funding mechanism that adequately supports operations under the federal Workforce Innovation and Opportunity Act of 2014 (P.L. 113-128)(WIOA); and (iii) a procedure



for the resolution of any disagreements that may arise concerning policy, funding, or administration of the WIOA.

- The state workforce board is required to:
  - Evaluate the extent to which the Commonwealth’s workforce development programs emphasize education and training opportunities that align with employers’ workforce needs and labor market statistics and report the findings of this analysis to the governor every two years;
  - Conduct a review of budgets, which must be submitted annually to the Board by each agency conducting federal and state funded career and technical and adult education and workforce development programs, that identify the agency’s sources and expenditures of administrative, workforce education and training, and support services for workforce development programs;
  - Maintain a performance and accountability committee to coordinate with the Virginia Employment Commission, the State Council of Higher Education for Virginia, the Virginia Community College System, and the Council on Virginia’s Future to develop the metrics and measurements for publishing comprehensive workforce score cards and other longitudinal data that will enable the Virginia Workforce System to measure comprehensive accountability and performance.

#### Quality Standards for One-Stops

The state workforce board has adopted policy related to Quality Standards for programs operating in the One-Stop Career Center. This policy employs a balanced scorecard approach to monitor Customer Relations, Operations, Professional Development and Resource Management.

- In Customer Relations, the policy advances concepts like “no wrong door”, collaborative service delivery and programmatic continuum, affirmative referrals, and total customer satisfaction. The Operations section of the policy drives four priority service areas – intake, assessment and screening; job placement, training and skills development, and employer outreach and business services. Resource Management reinforces the commitment to co-location and resource sharing. Finally, the policy positions professional development as a critical factor for success. Each center must develop and execute a professional development strategy to benefit the partners.
- Local workforce development boards are required to forward a quarterly report to the Virginia Board of Workforce Development that measures performance in these 4 areas.

In addition to the assessment instruments currently in place (mentioned above), the Commonwealth has taken (or will soon take) the following actions to improve and sustain a robust and productive workforce system:

- Governor’s Workforce Innovation Team – The governor envisions the convening of a small team of workforce subject matter experts who operate full-time from his office. This team will have the authority and stature to coordinate and align the efforts of Virginia’s workforce system partners, establish an overarching vision and mission for the workforce system, and focus agencies on key outcomes.
- Further Refinement of the Role of the Virginia Board of Workforce Development – The Virginia Board of Workforce Development has readily embraced its new role as a workforce policy-making body. The Board has published its Strategic Plan for 2015-2017, and it now has direct involvement from all four of the core WIOA partners, as well as the Department of Veterans Services. This agency involvement has been – and will continue to be – a key ingredient in the effectiveness of state efforts to coordinate programs and resources.
- Enhanced Relationship with USDOL Partners – The governor’s Chief Workforce Advisor is now in direct and frequent communications with Virginia’s partners at USDOL Region II. This enhanced relationship has fostered an environment of collaboration, clarity, and accountability the workforce system has not enjoyed before.
- Common Workforce Tools – Virginia is aggressively re-evaluating the technological systems, professional development curricula, and performance metrics to develop a seamless, unified approach to service delivery that creates a “no wrong door” environment for our employer and job seeker customers. These common tools will strengthen the Commonwealth’s ability to measure each program and activity more
- Virginia is evaluating the possibilities in using the Virginia Longitudinal Data System (VLDS) for the purpose of program evaluation and other strategic research.

## *DISTRIBUTION OF FUNDS FOR CORE PROGRAMS*

### **Methods and Factors for Title I Programs**

Dislocated Worker Funding Formula: The current factors and respective weights that make up Virginia's Dislocated Worker formula are as follows:

- Continued Claims – (20 percent)
- Relative number of an area's unemployment insurance claimants from the Commonwealth's regular unemployment compensation system as compared to the sum of all areas for Virginia. (Source: VEC)
- Excess Unemployment – (10 percent)
- Relative number of an area's unemployed above the 4.5 percent unemployment rate level as compared to the sum of all areas. (Source: VEC)
- Initial Claims – (10 percent)
- Relative number of an area's Initial unemployment insurance claimants as compared to the sum of all areas. (Source: VEC)
- Declining Employment – (20 percent)
- Relative number of an area's employment losses in those industries (two-digit North American Industry Classification System Sectors) which experienced a decline in annual (July through June) employment over the most current five-year period (as determined by QCEW data derived from unemployment insurance tax records) as compared to the sum of all areas. (Source: VEC)
- Agricultural Employment Loss – (5 percent)
- Relative estimated number of an area's agricultural workers lost as compared to the sum of all areas. (Source: BEA)
- Long Term Unemployed – (15 percent)
- Relative number of an area's regular unemployment compensation claimants receiving benefits for greater than fifteen weeks as compared to the sum of all areas. (Source: VEC)
- Final Claims – (20 percent)
- Relative number of an area's claimants receiving final payments under the regular unemployment compensation system as compared to the sum of all areas. (Source: VEC)

Adult Funding Formula: There is a requirement (the "Hold Harmless" provision) in the Act (Section 133[b][2][A][ii]) that no LWDA shall receive less than 90 percent of that LWDA's average relative share of Adult funding for the preceding two years.

The Adult funding factors and their respective weights, as specified in the Act, are as follows:

- Unemployment in Areas of Substantial Unemployment – (33 $\frac{1}{3}$  percent):
- The relative number of unemployed persons in an ASU within a LWDA compared to the total number of unemployed persons in ASUs in Virginia. (Source: VEC)
- Excess Unemployment – (33 $\frac{1}{3}$  percent):

- The relative number of excess unemployed persons within a LWDA compared to the total number of excess unemployed persons in Virginia. (Source: VEC)
- Economically Disadvantaged Adults – (33⅓ percent):
- The relative number of disadvantaged adults in the LWDA compared to the number of disadvantaged adults in Virginia. (Source: U.S. Census Bureau – 2000 Census)

Youth Funding Formula: There is a requirement (the “Hold Harmless” provision) in the Act (Section 128[b][2][A][ii]) that no LWDA shall receive less than 90 percent of that LWDA’s average relative share of Youth funding for the preceding two years.

The Youth funding factors and their respective weights, as specified in the Act, are as follows:

- Unemployment in Areas of Substantial Unemployment – (33⅓ percent):
- The relative number of unemployed persons in an ASU within a LWDA compared to the total number of unemployed persons in ASUs in Virginia. (Source: VEC)
- Excess Unemployment – (33⅓ percent):
- The relative number of excess unemployed persons within a LWDA compared to the total number of excess unemployed persons in Virginia. (Source: VEC)
- Economically Disadvantaged Youth – (33⅓ percent):
- The relative number of disadvantaged youth in the LWDA compared to the number of disadvantaged youth in Virginia. (Source: U.S. Census Bureau – 2000 Census)

### **Methods and Factors for Title II programs**

During the 2017-18 fiscal year, the Office of Adult Education and Literacy (OAEL) will conduct a competition for new Adult Education and Family Literacy Act (AEFLA) and Integrated English Literacy and Civics (IEL/Civics) Education grants. These grants will be awarded for three years through a Request for Proposal (RFP) process. Applicants will be expected to address the thirteen considerations and seven requirements established in Title II. The RFP is the mechanism through which the OAEL will identify, assess, and award multi-year grants to eligible providers throughout the state that have demonstrated effectiveness in providing adult education activities to eligible individuals. An eligible individual is identified as an individual who has attained 16 years of age; who is not enrolled or required to be enrolled in secondary school under state law; and who is basic skills deficient; does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or is an English language learner.

Eligible providers submitting applications to the OAEL may include:

- a local education agency;
- a community-based or faith-based organization;
- a volunteer literacy organization;

- an institution of higher education;
- a public or private nonprofit agency;
- a library;
- a public housing authority;
- a nonprofit institution with the ability to provide adult education and literacy services;
- a consortium or coalition of agencies, organizations, institutions, libraries, or authorities described above; and
- a partnership between an employer and an entity described above.

Programs previously funded by the OAEL will be evaluated for their ability to meet designated state targets. Applicants not previously funded by OAEL will be required to provide data that demonstrate their past ability to achieve success in comparable measures. For both groups, these measures include effectiveness in helping students develop their academic skills, achieve high school equivalency, and transition into employment and/or postsecondary education and training.

As part of the application process, applicants will be required to submit applications to Local Workforce Development Boards (LWDB) for review to ensure that the applications align with the local plan. The OAEL will consider the review and any recommendations made by the LWDBs when scoring the related sections of the applications.

The OAEL will ensure that the same grant announcement is made available to all eligible providers. An official memorandum from the Superintendent of Public Instruction will be issued to all local division superintendents announcing VDOE's intention to run a new competition. This memo will be placed on the VDOE website. Notification of and a link to this memo will e-mailed by the Director of the Office of Adult Education and Literacy to the chief executive officers of each community college in Virginia; all community-based literacy organizations on the Virginia Literacy Foundation's mailing list; local LWDB chairs, agency heads of appropriate work force system partners; and all other persons, agencies, and institutions that have expressed interest in receiving the memo. When the RFPs are ready for release, official Notice of Availability containing information about the availability of funds and the application process will be published as a legal notice in one-day's total circulation in at least eight newspapers, one located in each of the eight planning regions in Virginia. The RFPs will be posted on the VDOE website for download as well as the Virginia Grants website.

Submissions from eligible applicants will be reviewed for completeness, adherence to grant guidelines, content development, and overall quality. An independent review committee will score each application and make funding recommendations to the OAEL. A summary report of the review will be available to eligible applicants. Final funding decisions will be made by the OAEL staff based on the review committee's recommendations.

## **Methods and Factors for Title IV programs**

The Department for Aging and Rehabilitative Services (DARS) receives 87% and the Department for the Blind and Vison Impaired (DBVI) receives 13% of Section 110 funds and any other federal formula grant funds available to the Commonwealth of Virginia for vocational rehabilitation services under the Rehabilitation Act of 1973, as amended. DARS and DBVI work cooperatively to fully utilize all available federal funds. Either commissioner may request a renegotiation of the percentages at any time.

This distribution of funds between the two agencies is not so much grounded in policy or percentages of persons with disabilities in different populations as much as it is an historical approach that has not been adjusted over the years.

### *PROGRAM DATA*

#### **Data Alignment and Integration**

Currently, Virginia's core workforce programs operate on 3 different client data platforms. Title 1 and Wagner-Peyser share a common case management and reporting system. Vocational Rehabilitation (DARS and DBVI) use the same system, Aware Enterprise, but do not share client data. Adult Basic Education utilizes the DOE-developed application for case management and performance reporting. The Virginia Department of Health and Human services uses the Application Benefit Delivery Automation Project (ADAPT) System for case management and is transitioning to the Virginia Case Management System (VaCMS) in the fall of 2016.

The Virginia Department of Labor and Industry uses a proprietary system that records employer sponsors and registered apprentices.

According to a recent survey of core program partners only one, Wagner-Peyser, utilizes a CRM for business clients. Like the client data side, this lack of a shared data platform limits the system's ability to serve our common business client in a coordinated and comprehensive way.

Virginia plans to evaluate the benefits and costs of creating interoperable information systems; however, it is exploring a more comprehensive solution that will allow other non-core programs to engage while preserving protections to confidential client data maintained by each agency.

Virginia workforce partners have identified integrated data and technology as a foundational strategy to the system and its success. While partners acknowledge that data silos do exist that limit our ability to serve clients in a seamless way, an Integrated Data and System Performance workgroup was convened to explore a process and product that will help accomplish the following:

- Reduce the administrative burden for individuals seeking workforce services.
- Enable quality affirmative referrals to appropriate programs and resources to support client success.

- Improve the coordinated delivery of services and broaden the network of services accessible through the One-Stop System.
- Improve client outcomes.

In addition, partners acknowledge an integrated data system to streamline intake and service delivery would have many benefits to the system and partners. These include:

- Gain a broader perspective for the employment barriers faced by the populations served for each program and for the system as a whole.
- Lead to more effective and efficient referral process.
- Gain a broader understanding of the system resources and system resource capacity relative to the client needs.
- Support smarter resource sharing models that acknowledge each agency/program's contributions to the systems goals. (state and regional level)
- Inform smarter policy-making and resource allocation across the system to better meet the needs of individuals seeking services.

There are a number of successful pilot efforts underway utilizing a common Client Needs Assessment or Common Screening Tool. Partners utilizing this approach have found it to be an effective and efficient approach to evaluate the needs of the client and determining eligibility for other partner program services. In one pilot, users found that the tool helped to identify disabilities in 17% percent of customers seeking services in a One-Stop Career Center, similar to the rate found in the general population. This has led to increased access to services delivered by the Department for Aging and Rehabilitative Services and the Department for the Blind and Vision Impaired and earlier, critical interventions with vocational rehabilitative services.

The workgroup identified this level of client evaluation as a vital part of the client intake process for the workforce system and critical in determining eligibility and appropriate referrals for the right workforce programs at the right time. The Integrated Data and System Performance workgroup has identified a short-, mid-, and long-range strategy to streamline intake and improve service delivery.

- Short-Term Strategy - Scale existing, successful efforts for a workforce system mini-registration and client needs assessment.
- Mid-Term Strategy – Explore Phase 2 functional requirements and potentially dynamic data exchange between the system intake solutions and program client management systems. Evaluate options and costs for implementation.
- Long-Term Strategies – Resource and deploy solution to integrate and share select system-level client data, generate, and manage client referrals.

The Virginia Board of Workforce Development has adopted guiding principles that include innovation, integrated technology, and data-driven decision making. To support the governor in efforts to align technology and data system across the partners, the Board will immediately conduct

a review of all existing legislation and board policy related to mandatory One-Stop partner programs, information systems, and data sharing.

The purpose of this review will be to ensure that the executive and legislative branches are aligned to support these goals. The Board is committed to utilizing its authority as a policy board to make recommendations to the Governor and establish policy for system that removes barriers to technology alignment and encourages and incentivizes One-Stop partners to identify ways to streamline service delivery through data system integration and data sharing, as appropriate.

The Integrated Data and System Performance workgroup conducted a meeting to review the current and desired future state for performance reporting in Virginia. Partners agree that WIOA introduces an exciting new opportunity to collaborate to achieve common goals.

That unity in purpose has been reinforced by Virginia's Governor through Executive Order 23, which established the New Virginia Economy Workforce Initiative. Through this order, the administration called for a plan to implement new statewide common metrics and methods of measuring postsecondary education/workforce credential attainment, employment, wages, professional mobility, and return on investment.

Virginia's commitment to system performance and accountability is further demonstrated by the committee structure of the state workforce board, which is chartered to evaluate system outcomes and resource alignment with the needs of Virginia businesses. Currently, Title 1 program performance measures can be viewed at [www.elevatevirginia.org](http://www.elevatevirginia.org).

The workgroup acknowledges that the common performance measures defined in WIOA are just one tool for evaluation. We envision a future where dynamic, real-time data will enable policy makers and program administrators to be nimble and responsible to changes in the state and regional economies where we operate.

In order to develop and produce reports and system tools around performance and accountability, the workgroup has established the following short-, mid-, and long-term strategies.

- Short-Term – Develop performance matrix that delineates both WIOA and additional state measures for performance/evaluation and to support a more dynamic decision dashboard. Conduct a gap analysis of current workforce program data systems capabilities compared to the performance measure matrix. Evaluate external data sets, such as the VLDS, that could be employed to support this effort. Develop a protocol to ensure data capture and collection prior to July 2016 and common reporting to USDOL in Oct 2017.
- Mid-Term - Execute a memorandum of understanding between relevant system partners that describes roles, responsibilities, and resource expectations for the development of shared system performance reports and the eventual development of a comprehensive, web-based solution.



- Long-Term - Build a dynamic, web-based dashboard to ensure transparency and accountability around a robust set of common performance measures.

### **Assessment of Participants' Post-Program Success**

Currently, each workforce program administrator evaluates its program in isolation to the other system partners. The direction for Virginia is clear, workforce programs will be evaluated (and by extension, the success of participants assessed) as a collective. Virginia will explore additional process and practices to ensure that reporting isn't the system objective, but that through reporting becomes opportunities for continuous improvement.

### **Use of UI Wage Record Data**

Confidentiality and disclosure of wage records are governed by the regulations at 20 CFR Part 603. These regulations permit the VEC to enter into data sharing agreements with public officials in the performance of their public duties and stipulate the agreement terms, including safeguards and security requirements, payment of costs and periodic audits conducted by the VEC. The VEC is prohibited from using grant funds to cover disclosure costs.

After a data sharing agreement is executed, the VEC creates an account on VEC's secure FTP server for secure transfers of the wage requests and wage results files. The wage results file includes wage and employer information along with NAIC codes at a cost of \$100 per file.

Requests for wage record data are handled by VEC's Information Control unit at (InformationControl@vec.virginia.gov).

### **Data Privacy Safeguards**

In addition to the above mentioned protections and privacy safeguards, Virginia has the opportunity to leverage the exposure database protocol foundational to Virginia's Longitudinal Data System (VLDS). Virginia intends to further explore how we might leverage the VLDS system for program evaluation and performance reporting.

### *PRIORITY OF SERVICE FOR VETERANS*

Priority of service means, with respect to any qualified Department of Labor employment and job training programs, that veterans and eligible spouses shall be given priority over non-veterans for the receipt of employment, training, and placement services, notwithstanding any other provision of the law.

Each of Virginia's One-Stop Career Centers has staff to assist veterans and eligible spouses. Among the many services the centers provide are:

- Career and job counseling
- Providing labor market information on the jobs and employers in a local area

- Assistance in tailoring skills and abilities to the job market
- Assistance with locally listed jobs
- Help using the Internet to expand job searches
- Recommendations for training and education to qualify for better jobs and careers
- Information on veteran job programs and training
- Assistance and instruction in use of local office resource room facilities
- Resume preparation and evaluation
- Developing jobs for veterans with barriers to employment
- Providing referral information on social services and family support
- Linking veterans with Department of Veterans Affairs medical and benefits information.

In addition, workforce development staff searches all new job orders to see if any veterans and eligible spouses qualify for particular employment opportunities and contact them immediately. Customers eligible for priority of service fall into the following categories:

- Veteran – a person who served in the active military, naval, or air service, and who was discharged or released under conditions other than dishonorable. Active service includes full-time duty in the National Guard or Reserve component, other than full-time duty for training purposes.
- Eligible Spouse – the spouse of any of the following:
  - Any veteran who died of a service connected disability;
  - Any member of the armed forces serving on active duty who, at the time of application for priority, is listed in one or more of the following categories and has been so listed for a total of more than 90 days:
- Missing in action
- Captured in line of duty by a hostile force or forcibly detained or interned in line of duty by a foreign government or power
- Any veteran who has a total disability resulting from a service-connected disability, as evaluated by the Department of Veterans Affairs
- Any veteran who died while a disability was in existence.

#### *ADDRESSING ACCESSIBILITY OF THE ONE STOP DELIVERY SYSTEM*

Virginia is fortunate to have a long standing collaborative relationship with Vocational Rehabilitation (VR) and other key state partners. This partnership history facilitated the leveraging and coordination of existing and added resources provided via the six DOL Workforce Disability Initiatives, the latest of which are the Disability Employment Initiative (DEI) grants. Whereas, significant strides have been made to ensure our One-Stop Service Delivery System is accessible to all job seekers, including those with disabilities and other challenges to employment, we are committed to continuous quality improvement. These efforts are focused on physical, programmatic

and communication access. We will continue these efforts and build on our existing infrastructure to encourage shared ownership; foster systems integration through cross-agency collaboration at all levels; and design access to services from a customer's perspective.

### Foundations

Virginia's Workforce Development Services' Methods of Administration (MOA) describes the nine guiding elements and requirements for Local Workforce Development Boards (LWDBs), one-stop operators and one-stop delivery system partners to comply with Section 188 of WIOA to ensure Universal Access and Equal Opportunity. Virginia's policy and procedures are periodically reviewed and maintained current; and training and technical assistance are provided on a regular basis. WIOA state monitors conduct regular site visits to ensure compliance.

The Virginia Board of Workforce Development (VBWD), formally known as the Virginia Workforce Council, early in its tenure, adopted a policy that a Workforce Center had to be determined accessible according to the Americans with Disabilities Act (ADA) accessibility standards before it could be chartered as a comprehensive one-stop.

In 2010 the new policy for Certification of Comprehensive centers identified six benchmarks for an integrated one-stop service delivery system and charged the WIOA administrative entity to draft guidelines for certification of Virginia's Comprehensive One-Stop Centers. A self-assessment tool for an integrated one-stop service delivery system was developed that incorporated universal design principles under each of the six benchmarks. The tool was customized and utilized as part of the certification process. The State Board committed to further standardizing Virginia's one-stop service delivery system for accountability and enhancement of customer service by adopting the Quality Standards for One-Stop Career Centers.

Led by VR and in collaboration with our DOL Disability grants, Virginia developed an ADA Accessibility Survey protocol that involved multi-agency disability review teams that included representation from customers with a disability. The protocol was utilized to evaluate physical, programmatic and communication access at each comprehensive workforce center. The Survey reports produced by the respective teams are then reviewed by the LWDB areas for recommendations and sent to the WIOA state monitors. These Accessibility Survey Guidelines were revisited in 2014 to improve the process for evaluating ADA programmatic and physical accessibility of Virginia's Workforce Centers, and to enhance the coordination and communication among the key stakeholders involved in the process.

To improve access and track customer referrals, DOL disability grant leadership and state level partners led and funded a collaborative effort to develop and pilot a Common Screening Tool in selected LWDBs. This tool was enhanced to include questions for job seekers to self-identify disabilities, when entering Workforce Centers.

An Executive Management Committee was created to provide guidance and oversight for DOL disability grants. It is composed of LWDB Executive Directors, state level Workforce Development Services, Departments of Vocational Rehabilitation, Education, Social Services, and other disability/workforce partners. This body has provided recommendations for state policy, leadership direction and project implementation that garnered cross agency buy in to improve accessibility for One-Stop service delivery.

The following are examples of local level practices implemented to enhance access for job seekers with disabilities made possible by leveraging the resources from the DOL Disability grants and state level cross agency partnerships:

Installed Universal Computer Workstations with Assistive Technology devices and software and conducted staff trainings in pilot LWDBAs; expanded the web-based Common Screening Tool to better identify job seekers with disabilities, track customer flow and service referrals. (The data indicated an on average a 15% increase of self-identification where this tool was piloted); incorporated Disability Resources and disseminated announcements for various activities that would benefit individuals with disabilities, such as: disability trainings and IRS free tax assistance and site locations, dedicated a page to post information about disability resources on the Virginia's Workforce Development website, eleVAte; integrated DEI strategies by adding four modules into Virginia's Workforce Development Systems Course, which is a requirement for all front-line staff co-located at the Centers to complete. (The optional modules are Welcoming All Customers/Universal Strategies, Asset Development, Integrated Resource Teams with a Person Centered Planning approach and Mystery Shopper); coordinated local/statewide trainings (on line, in person and at state conferences) for One-Stop staff and partners and also utilized resources through the Mid-Atlantic ADA Business Technical Assistance Center. Some of the topics covered were: ADA Accessibility requirements, Disability Etiquette, Access for All – Welcoming Customers at workforce centers and accommodations; implemented Social Security (SSA) - Ticket To Work Program to expand employment opportunities for SSA beneficiaries in 6 LWDB areas; facilitated certification trainings for Work Incentives Specialist Advocates who advise beneficiaries on work incentives; promoted asset development and financial capability strategies to enhance long-term economic self-sufficiency, including financial literacy training, the use of individual development accounts, tax and work incentives, and other strategies for encouraging economic advancement; and trained and provided technical assistance to businesses/employers about the use of effective hiring practices and job accommodations, including Assistive Technology trainings in collaboration with Virginia Assistive Technology System and Mid-Atlantic ADA Business Technical Assistance Center.

As a result, DEI Round I efforts and collaborative workforce partnerships, Virginia statewide data from October 2010 through March 2014, indicated participants with disabilities active with WIA (now WIOA) intensive services increased from 1.8% to 4.9%.

#### Future

As part of Virginia's commitment to continuous quality improvement, a state level taskforce will be established to focus on enhancing accessibility of our one-stop service delivery system and the customer service experience. This taskforce will be composed of representatives from state level disability services agencies, workforce partners, LWDB area staff, One-Stop operators, and job seekers with disabilities.

Expected outcomes are the following: a revised ADA Accessibility guidelines and one-stop center certification process that incorporates the WIOA Section 188 Disability Reference Guide checklist for program and physical accessibility; system standards for accessible devices and software located in workforce centers to facilitate consistency; review of all policies and guidance to ensure alignment and consistency; a schedule for cross- agency training for survey providers, end users, one-stop operators and partner staff. The efforts of this Team will improve compliance and enhance communication, coordination and professional development across Virginia's workforce system.

## COORDINATION WITH COMBINED STATE PLAN PROGRAMS

### *JOINT PLANNING AND COORDINATION BETWEEN CORE AND OTHER PROGRAMS*

Virginia recognizes the advantages of closer collaboration and coordination. Given the complexity of the workforce system, structured coordination and planning activities are imperatives. There are a number of current interactions between partners, and plans are in place to further strengthen the alignment of activities.

#### State Workforce Board Composition

The composition of the state workforce board is purposeful, designed to ensure cross-agency and cross-program alignment, and is a platform for joint planning and coordination between core and other programs. With cabinet-level representation by the Secretaries of Commerce and Trade, Education, Health and Human Resources, as well as the chancellor of Virginia Community College System, the Board will strengthen its position as a hub for dialogue regarding overarching state strategies and policy.

#### Career Pathways Workgroup

As previously mentioned, the Career Pathways Workgroup has provided a platform for cross-agency collaboration and a place for system partners to dialogue on common challenges and opportunities. Moving forward, this group will remain vital to the implementation of elements of this plan, particularly around career pathways and aligned sector strategies.

#### WIOA Implementation Team

WIOA has provided a new platform for dialogue in Virginia about integrated, seamless service delivery for individuals and business clients. Over the past year, a cross-agency work group has been meeting to explore topics contained in this plan and work towards a common agenda.

Moving forward, we envision the implementation team will continue, using the combined state plan as a reference guide to measure system performance to key milestones and monitor status of high impact initiatives.

#### Coordinating Strategy Operations Teams

In order to implement the strategies contained in this plan, Virginia will create Strategy Operations Teams. These teams will support the cross-agency system goals and work in coordination with the governor's office and the Virginia Board of Workforce Development to facilitate consistent, sustainable implementation of the changes envisioned for Virginia's workforce system.

#### Regional Partners Networks

We recognize that the real work happens in the field. No level of collaboration at the state level can replace strong regional collaboration. Virginia is beginning to explore how it can build capacity to act in the workforce regions and strengthen local workforce boards, especially in their role as a regional convener. One method of achieving regional collaboration will be the formation of Regional Partner Networks, whose role will be to provide support to local WDBs as they establish themselves as conveners of local workforce partners.

## COMMON ASSURANCES FOR ALL CORE PROGRAMS

1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts;

See [Board Bylaws](#)

2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes;

See [Public Participation and Collaboration Policy](#)

3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs;

4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administering the core programs, required One-Stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; [The draft plan will be released for public comment on February 26, 2016 using a public comment portal found on the Elevate Virginia website at www.elevatevirginia.org.](#)

(b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board; [The State Board will review the plan on March 18<sup>th</sup>, 2016. The board's strategic plan contributed to the framework on which this plan was developed.](#)

5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities; [Yes, Virginia has adequate procedures to ensure fiscal control.](#)

6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3);

7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;

See [Methods of Administration, Nondiscrimination Policy](#)

8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program;

9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs; [The Virginia Board of Workforce Development is developing criteria to establish policies, procedures and resource sharing for the purpose of developing a performance and accountability systems.](#)

10. The State has a One-Stop certification policy that ensures the physical and programmatic accessibility of all One-Stop centers with the Americans with Disabilities Act of 1990 (ADA);

See [Virginia Workforce Letter 11-12](#)

11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and

12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.

[Yes, Virginia has made a commitment to Veterans and ensures referral to appropriate agencies.](#)



**PROGRAM SPECIFIC REQUIREMENTS FOR CORE PROGRAMS**  
**TITLE I-B: ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES**

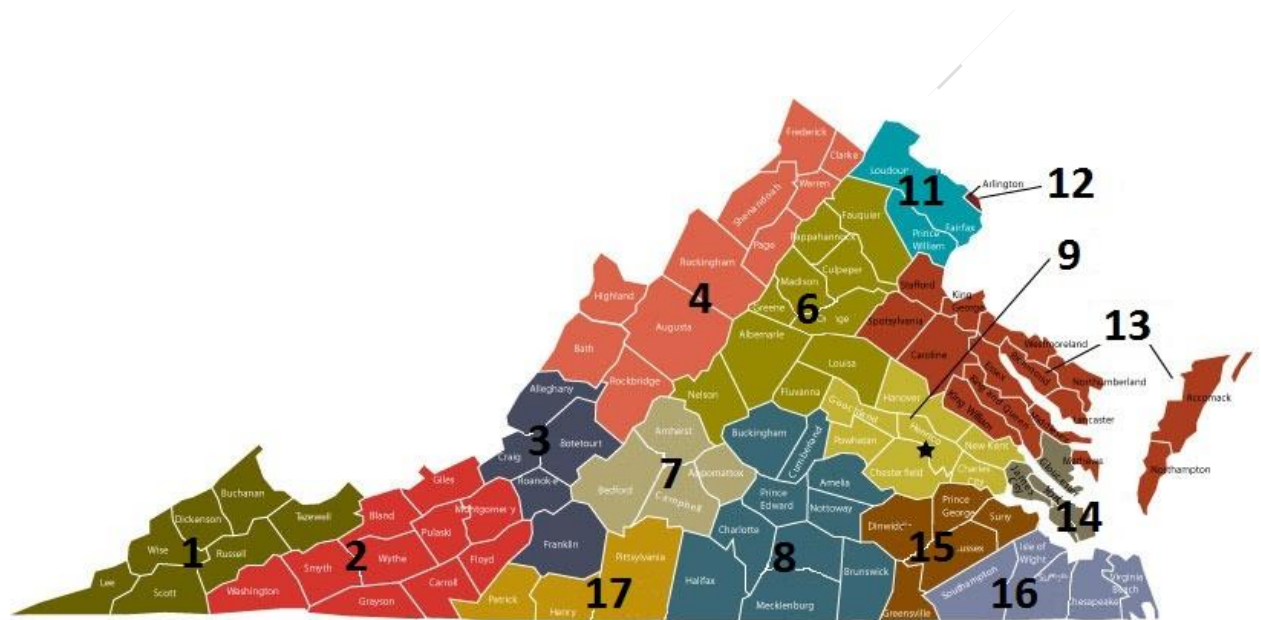
The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B—

*(a) General Requirements*

*(1) Regions and Local Workforce Development Areas (LWDA Map).*

*(A) Identify the regions and the local workforce development areas designated in the State.*

See: <http://www.elevatevirginia.org/contact-us/>



**1. Southwest Virginia**  
 Norton, Buchanan, Dickenson, Lee, Russell, Scott, Tazwell, Wise

**2. New River/Mt. Rogers**  
 Bristol, Galax, Radford, Bland, Carroll, Floyd, Giles, Grayson, Montgomery, Pulaski, Smyth, Washington, Wythe

**3. Western Virginia**  
 Covington, Roanoke, Salem, Alleghany,

**7. Region 2000/Central Virginia**  
 Bedford, Lynchburg, Amherst, Appomattox, Bedford, Campbell

**8. South Central**  
 Amelia, Brunswick, Buckingham, Charlotte, Cumberland, Halifax, Lunenburg, Mecklenburg, Nottoway, Prince Edward

**9. Capital Region Workforce Partnership**

**13. Bay Consortium**  
 Fredericksburg, Accomack, Caroline, Essex, King and Queen, King George, King William, Lancaster, Mathews, Middlesex, Northampton, Northumberland, Richmond, Spotsylvania, Stafford, Westmoreland

**14. Greater Peninsula**  
 Hampton, Newport News, Poquoson, Williamsburg, Gloucester, James City, York

**15. Crater Area**  
 Colonial Heights, Emporia, Hopewell,

Botetourt, Craig, Franklin, Roanoke

Charles City, Chesterfield, Goochland, Hanover, Henrico, New Kent, Powhatan, City of Richmond

Petersburg, Dinwiddie, Greensville, Prince George, Surry, Sussex

**4. Shenandoah Valley**

Buena Vista, Harrisonburg, Lexington, Staunton, Waynesboro, Winchester, Augusta, Bath, Clarke, Frederick, Highland, Page, Rockbridge, Rockingham, Shenandoah, Warren

**11. Northern Virginia**

Fairfax, Falls Church, Manassas, Manassas Park, Fairfax, Loudoun, Prince William

**16. Hampton Roads**

Chesapeake, Franklin, Norfolk, Portsmouth, Suffolk, Isle of Wight, Southampton, Virginia Beach

**6. Piedmont Workforce Network**

Charlottesville, Albemarle, Culpeper, Fauquier, Fluvanna, Greene, Louisa, Madison, Nelson, Orange, Rappahannock

**12. Alexandria/Arlington**

Alexandria, Arlington

**17. West Piedmont**

Danville, Martinsville, Henry, Patrick, Pittsylvania

*(B) Describe the process used for designating local areas, including procedures for determining whether the local area met the criteria for “performed successfully” and “sustained fiscal integrity” in accordance with 106(b)(2) and (3) of WIOA. Describe the process used for identifying regions and planning regions under section 106(a) of WIOA. This must include a description of how the State consulted with the local boards and chief elected officials in identifying the regions.*

The Workforce Innovation and Opportunity Act (WIOA), Section 106, identifies local area designation as a responsibility of the Governor which is to occur through consultation with the Virginia Board of Workforce Development (VBWD), as well as local boards and chief local elected officials. Identifying and designating regions is referenced as part of the development and continuous improvement process of workforce development systems in the State.

WIOA is clear that in order for the state to receive an allotment of funds the governor SHALL approve requests for initial designation for any area in good standing that was designated as a local area for the purpose of the Workforce Investment Act of 1998 for a two-year period preceding the enactment of WIOA. This initial designation will be in place for the first 2 full program years following the date of enactment of WIOA.

On March 3<sup>rd</sup>, 2015, the Governor’s Office, issued a letter inviting Chief Local Elected Officials (CLEO) to submit requests for initial designation of the currently established local workforce areas. All CLEOs of the local workforce areas, as established under WIA, submitted requests and were granted approval to remain as such under the initial designation period.

The Governor, in consultation with the VBWD, will establish a structured process that will lead to designation of local workforce areas after the initial two-year period. The process will be submitted to become part of the Commonwealth’s Combined Plan.

*(C) Provide the appeals process referred to in section 106(b)(5) of WIOA relating to designation of local areas.*

The appeals process will be developed as part of establishing the process for local area designation and will be provided upon completion.

*(D) Provide the appeals process referred to in section 121(h)(2)(E) of WIOA relating to determinations for infrastructure funding.*

This process is under development and will be completed and implemented to lead to full compliance by PY 2017 per guidance issued by the United States Department of Labor Employment and Training Administration (USDOL/ETA).

*(2) Statewide Activities.*

*(A) Provide State policies or guidance for the statewide workforce development system and for use of State funds for workforce investment activities.*

Policies for the statewide workforce development system are located on the [ElevateVA](http://www.elevatevirginia.org) website under the Virginia Board of Workforce Development (VBWD) Policy section.

<http://www.elevatevirginia.org/about-the-virginia-board-of-workforce-development/governance/>

Guidance on administration of the statewide workforce development system specific to Title I of the WIOA are located under Current Virginia Workforce Letters (VWL) and Archived Virginia Workforce Letters sections on the ElevateVA website.

<http://www.elevatevirginia.org/practitioners-corner/resources/>

Specific policies and guidelines established under WIA of 1998 related to the use of State Funds are under review for revisions.

Once the policies and guidelines are in final form they will be submitted and posted on the ElevateVA website.

*(B) Describe how the State intends to use governor's set aside funding. Describe how the Commonwealth will utilize Rapid Response funds to respond to layoffs and plant closings and coordinate services to quickly aid companies and their affected workers. States also should describe any layoff aversion strategies they have implemented to address at risk companies and workers.*

The State will use the governor's set aside funding to fund required activities as provided under Sections 129(b)(1) and 134(a)(2) and allowable activities as provided under Sections 129(b)(2) and 134(a)(3) which include supporting the administration of Title I programs and state-level program staff, including monitoring and oversight activities and state board operations. Available funds will also be utilized to support initiatives aligned with the Governor's strategic plan for workforce development, with emphasis on supporting the Governor's credential attainment goals consistent with Section 2 (6) of the WIOA.

*Describe how the State will utilize Rapid Response funds to respond to layoffs and plant closings and coordinate services to quickly aid companies and their affected workers.*

The VCCS has developed a process to manage and quickly respond to mass layoffs, closings and potential closings that precipitate substantial increases in the number of unemployed individuals in a given workforce development area. This process begins with state-coordinated rapid response activities. Upon receipt of notification of a plant closing or substantial/mass layoff, the state Rapid Response team or Rapid Response Regional Coordinator will notify the Local Workforce Development Board (LWDB) and the Chief Local Elected Official (CLEO) of the activity. The Rapid Response team will work with the affected company to gather information regarding the impacted population.

Using this information, Rapid Response staff, along with the LWDB or its designee(s), will develop a plan of action for Rapid Response and other services available from the One-Stop Centers, VCCS, Department of Economic Development, Virginia Employment Commission and other state and local programs. This plan may include aversion strategies and a schedule to provide onsite services (such as a job fair, resume and interviewing workshops) to the laid-off workers by the Rapid Response team. In developing this plan, it may become apparent that a majority of the targeted population may have serious barriers to re-employment that will require intensive and training services. If this is the case, VCCS staff will work with the local board to determine whether adequate resources exist with the available WIOA Title I Dislocated Worker formula funding allocated to the LWDA and other resources (such as the resources of other programs that comprise the Elevate Virginia Workforce Network, other community resources, the company or companies, unions etc.) to serve the additional dislocated worker population.

In the event that funds from other sources are not determined sufficient to cover the anticipated cost of the services, the VCCS will consider, pending availability, the awarding of funding from state Rapid Response resources. The VCCS will provide an application outlining the need for additional funds. The process of requesting these funds under WIOA is under review and will be submitted and published by the VCCS once in final form.

The Commonwealth is reviewing the Rapid Response Service Delivery model. Once final rules and guideline are issued by the Department of Labor, the model will be determined and submitted.

*Describe any layoff aversion strategies they have implemented to address at risk companies and workers.*

Layoff aversion strategies that have been implemented to address at risk companies and workers include using an early warning system (e.g. economic forecasting groups) to identify and track firms and industrial sectors that may be in trouble or benefit from early economic development assistance; provide pre-feasibility studies to assess whether it is possible to continue the business operation and under what conditions; promote incumbent worker training; and collaboration with partners for

technical assistance (e.g. Small Business Development Centers, Trade Adjustment Assistance Center, Virginia Employment Commission, etc.). These strategies are outlined in the Business Retention/Layoff Aversion Strategy document in the following link:  
<http://www.elevatevirginia.org/wp-content/uploads/2012/05/Layoff-Aversion-Strategy-9-1-12.pdf>.

In regards to the incumbent worker training strategy, the state has issued policy establishing guidelines for the local boards to reserve and use up to 20 percent of the WIOA Title I Adult and Dislocated Worker formula funds allocated to the LWDA to pay for the federal share of the cost of providing a training program for incumbent workers. This policy information is located in VBWD 15-00 Incumbent Worker Training policy. <http://www.elevatevirginia.org/wp-content/uploads/2014/04/VBWD-Policy-15-00-Incumbent-Worker-Training-002Signed.pdf>

*(C) In addition, describe the State policies and procedures to provide Rapid Responses in cases of natural disasters including coordination with FEMA and other entities.*

Under the current service structure, the Regional Rapid Response Team is required through a Memorandum of Understanding to collaborate with regional workforce/community partners and regional disaster resources to offer assistance to local areas experiencing disasters. The Rapid Response Regional Coordinators will create a regional communication strategy to offer assistance for local disasters; develop and distribute partner emergency contact information; and make a connection with regional emergency resources. The Regional Disaster Communication Strategy will include the workforce partner emergency contact list and a narrative report of connections to existing regional disaster resources. This information will be available July 1, 2016 and will also be addressed in the final Rapid Response Service Delivery model that is under development.

*(D) Describe how the State provides early intervention (e.g., Rapid Response) to worker groups on whose behalf a Trade Adjustment Assistance (TAA) petition has been filed. (Section 134(a)(2)(A).) This description must include how the State disseminates benefit information to provide trade-affected workers in the groups identified in the TAA petitions with an accurate understanding of the provision of TAA benefits and services in such a way that they are transparent to the trade-affected dislocated worker applying for them (Trade Act Sec. 221(a)(2)(A) and Sec. 225; Governor-Secretary Agreement).*

*Describe how the State will use funds that have been reserved for Rapid Response to provide services for every worker group that files a TAA petition.*

The Commonwealth of Virginia provides early intervention to potentially trade-affected worker groups who meet the WIOA definition of dislocated workers. These individuals may receive services through the WIOA Title I Dislocated Worker program and other One-Stop partner programs, as appropriate, prior to their certification of eligibility to apply for benefits and services under the Trade Act programs. This early intervention is based on Virginia's Policy Directive VBWD Policy 7-01

Co-enrollment of eligible individuals in the Workforce Investment Act (WIA) Dislocated Worker and Trade Adjustment Act Programs and Services.

If a worker has been dislocated and is waiting for TAA eligibility determination, that person can be enrolled as a dislocated worker and receive eligible services under WIOA Title I. These services may include Career Services (Basic, Individualized, and Follow-up Services) as defined by WIOA. Dislocated workers that are determined TAA eligible will be co-enrolled in TAA. The Virginia Co-Enrollment Directive as described in VBWD Policy 7-01 and VWL 11-06 provides early intervention to assist Dislocated Worker eligible and potential TAA eligible individuals.

In addition, the Rapid Response Program provides an overview of the Trade Act Program to all businesses served. The Trade Act administering agency in Virginia, the Virginia Employment Commission (VEC), is a presenter during workforce services briefings delivered to management and dislocated workers. The inclusion of the VEC provides an immediate connection to Trade Act resources. Once a TAA petition is approved, the Virginia Employment Commission works directly with the separating employer to obtain a list to conduct the benefits rights sessions for the impacted workers.

*Describe how the State will use funds that have been reserved for Rapid Response to provide services for every worker group that files a TAA petition.*

The Rapid Response funds, pending availability, will be utilized to provide assistance to local workforce areas in situations where the layoff event results in a need beyond the availability of local resources, including TAA assistance. The [VBWD Policy 01-04, Process for Additional Funding for Dislocated Worker Activities](#) provides the process for the distribution of additional funding for dislocated worker services funded by Rapid Response and other non-local formula funding. This VWL is being revised to be applicable to the WIOA.

*(b) Adult and Dislocated Worker Program Requirements*

*(1) Work-Based Training Models*

*If the State is utilizing work-based training models (e.g. on-the-job training, incumbent worker training, transitional jobs, and customized training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State's strategies for how these models ensure high quality training for both the participant and the employer.*

Virginia is committed to providing various work-based training models as a strategy to prepare job seekers for the needs of businesses. It is imperative for Virginia to promote a highly-skilled and job-ready workforce that meets the needs of employers. Improving the education and skill levels of the current workforce (through on-the-job, incumbent worker and customized training) will improve state and local economies and increase the ability of businesses to effectively compete in the global market. [VBWD Policy 15-00 Incumbent Worker Training](#) describes the use of Workforce Innovation

and Opportunity Act (WIOA) statewide and local formula funding to create incumbent worker training programs.

High quality training for both the participant in the employer is ensured by having an eligibility training provider process (with eligibility criteria and an approval process to be on the State's Eligible Training Provider List) that includes performance accountability and continuous improvement. The Eligible Training Provider Process is located in [VBWD Policy 15-02](#). In addition, consistent follow-up by the LWDA's ensures that quality work-based training needs of both the employer and the participant are met.

The VCCS WDS is committed to incorporating work-based training strategies into future grant proposals. These strategies will be consistent with the purpose statement of WIOA under Section 2 (6), including establishing credential attainment as a critical element and key outcome of all training activities.

References:

VBWD Policy Number 15-00, Incumbent Worker Training <http://www.elevatevirginia.org/wp-content/uploads/2014/04/VBWD-Policy-15-00-Incumbent-Worker-Training-002Signed.pdf>

VBWD Policy Number 15-02, Identification of Eligible Providers of Occupational Skills Training <http://www.elevatevirginia.org/wp-content/uploads/2014/04/VBWD-15-02-Eligible-Training-Provider-Policy-FINAL.pdf>

*(2) Registered Apprenticeship. Describe how the State will incorporate Registered Apprenticeship into its strategy and services.*

Registered Apprenticeship is incorporated in Virginia's Title I-B strategy and services by collaborating with the Virginia Department of Labor and Industry Registered Apprenticeship program regarding One-Stop Services, Business Services and identifying employment/employer opportunities. In addition, Virginia will add registered apprenticeship programs to the State's List of Eligible Training Providers in accordance to WIOA. The VBWD has developed eligibility criteria and procedures for implementing the Eligible Training Provider (ETP) requirements for the inclusion of Registered Apprenticeship programs. This information is provided in the VBWD Policy 15-03, Registered Apprenticeship and the Eligible Training Provider List.

*(3) Training Provider Eligibility Procedure. Provide the procedure for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).*

VWL 15-01 provides the procedures and guidelines for determining training provider eligibility effective July 22, 2015 through June 30, 2016. This policy applies to training programs provided by the Eligible Training Provider and Individual Training Account Services supported by WIOA Title I funds. VBWD Policy Number 15-02 provides eligibility criteria for providers of training,

information, and procedures for implementing the Eligible Training Provider (ETP) requirements in the Workforce Innovation and Opportunity Act of 2014. This policy is applicable to providers of occupational skills training services for adults, dislocated workers, and other populations as defined by WIOA, Title 1-B.

The LWDBs have the responsibility for receiving, reviewing, and approving training providers and their programs. They must also ensure that data elements related to initial application, continued eligibility and performance information regarding approved providers and programs are entered into the supported state system.

The state's WIOA Title 1 Administrator (VCCS) is required to maintain the infrastructure to support the state ETPL, including publishing provided information related to cost and performance outcomes, and make it publicly accessible in a user-friendly way to the consumers, other members of the public, and other workforce stakeholders.

Approval by a LWDB places the provider and program on the state ETPL but does not guarantee a local area will fund the approved training activity through the issuance of an ITA. That determination is further based on local policy which must include, at minimum, relevance of training to demand occupations that are in demand regionally, availability of local funds, and likelihood that training will support the individual in meeting their career objectives and employment.

There are five categories of providers who may apply for consideration to be included on the state eligible training provider list:

1. A postsecondary educational institution that is eligible to receive federal funds under Title IV of the Higher Education Act of 1965 and that provides a program that leads to certification or license or college certificate, associate degree, or baccalaureate degree.
2. A postsecondary school that offers formal instructional programs with curricula designed primarily for students who have completed the requirements for a high school diploma or its equivalent. Such schools include programs of academic-vocational, vocational, and continuing professional education that may lead to a certification or licensure. This category excludes avocational and adult basic education programs.
3. An entity that carries out related instruction under the National Apprenticeship Act that is recognized by the Virginia Department of Labor and Industry,
4. A provider of a program of occupational training services that under Section 23-276.2 of the Code of Virginia is exempt from certification as a postsecondary school such as a professional or occupational training program regulated by another state or federal governmental agency other than the State Council of Higher Education for Virginia (SCHEV), any school, institute, or course of instruction offered by any trade association or any nonprofit affiliation of a trade association on subjects related to the trade, business, or profession represented by such association, or



5. A provider of adult education and literacy activities under title II of WIOA, if these activities are provided in combination with occupational skills training.

Revisions to current policy and guidelines will be made once final regulations and guidelines are issued at the federal level. Once in final form, the documents will be submitted and published.

References:

VBWD Policy Number 15-02 Identification of Eligible Providers of Occupational Skills Training  
<http://www.elevatevirginia.org/wp-content/uploads/2014/04/VBWD-15-02-Eligible-Training-Provider-Policy-FINAL.pdf>

VBWD Policy Number 15-03 Registered Apprenticeship and Eligible Training Provider List  
<http://www.elevatevirginia.org/wp-content/uploads/2014/04/VBWD-15-03-Registered-Apprenticeship-ETP.pdf>

VWL 15-01 Procedure for Establishing Training Provider Eligibility under the Workforce Innovation and Opportunity Act (WIOA) of 2014 <http://www.elevatevirginia.org/wp-content/uploads/2014/04/VWL-15-01-Eligible-Training-Provider.pdf>

VWL 15-01, Change 2 Procedure for Establishing Training Provider Eligibility under the Workforce Innovation and Opportunity Act (WIOA) of 2014 <http://www.elevatevirginia.org/wp-content/uploads/2014/04/VWL-15-01-Change-2-Eligible-Training-Provider.pdf>

*(4) Describe how the State will implement and monitor the priority for public assistance recipients, other low-income individuals, or individuals who are basic skills deficient in accordance with the requirements of WIOA sec. 134(c)(3)(E), which applies to individualized career services and training services funded by the Adult Formula program.*

The state will implement policy addressing the priority for public assistance recipients, other low-income individuals, or individuals who are basic skills deficient through development of VWL guidance and monitoring. VWL 15-10 will establish priority of service requirement with respect to WIOA Title I formula funds allocated to LWDA's for adult employment and training activities. The LWDB will be required to direct its One-Stop operators to adhere to the priority of service requirement and the participant selection process as established under WIOA, Section 134(c)(3)(E). This must be demonstrated through documentation maintained by the One-Stop operators. The priority of service requirements must be included in the local plan approved by the Governor. Each LWDA is monitored by the VCCS WDS through the Annual Compliance Review process. Priority of service in eligibility is covered in the monitoring tool/process. In addition, VWL 15-02 provides eligibility guidelines for the Adult, Dislocated Worker, and Youth programs under the Workforce Innovation and Opportunity Act (WIOA) of 2014.

References:

VWL 15-10 Priority of Service for Adults under the Workforce Innovation and Opportunity Act Policy is in development and will be submitted once finalized.

VWL 15-02 Eligibility Guidelines <http://www.elevatevirginia.org/wp-content/uploads/2014/04/VWL-15-02-WIOA-Adult-Eligibility-Attachment-A3-2.pdf>

*(5) Describe the State's criteria regarding local area transfer of funds between the adult and dislocated worker programs.*

VWL 15-06, Local WIOA Transfer Procedures is under development and will be submitted once finalized.

*(c) Youth Program Requirements. With respect to youth workforce investment activities authorized in section 129 of WIOA—*

*(1) Identify the State-developed criteria to be used by local boards in awarding grants for youth workforce investment activities and describe how the local boards will take into consideration the ability of the providers to meet performance accountability measures based on primary indicators of performance for the youth program as described in section 116(b)(2)(A)(ii) of WIOA in awarding such grants.*

The Commonwealth will develop criteria for inclusion in locally developed Requests for Proposals (RFP) that incorporate the indicators of youth performance as described in section 116(b)(2)(A)(ii) of WIOA. The shift from Common Measures under the Workforce Investment Act (WIA) to the WIOA performance indicators presents challenges in focus, program design and the shift to spending more resources on out-of-school youth. Continuous improvement in service delivery, the quality of services provided, improvements in case management and resource allocation will be cornerstone of the State developed Request for Proposal (RFP) criteria.

State monitoring and program review, along with evaluations will be used to assess the Commonwealth's approach to local RFP development. Training will be included on the RFP life cycle to include development of the RFP, reviewing the RFPs, project management, and evaluating the results of this process. Local areas need to manage the contracts and provide or request technical assistance to their service providers during the life of the contract. Clearly defined goals and objectives, including an understanding of what is being asked for and what is being delivered is critical to effective program management. The results can be rolled into the next cycle of RFPs in a local area. State standards must be reviewed and revised as appropriate to address changes in operational parameters and good practices.

*(2) Describe how the state will ensure that all 14 program elements described in WIOA section 129(c)(2) are made available and effectively implemented.*

*The fourteen program elements:*

*(A) tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential;*

*(B) alternative secondary school services, or dropout recovery services, as appropriate;*

*(C) paid and unpaid work experiences that have as a component academic and occupational education, which may include—*

*(i) summer employment opportunities and other employment opportunities available throughout the school year;*

*(ii) pre-apprenticeship programs;*

*(iii) internships and job shadowing; and*

*(iv) on-the-job training opportunities;*

*(D) 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;*

*(E) education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;*

*(F) leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;*

*(G) supportive services;*

*(H) adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;*

*(I) follow-up services for not less than 12 months after the completion of participation, as appropriate;*

*(J) comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;*

*(K) financial literacy education;*

*(L) entrepreneurial skills training;*

*(M) 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*

*(N) activities that help youth prepare for and transition to postsecondary education and training.*

The availability and delivery of the Youth Program elements will be an integral part of the LWDA Local Plan, the Youth Request for Proposal (RFP) process and will be addressed in the Commonwealth's response to the establishment of RFP criteria. The LWDA Local Plan will state how

these programs will be available and include an implementation plan. The foundation of the provision of services for youth should be a strong assessment process and referral system. The change in emphasis to serving the out-of-school population will require a different approach than serving the in-school population. The assessment and service plan will reflect the needs of the individual customer and must be kept current to adjust to the changing needs of the individual customer.

State and local monitoring will review the provision of the services to youth and how these services are delivered within a local area. Evaluations of program effectiveness will include a review of the provision of the youth services.

Guidance is under development for the youth program elements and will be submitted once finalized.

*(3) Provide the language contained in the State policy for “requiring additional assistance to enter or complete an educational program, or to secure and hold employment” criterion for out-of-school youth specified in WIOA section 129(a)(1)(B)(iii)(VIII) and for “requiring additional assistance to complete an education program, or to secure and hold employment” criterion for in-school youth specified in WIOA section 129(a)(1)(C)(iv)(VII).*

State policy will be revised to contain the following language for youth requiring additional assistance to enter or complete an education program, or to secure and hold employment:

An individual who is:

Enrolled in an eligible education program, but also requires additional assistance beyond that offered by the service provider in order to complete the activity or program; or

An eligible youth who is near the point of being ready for a job or employment, but requires additional assistance to acquire or retain a job;

The additional requirements will be specified by the program operator to avoid failure in the program, a prospective employer to avoid failure in obtaining a specific job, or present employer to prevent an employed youth from losing employment.

These addition requirements would need to be documented in the Youth Service Plan.

The language for “requiring additional assistance to enter or complete an educational program, or to secure and hold employment” criterion for out-of-school youth” is primarily located in VWL 15-02, Attachment C, WIOA Youth eligibility.

*(4) Include the State definition, as defined in law, for not attending school and attending school as specified in WIOA Section 129(a)(1)(B)(i) and Section 129(a)(1)(C)(i). If State law does not define “not attending school” or “attending school,” indicate that is the case.*

Neither the Code of Virginia nor the Virginia Department of Education defines “attending school” or “not attending school.” However, the following guidelines from Superintendent’s Memo 187-15 describe compulsory attendance requirements. For more detailed information, please refer to the document, [Compulsory Attendance and Home Instruction Related Statutes](#). In addition, consult [VAC 20-81-10](#) for information on age of eligibility for children with disabilities.

Section [22.1-254](#) of the **Code** (the compulsory attendance law) provides:

Except as otherwise provided in this article, every parent, guardian, or other person in the Commonwealth having control or charge of any child who will have reached the fifth birthday on or before September 30 of any school year and who has not passed the eighteenth birthday shall, during the period of each year the public schools are in session and for the same number of days and hours per day as the public schools, send such child to a public school or to a private, denominational, or parochial school or have such child taught by a tutor or teacher of qualifications prescribed by the Board of Education and approved by the division superintendent, or provide for home instruction of such child as described in [§ 22.1-254.1](#)....

Section [22.1-1](#) of the **Code** defines a **person of school age** to mean a person who will have reached his fifth birthday on or before September 30 of the school year and who has not reached twenty years of age on or before August 1 of the school year.

Section [22.1-3](#) of the **Code** provides “[t]he public schools in each school division shall be free to each person of school age who resides within the school division....”

Generally, students transferring from high schools in other countries who are 18 and 19 should be counseled on all options. However, they are still eligible for enrollment as a person of school age as provided in the **Code** unless they have a comparable diploma from a high school located in a foreign country. If a receiving school division has questions about a student’s diploma or transcript, the receiving school division should research the issues to determine what kind of diploma the child has. In addition, foreign students with special education needs may be eligible for special education and related services through age 21 if they have not graduated with a comparable diploma from a high school located in a foreign country. If a limited English proficient student is enrolled in a Virginia public school and turns 22 during the school year, that student may continue through the end of that school year.

Revisions will be made to current guidance to incorporate this state guidance into existing eligibility policy documents.

*(5) If utilizing the portion of the basic skills deficient definition contained in WIOA Section 3(5)(B), include the specific State definition.*

*The term “basic skills deficient” means, with respect to an individual—*

*(A) who is a youth, that the individual has English reading, writing, or computing skills at or below the 8<sup>th</sup> grade level on a generally accepted standardized test; or*

*(B) who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.*

The state does not plan to expand or provide additional guidance or policy related to the expansion of WIOA section 3(5)(B).

The Virginia Department of Education, Office of Adult Education and Literacy, has not adopted a definition for "basic skills deficient" that is different from the WIOA definition under Section 3(5)(A) and Section 3(5)(B).

*(e) Waiver Requests (optional). States wanting to request waivers as part of their title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:*

The Commonwealth of Virginia is not requesting waivers as part of their title I-B Operational Plan at this time.

## ADULT EDUCATION AND LITERACY PROGRAMS

*The State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under Title II, the Adult Education and Family Literacy Act (AEFLA).*

**(a) *Aligning of Content Standards.*** *Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).*

The Virginia Office of Adult Education and Literacy (OAEL) adopted the College and Career Readiness Standards (CCRS) for Adult Education effective July 1, 2014. The CCRS are taken directly from Common Core State Standards (CCSS), which, based on evidence from a variety of sources, data, and research, offer clear signposts indicating what is most important for college and career readiness. Review of CCSS resulted in recommendations as to which of the individual CCSS in each content area are most important for adult students. Virginia has not adopted the CCSS, but instead has adopted the 2009 *Mathematics Standards of Learning* and the 2010 *English Standards of Learning* (SOL). There is alignment of CCSS with SOL as indicated on the Virginia Department of Education Web site.

“Both the CCSS for Mathematics and Virginia’s Mathematics SOL are rigorous and provide a detailed account of mathematics expectations for student learning and understanding. The content topics covered in both documents are clearly defined and sequential. By the time students have progressed into high school mathematics content through the CCSS or SOL, they have received at least the same mathematical content delivered through different learning progressions. Virginia’s SOL are equal to or in some instances more rigorous in content and scope than the CCSS. While learning progressions may not completely mirror one another, the content from both is aligned.

Both the CCSS for English Language Arts and Literacy and the Virginia English Standards of Learning (SOL) are rigorous and provide a progression of expectations for student learning and understanding in English Language Arts. By the time students have graduated from high school, they will have been exposed to the same content through different learning progressions, although there is some content in the SOL that is not covered in the CCSS. The CCSS and the SOL generally have a strong alignment. While the organization and learning progressions are not necessarily identical, the overall content from both is generally aligned.”

The State-adopted academic content standards, SOL, are, therefore, by extension, aligned with the CCRS. This alignment is currently in place and will be in place on July 1, 2016.

The CCRS reflect the increasingly high demands employers and postsecondary institutions make of applicants in the competitive, 21st century economy. The CCRS are designed to position adult education graduates for success in obtaining postsecondary education and training and pursuing career pathways. CCRS play a crucial role in supporting the

Commonwealth's vision that every Virginian be prepared with the knowledge, skills, and credentials necessary to excel in the 21st century economy.

The CCRS include challenging academic content and a focus on analytical reasoning. Bringing these standards into classrooms depends on instructor expertise in balancing explicit instruction with opportunities for learner engagement and collaboration. Realizing the potential of the CCRS involves a cultural transformation in the field of adult education from a "test preparation" to a "standards-based education" mindset. Both the complexity of the CCRS and the changes in program culture called for by implementation underscore the need for extensive staff development around the standards. Virginia's CCRS strategic plan calls for the Virginia Adult Learning Resource Center (VALRC) to lead and support efforts to develop and sustain Standards-in-Action (SIA) instructional approaches in each of Virginia's 22 adult education regions. While instructors are the initial target participants for implementing the strategy of regional professional learning communities (PLCs), the importance of communication with, coaching, and support of regional managers and leadership is recognized and built into the strategic plan.

Virginia is currently involved in the College and Career Readiness Standards-in-Action (CCR SIA) initiative. CCR SIA is a training and technical assistance program that provides implementation and professional development tools targeted at supporting CCRS-based reform efforts. Virginia's focus areas, drawn from the resources of CCR SIA, include reviewing and revising curriculum to help instructors organize, pace, and sequence instruction aligned with CCRS; developing standards-based lessons; analyzing student assignments against the demands of CCRS standards and revising assignments; and identifying evidence of instructional shifts fundamental to the CCRS when observing classroom instruction. After being piloted in two regions and refined based on pilot programs' experience, CCR SIA materials and approaches will form the basis of SIA training offered to all Virginia regions.

Virginia also officially adopted content standards for English for Speakers of Other Languages (ESOL) instruction in 2012. The Adult Education Content Standards for English for Speakers of Other Languages Instruction (Virginia ESOL Standards) are organized by levels of proficiency described by the National Reporting System (NRS). These levels are further organized by language skills: speaking, listening, reading, and writing. Within each language skill, benchmarks and progress indicators describe what a learner should know and be able to do in order to progress to the next level. In support of these goals, CCRS and the Virginia ESOL Standards are presented not in isolation but as part of Virginia's adult education mission and expectations under the Workforce Innovation and Opportunity Act (WIOA).

Standards-based instruction is integrated into training opportunities provided by VALRC and into the Virginia adult education calendar, featuring prominently in annual state meetings, the summer Virginia Institute for Lifelong Learning (VAILL), and statewide communications. The general goal of standards-based instruction is to ensure that students are acquiring the knowledge and skills that are deemed to be essential for success in education, careers, and adult life. Because the focus is on key instructional practices that lead to student



achievement, the SIA approach to instruction readily applies to both CCRS and ESOL standards. The SIA leadership-funded goals are elaborated below.

**Goal 1: Expand the SIA initiative to include requirements for Adult Basic Education (ABE) and Adult Secondary Education (ASE), ESOL, and Integrated English Literacy and Civics (IEL/Civics) education programs.** Building upon the knowledge and skills gained by the pilot groups participating in the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE's) College and Career Readiness Standards-in-Action (CCR SIA) initiative and previous state experience using SIA in ESOL instruction, OAEL and VALRC will provide all AEFLA funded adult education programs with the structure and professional development support to implement SIA. Programs will be expected to identify regional SIA implementation teams for CCRS, ESOL, and IEL/Civics instruction based on the adult education populations in their areas. Programs will implement PLCs, record the work of these groups on a statewide portal, and participate in professional development activities provided by VALRC. Regions will be encouraged to use observation tools and practices to assess programmatic needs in the area of standards-based instruction. This will be supported by VALRC training and coaching.

**Goal 2: Build capacity for SIA implementation by using the teacher-leadership approach to create PLCs in all Virginia regions.** The teacher-leadership approach allows information about CCRS, the Virginia ESOL Standards, and SIA to reach all regions around the state more quickly than a more gradual region-by-region rollout, maximizing limited staff and financial resources and providing timely support to regions during the critical WIOA implementation period.

In fall 2015, three representatives (the regional specialist, an English Language Arts and Literacy instructor, and a math instructor) from each of the 22 regions received initial, in-depth CCRS training from the state implementation team and the state Resource Center. These regional teacher leadership teams (RTLs) field questions from colleagues and support regional managers in staff development planning even as they deepen and develop their own expertise around CCRS implementation.

The IEL/Civics lead teachers and specialists will join this group and receive training on using SIA with the Virginia ESOL Standards. These educators will be supported by the VALRC in developing standards-focused PLCs in each region in fiscal year 2016-2017 and sustaining them in fiscal year 2016-2017 and beyond. The VALRC will support developing teacher leaders through coaching and fostering connections among regions.

**Goal 3: Develop an ABE/ASE curriculum framework as a resource for regional programs and individual teachers in CCRS implementation.** Virginia's regional programs have historically exercised autonomy in selecting curriculum, choosing from a wide variety of published and educator-crafted resources. While programs value this flexibility, many are interested in curriculum guidance, particularly in light of the rigors of CCRS. Selected members of the RTLs will work with VALRC to develop a curriculum framework resource to

provide a model for regional administrators along with guidance and instructional ideas for teachers. The CCRS curriculum framework will be designed to be a flexible and relevant resource for Virginia adult educators. It is anticipated that the CCRS curriculum framework will be contextualized in the CCRS content areas as well as other subjects and will build on a framework already familiar to Virginia adult educators, the integrated English literacy and civics (IEL/Civics) curriculum framework, which aligns with Virginia ESOL Standards and correlates with CCRS.

**(b) Local Activities.** *Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide adult education and literacy activities, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of local activities. Adult Education and Literacy Activities (Section 203 of WIOA) Adult education; Literacy; Workplace adult education and literacy activities; Family literacy activities; English language acquisition activities; Integrated English literacy and civics education; Workforce preparation activities; or Integrated education and training that*

1. *Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and*
2. *Is for the purpose of educational and career advancement.*

**Special Rule.** *Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.*

The OAEL expects to award grants on a three-year cycle with an annual continuation grant submitted. Each year's renewal will be based on evidence of success in provision of the contracted services and subject to the availability of funds. The OAEL will use the following process to distribute funds to approved applicants:

1. shall use not less than 82.5 percent of the grant funds to award grants and contracts under Section 231 and to carry out Section 225, Programs for Corrections Education and Other Institutionalized Individuals, of which not more than 20 percent of such amount shall be available to carry out Section 225;
2. shall use not more than 12.5 percent of the grant funds to carry out State leadership activities under Section 223; and
3. shall use not more than 5 percent of the grant funds, or \$85,000, whichever is greater, for administrative expenses of the eligible agency.

All adult education programs funded under Section 231 and state matching funds will be required to be full-service adult education programs providing instruction at all six (ABE) and (ASE) educational functioning levels (EFL) plus English language acquisition (ELA) activities and IEL/Civics education where there is a need. Programs providing ELA and/or IEL/Civics services must support transition of those students to ABE or ASE instruction. Programs must also prepare students for and support them in achieving successful transition to postsecondary education and training or employment.

In accordance with federal regulations, eligible providers may receive adult education funding for the delivery of any of the following adult education and literacy activities: adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, work force preparation activities, or integrated education and training.

As part of the application process, the OAEL will collect basic information from the eligible provider (e.g., location, service area, scope of the program, demographics served, demonstrated need, data collection, and fiscal management procedures). Additionally, each applicant will be required to submit a proposed budget and program design information. Applicants will be expected to respond to OAEL priorities and the Title II considerations for funding Adult Education and Family Literacy Act (AEFLA) programs. The requirements to be considered include:

1. How the applicant will incorporate regional needs identified in the local plan and the ability to serve the most in need of adult education and literacy activities and services including those individuals with disabilities.
2. The past effectiveness of the applicant in meeting state targets for enrollment and skill gain and their plan for continuous improvement.
3. How the applicant will use the resources available through the one-stop centers and the center's Web-based system, VAWorkconnect.com, to work with students to address barriers of participation and plan for transition to postsecondary education and/or training. A description of how the applicant will integrate career awareness and career planning activities that align with sector strategies into the service provided to students should be evident.
4. A description of the program schedule, class type, number of class hours each week, and the number of weeks the class will be in session.
5. The activities the applicant will deliver and a plan to integrate digital literacy, employability skills, and work force preparation activities into services should be described.
6. The applicant should describe activities that effectively use technology, services, and delivery systems, including distance education.
7. There should be evidence that the applicant has policies in place for attendance and other activities that encourage students to develop the self-management skills to persist in receiving services, with the goal that these skills will transfer to employment situations.
8. The applicant should describe the qualifications for instructors and staff and the professional development plans across content areas for standards-based instruction.

9. To what extent the applicant has partnered with or plans to partner with other providers, agencies, and employers to provide career pathways connected to the local work force plan should be described. There should be evidence of how students will be assisted in identifying employment and career pathways that align with their skills and interests and that lead to employment with a sustainable wage and in supporting students through the application process for employment or training.
10. The applicant should describe the process in place for intake and orientation to assist the student and staff to determine an individual's readiness for participation in the program. This may include activities to help individuals assess their own skill levels, their schedules, and their potential barriers to successful participation in instruction. It may also include a discussion of the individual's reasons and goals for participation.
11. The methods the applicant will use to meet the state adjusted levels of performance and the mechanism and process for collecting and reporting data to assess performance. The description of the program's methods to meet performance measures should focus on efforts to meet or exceed:
  - Percentage of participants in unsubsidized employment after program exit
  - Median earnings of program participants
  - Percentage of participants who obtain a recognized postsecondary credential or a secondary school diploma or equivalent during program participation or after exiting
  - Effective service provided to employers

Applicants will be encouraged to develop integrated education and training that provides adult education and literacy activities, concurrently and contextually with both work force preparation activities and work force training for a specific occupation or occupational cluster, for the purpose of educational and career advancement. Integrated education and training programs will align with the needs of the local labor market and will be developed in consultation with the Local Workforce Development Board(s) (LWDB), employers, and training providers. The occupational training provided as part of an integrated education and training program will be connected to realistic, existing employment opportunities in the local area that connect to a career pathway for the participants.

***(c) Corrections Education and other Education of Institutionalized Individuals.*** Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II subtitle C, any of the following academic programs for: Adult education and literacy activities; Special education, as determined by the eligible agency; Secondary school credit; Integrated education and training; Career pathways; Concurrent enrollment; Peer tutoring; and Transition to re-entry initiatives and other post release services with the goal of reducing recidivism. Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

Through the competition described above, the OAEL will ensure that there is at least one eligible provider offering corrections education services in each adult education region throughout the state. Entities funded to provide corrections education will provide at least one of the allowable activities listed in Section 225 and will be required to ensure that priority of service is given to those individuals who are likely to leave the correctional institution within five years of participation in the program. The OAEL will work with representatives from the Virginia Department of Corrections, local and regional jails, and other education stakeholders to identify best practices to support the requirements of Section 225 of Title II and use the information to inform development of the grant application.

***(d) Integrated English Literacy and Civics Education Program.*** Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.

The OAEL will make funds available under Section 211(a)(2)(b) for the delivery of IEL/Civics and will hold a competition for funds under Section 243 of WIOA for IEL/Civics as described above. Through a competitive Request for Proposal (RFP), the OAEL will award grants on a three-year basis to IEL/Civics programs. Applicants will be expected to address the thirteen considerations and seven requirements established in Title II. IEL/Civics applications may be submitted by regional AEFLA programs and/or by any of the other eligible providers as defined in Section 203. Programs applying for IEL/Civics funds under Section 243 will be required to provide IEL/Civics instruction that includes integrated education and training activities that align to the LWDB needs. Applicants will be required to provide extensive data to demonstrate the need and potential for success of IEL/Civics activities in conjunction with integrated education and training in the proposed service area. Such data will include, but not be limited to, immigration trends, demographics of the English language learners in the area where the program will be provided, and employment and labor market statistics for the area. In addition, applicants will be asked to provide evidence that they have developed, or will be able to develop in a timely fashion, partnerships that support the purpose of the program. Applicants will be required to provide assurances that the occupational training included as part of the program will be provided by qualified providers.

*Describe how the State will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.*

Each program that receives funding under this section shall be designed to:

- Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency, and
- Integrate with the local work force development system and its functions to carry out the activities of the program.

The OAEL will consider whether an eligible provider has demonstrated the need for these types of services through its use of data sources that may include tables from the

U.S. Census Bureau, reports from the Office of Immigration Services, and documentation of prior participation in these types of services, or other data. The OAEL will award grants for a three-year period with yearly grant contracts. Renewal of the grant for the continuation years will be based on evidence of success and subject to the availability of funds. Funds awarded under Section 243 of WIOA will be used to support the IEL/Civics activities, adult literacy and education activities, and workplace preparation activities of the programs. Applicants will be encouraged to identify alternative funding opportunities to cover the costs of the occupational training portion of the integrated education and training program; however, use of Section 243 funds for such training will be allowable.

*Describe how the Integrated English Literacy and Civics Education program will be delivered in combination with integrated education and training activities.*

The OAEL does not anticipate mandating a specific model for all programs that receive Section 243 funds to provide IEL/Civics with integrated education and training. Applicants will propose a model that ensures provision of all required components in compliance with WIOA regulations. In cases in which the grant recipient does not provide all components itself, it will be responsible for ensuring full integration of all activities through partnerships or contracted services.

*Describe how the program is designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program.*

Applicants will provide evidence of communication with and input from the LWDB and local businesses/employers in identifying the occupational training opportunities to be included in the integrated education and training portion of the program. Applicants will provide evidence that such occupational training is in “in-demand” industries and has the potential to lead to economic self-sufficiency.

**(e) State Leadership.** *Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.*

Under Permissible Activities of Section 223, the OAEL will use leadership funds to fund the VALRC at Virginia Commonwealth University (VCU), to carry out Title II state leadership activities.

The VALRC provides opportunities throughout the Commonwealth for professional development, technology integration, and technical assistance. The VALRC serves over 3,500 of Virginia's adult education administrators and practitioners annually. As a division of the Literacy Institute at VCU, the VALRC has access to research and development projects and disseminates research-based best practices to the field. The VALRC funds full-time specialist staff in the areas of: adult education and literacy, ESOL and IEL/Civics, career pathways and work force development, instructional standards, and technology integration. More

information regarding the resources and professional development provided by the VALRC can be found at [www.valrc.org](http://www.valrc.org).

*(A) The alignment of adult education and literacy activities with other core programs and one-stop partners, including eligible providers, to implement the strategy identified in the unified State plan under section 102 or the combined State plan under section 103, including the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities.*

The vision of the OAEL under WIOA is to expand and enhance career pathway opportunities for low skilled adults so they are not left behind in Virginia's economy and can move into self-sustaining wage jobs. To carry out this vision, the VALRC will use state leadership funds to continue to develop and expand the PluggedInVA career pathways program. This career pathways expansion will continue to be a priority focus in the alignment of adult education and literacy activities with other core programs and one-stop partners.

Funds will be used to expand the PluggedInVA model to lower literacy levels. The two lower levels will be called PluggedInVA Pathways for adult learners at the K-3 literacy level, and PluggedInVA Workforce for adult learners at the 4-8 literacy levels. [Expanding PluggedInVA](#) to the lower levels ensures that adult learners in need of basic skill development have opportunities to acquire digital literacy skills, professional soft skills, standards-based instruction using the college and career readiness standards, and employment or entrance into job training. The additional levels of PluggedInVA will hold to the same rigorous standards as the state and nationally recognized PluggedInVA Careers model. The VALRC will use state leadership funds to provide technical assistance and training to eligible providers on how to implement these expanded PluggedInVA models in regional program areas. The VALRC will also provide technical assistance and training to eligible providers that have partnered with the Virginia Department of Social Services (VDSS) on the Supplemental Nutrition Assistance Program, Employment and Training (SNAP E&T) project and with the Virginia Department for Aging and Rehabilitative Services (VDARS) on the Career Pathways for Individuals with Disabilities project. The PluggedInVA Web site ([www.pluggedinva.com](http://www.pluggedinva.com)) features information about PluggedInVA.

*(B) The establishment or operation of high quality professional development programs to improve the instruction provided pursuant to local activities required under section 231 (b), including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction that relates to the specific needs of adult learners, instruction provided by volunteers or by personnel of the State, and dissemination of information about models and promising practices related to such purposes.*

The vision of the OAEL is to improve instruction in adult education and literacy. The VALRC will carry out this vision by using state leadership funds to plan, coordinate, and implement the College and Career Readiness Standards (CCRS) for all eligible providers in the state. The VALRC will provide support in the form of in-depth training for the

implementation of standards-based instruction both in English language arts and mathematics. Webinars, lesson plans, and observation tools will also be developed to carry out standards-based instruction in adult education classes. The VALRC will train adult educators on how to conduct PLC's and Critical Friends' Groups to support instructional staff. State leadership funds will be used to hold conferences and institutes to ensure ongoing professional development in standards-based instruction and other OAE priority areas.

The VALRC will improve instruction by using state leadership funds to design, develop, and facilitate online courses in the areas of competency-based reading instruction; writing; numeracy; basic and multilevel ESOL classes; and courses in ABE instruction, ASE instruction, and ESOL instruction.

*(C) The provision of technical assistance to eligible providers of adult education and literacy activities receiving funds under this title including*

*(i) the development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training;*

*(ii) the role of eligible providers as a one-stop partner to provide access to employment, education, and training services;*

*(iii) assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies.*

State leadership funds are used to develop and maintain the VALRC Web site for the purpose of disseminating instructional and programmatic practices to eligible providers and other interested parties in need of adult education resources. The VALRC disseminates resources in the form of publications, CCRS, distance education, digital media, and topical links to career pathways information, program management, high school equivalency, ESOL, numeracy, and learning disabilities. On-site professional development is available to all AEFLA funded programs upon request.

The OAE's vision to align more closely with the core partners and the work force development system is another priority under WIOA. The VALRC will use state leadership funds under this combined state plan to provide training, education, and guidance to eligible providers in its role as a one-stop partner.

Additionally, the VALRC will continue to use state leadership funds to support the Web-based Knowledge Center learning management system. The Knowledge Center was adopted several years ago to improve the process of registering for adult education activities conducted by the VALRC and the OAE. The Knowledge Center is used by eligible providers to register for state funded conferences, institutes, and VALRC offered online courses. Self-paced, nonfacilitated tutorials in fundamental skills for adult educators such as policy and assessment training, introduction to CCRS, and career pathways are delivered through the Knowledge Center. In addition, the VALRC integrates



the use of technology in all of its face-to-face and online training courses to emphasize the importance of instructional technology in adult education and literacy instruction.

*(D) The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the State.*

The OAEL plans to use state leadership funding to support monitoring and evaluation activities, which include not only evaluating the quality of and improvement in local adult education activities but also the dissemination of information about models and proven or promising adult education practices within the state.

#### Section 223 State Leadership Activities - Permissible

*Describe how the state will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.*

#### **Permissible Activities**

*(A) The support of State or regional networks of literacy resource centers.*

As previously noted, the OAEL will fund the Virginia Adult Learning Resource Center to carry out most state leadership activities. However, other state leadership funds will be used by the OAEL to carry out required and permissible activities that are not performed by the VALRC.

*(B) The development and implementation of technology applications, translation technology, or distance education, including professional development to support the use of instructional technology.*

The VALRC funds two full-time technology staff responsible for implementing technology applications and Web development. All training is aligned to the CCRS and models integration of technology into instruction.

*(C) Developing and disseminating curricula, including curricula incorporating the essential components of reading instruction as such components relate to adults.*

The VALRC will use funds to develop and disseminate CCRS curriculum frameworks contextualized in subject areas including science and social studies. An IEL/Civics curriculum framework will be disseminated at the VALRC funded IEL/Civics Symposium and to the field in general once complete.

*(D) Developing content and models for integrated education and training and career pathways.*

The development of multilevel, integrated education and training in Virginia is part of the [PluggedInVA Career Pathway Expansion initiative](#). This career pathways initiative will continue to be a priority focus in the alignment of adult education and literacy activities with

other core programs and one-stop partners, providing adults access to employment and training services. The Pathways and Workforce levels, modeled after Virginia's successful PluggedInVA program, incorporate best practice elements derived from other grant-funded experiences.

*(E) The provision of assistance to eligible providers in developing and implementing programs that achieve the objectives of this title and in measuring the progress of those programs in achieving such objectives, including meeting the State adjusted levels of performance described in section 116(b)(3).*

The OAEL will use state leadership funds to provide technical assistance and training in the form of data summits, regional trainings, regional program manager meetings, and the summer Virginia Institute for Lifelong Learning to assist eligible providers to measure progress in meeting state adjusted levels of performance.

*(F) The development and implementation of a system to assist in the transition from adult education to postsecondary education, including linkages with postsecondary educational institutions or institutions of higher education.*

The OAEL's vision is to expand and enhance the PluggedInVA career pathways program that extends across the core partners and the entire work force system in Virginia. To accomplish this vision, the VALRC will be funded to provide technical assistance, training, and the dissemination of resources to implement PluggedInVA to further the purpose of WIOA in transitioning adult learners to postsecondary education, training, employment, and to link with institutions of higher education.

*(G) Integration of literacy and English language instruction with occupational skill training, including promoting linkages with employers.*

The VALRC funds a full-time ESOL specialist who provides resources, training, and professional development to eligible providers for integrating literacy and English language instruction with occupational skill training, and linkages with employers.

*(H) Activities to promote workplace adult education and literacy activities.*

Eligible providers are encouraged to promote workplace adult education and literacy activities and may request the VALRC to assist in this activity.

*(I) Identifying curriculum frameworks and aligning rigorous content standards that—*  
*(i) specify what adult learners should know and be able to do in the areas of reading and language arts, mathematics, and English language acquisition; and*  
*(ii) take into consideration the following:*  
*(I) State adopted academic standards.*  
*(II) The current adult skills and literacy assessments used in the State or outlying area.*  
*(III) The primary indicators of performance described in section 116.*  
*(IV) Standards and academic requirements for enrollment in non-remedial, for-credit*

*courses in postsecondary educational institutions or institutions of higher education supported by the State or outlying area.*

*(V) Where appropriate, the content of occupational and industry skill standards widely used by business and industry in the State or outlying area.*

As previously stated, the VALRC will be funded to develop and implement curriculum frameworks for the CCRS ELA and math content. The VALRC will develop a curriculum framework resource to provide a model for eligible providers along with guidance and instructional ideas for teachers. It is anticipated that the CCRS framework will be contextualized in the CCRS content areas as well as other subjects and will build on the framework already familiar to Virginia adult educators, the IEL/Civics curriculum framework.

*(J) Developing and piloting of strategies for improving teacher quality and retention.*

In addition to the very complex and intensive undertaking to improve teacher quality and retention by developing CCRS activities for adult education programs, the VALRC will develop ongoing professional development in almost all areas of adult education and literacy to assist instructors in developing effective practice.

*(K) The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies that are based on scientifically valid research, where appropriate, and identify the needs and capture the gains of such students at the lowest achievement levels.*

The VALRC provides training for instructors of adults with learning disabilities and is modeled after the Literacy Information Communication System (LINCS) *Learning to Achieve, Educating Adults with Learning Disabilities* series. *Adults and Learning Disabilities* is available in both on-site and online formats.

*(L) Outreach to instructors, students, and employers.*

The VALRC uses state leadership funds to design, develop, and maintain the VALRC Web site. The Web site is used as a tool for broad dissemination of adult education resources. The VALRC also provides outreach via a helpline for students seeking information about high school equivalency or for the public seeking information about adult education services in their local area. Outreach is provided to employers through the state and nationally recognized PluggedInVA model.

***(f) Assessing Quality.*** *Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under Title II and take actions to improve such quality, including providing the activities described in section 223 (a)(1)(B) of WIOA.*

The OAEL's system for monitoring and evaluating adult education service delivery will be conducted according to three purposes:

1. Regulatory compliance
2. Risk assessment
3. Provider effectiveness

#### Regulatory Compliance

As the state adult education agency, the OAEL must ensure that adult education programs receiving federal and state adult education funding comply with applicable rules and regulations concerning the spending of these funds. While many of the rules and regulations focus on cash management and allowable spending, there are other areas that have regulations that carry the burden of compliance, including state procurement regulations, federal Family and Educational Rights and Privacy Act (FERPA) notification, and state assessment and distance learning policies.

#### Risk Assessment

The OAEL will develop and implement criteria to assess the extent to which an adult education service provider is at risk of not fulfilling its grant responsibilities as part of the state's monitoring and evaluation system. The OAEL will develop criteria in areas such as financial reporting, cash management, budget controls, and instructional performance to determine whether the grant recipient is fulfilling its fiduciary responsibility as an adult education service provider. By incorporating a component focused on assessing program risk, OAEL will be in a position to identify program areas in need of improvement throughout the grant term rather than having to wait until after the grant has ended. Given the breadth of the proposed criteria, OAEL will also be able to evaluate risk beyond whether a program met its education targets or spent all of its funding.

#### Provider Effectiveness

Under the Workforce Investment Act (WIA), OAEL was expected to meet federal accountability standards each year. Under WIOA, OAEL will be expected to continue to meet federal accountability standards, though these standards have been revised to address the priorities identified in WIOA. In addition, the Virginia Board of Workforce Development, working in conjunction with the Governor's office, is expected to identify state work force performance standards that the state work force agencies, including OAEL, will be responsible for meeting. The OAEL will incorporate both the federal and state accountability standards in its evaluation of provider effectiveness.

#### OAEL's Monitoring and Evaluation System

The OAEL's approach to monitoring and evaluating program quality will be based on three major activities throughout the grant cycle:

1. A desk review of data and information entered by each program in the state Management Information System (MIS) throughout the program year.
2. The distribution and review of an annual performance report card for each program.
3. A site review of each program and if necessary, follow-up site reviews.

#### Desk Reviews

The OAEL will develop a desk review process that identifies and tracks information that can be used to evaluate program risk. Measures such as financial spending, timeliness and accuracy of reimbursement requests, and required reporting compliance will be developed with appropriate performance benchmarks and reviewed on a regular basis to determine each provider's level of risk. Providers deemed a high risk during the program year will be subject to a series of follow-up procedures that range from telephone or e-mail follow-up to a targeted site visit. The desk review report will be developed as a special report that programs will be able to download from the state MIS, ensuring that they have quick and easy access to this information as needed.

#### Annual Report Cards

The OAEL will update its current program performance report card to reflect the measures that comprise the state work force and federal WIOA accountability standards. The current report card includes measures that fall under three categories: financial management, target performance, and policy compliance. While these categories are expected to continue as part of the updated report card, OAEL expects to add a new category, work force partnership alignment, which will contain measures that evaluate the extent to which an adult education program has integrated its services as part of the local work force continuum. Unlike the desk review, the report card is designed to provide programs with a report of their performance at the end of the year and will be used to recognize strong program performance. Programs will be able to download the report card from the state MIS.

#### Site Visits

The OAEL will update its current site visit system to reflect the priorities identified in WIOA and in the state work force plan. Under WIA, OAEL used the site visit to gather data and information about a program's activities that could not be gleaned from a desk review or program performance report card. The OAEL expects to continue conducting site visits for the same purpose but in accordance with WIOA and state work force priorities.

Site visits typically involved OAEL staff traveling to a site to conduct an extensive document review, faculty and staff interviews, and class visits. While OAEL expects to continue relying on this same format, it may expand the scope of the visit to include interviews with select work force partner agency staff and the local Workforce Development Board director(s). Since WIOA has placed considerable expectation on alignment of services among the local work force agency partners, OAEL is planning to incorporate this mandate in its monitoring and evaluation system.

#### Dissemination of Models and Practices

The OAEL is responsible for providing leadership on adult education for the state. Information about models and proven or promising adult education practices, therefore, originates with OAEL. However, OAEL uses different methods to disseminate the information, depending on the nature of the model or practice. Information about strategies for improving a student's academic involvement, for example, is often shared at VAILL.

Information regarding models or practices that go beyond the individual classroom and affect students on a broader scale is often introduced by OEL in conjunction with proposed technical assistance either from OEL staff or from VALRC, which is OEL's professional development provider. Typically, such models or practices are documented as proven or deemed promising by a panel of experts. Last year, for example, OEL adopted the Test of Adult Basic Education Complete Language Assessment System – English (TABE CLAS-E) as an assessment option to be used to assess English as a second language (ESL) learners. The decision to adopt TABE CLAS-E was the result of the assessment having been approved by the NRS, which governs adult education assessment rules and policies on behalf of OCTAE.

*WAGNER-PEYSER ACT PROGRAM (EMPLOYMENT SERVICES)*

***(a) Employment Service Professional Staff Development.***

***(1) Describe how the State will utilize professional development activities for Employment Service staff to ensure staff is able to provide high quality services to both jobseekers and employers.***

With the guidance of the Virginia Board for Workforce Development, and in cooperation with the core programs and partners identified in this combined state plan, the VEC will establish a staff development program to improve staff skills for providing services to employers and job seekers in the workforce system. The curriculum will be designed, delivered and evaluated to give staff across all programs a consistent set of standards for program and customer service excellence. (Please refer to the attached document that sets out a core curriculum we call Workforce U which addresses each of the areas in which staff would be trained.)

***(2) Describe strategies developed to support training and awareness across core programs and the Unemployment Insurance program and the training provided for Employment Services and WIOA staff on identification of Unemployment Insurance (UI) eligibility issues.***

Almost all Unemployment Insurance claims in Virginia are received by telephone (24%) and internet (75%) by VEC employees who receive regular training. The Unemployment Insurance (UI) Unit will provide annual training to all One Stop and Call Center staff about UI eligibility and qualification issues and how to help customers apply for benefits.

***(b) Explain how the State will provide information and meaningful assistance to individuals requesting assistance in filing a claim for unemployment compensation through one-stop centers, as required by WIOA as a career service.***

At least one VEC staff member in each One-Stop will have full access to the entire UI system and will be able to help claimants file for benefits and correct errors. One-Stop Center customers will receive one-on-one help from qualified trained staff to help apply for UI benefits. The One-Stop Centers feature dedicated phone lines to our Customer Contact Centers and resource rooms with internet access for customers to apply for UI benefits. VEC staff in One-Stop Centers will have the ability to address common issues such as password and address changes, and help with weekly continuing eligibility reports.

***(c) Describe the State's strategy for providing reemployment assistance to UI claimants and other unemployed individuals.***

Reemployment services are available to all UI claimants through all of Virginia's One Stop Centers and VEC offices. Guidance and instruction about reemployment services are printed on UI Claimants' confirmation letters and provided through the VEC Call Centers. Instructions about how to apply for UI benefits are also available through the VEC's website, with links to online registration and application for both UI benefits as well as how to get registered as a job seeker in the Virginia

Workforce Connection. Under Virginia UI law, claimants must register for reemployment/job service and register in the Virginia Workforce Connection within 5 days of filing a UI claim. Failure to do so puts benefit receipt in jeopardy. All UI claimants are required to conduct and report weekly work searches to continue receiving benefits. All unemployed individuals are eligible to receive all Wagner-Peyser services and most other services offered by our partners, including job matching, training and education opportunities, on the job training, and registered apprenticeship programs.

Virginia is also in the process of expanding its RESEA program to serve more individuals who are likely to exhaust benefits and to braid this program with Rapid Response Services offered through the VCCS. Our intensified efforts to engage with individuals determined to be most likely to exhaust benefits will begin at the moment of layoff and connect UI claimants with the full range of case-managed services offered by Virginia's One-Stop Centers from assessment to job placement.

***(d) Describe how the State will use W-P funds to support UI claimants, and the communication between W-P and UI, as appropriate including the following:***

- Coordination of and provision of labor exchange services for UI claimants as required by the Wagner-Peyser Act;
- Registration of UI claimants with the State's employment service if required by State law;
- Administration of the work test for the State unemployment compensation system, including making eligibility assessments (for referral to UI adjudication, if needed), and providing job finding and placement services for UI claimants; and
- Provision of referrals to and application assistance for training and education programs and resources.

As stated in section C, Virginia will use WP funds to assist claimants in finding suitable employment through the Virginia Workforce Connection, the State's labor exchange database as well as publicly advertised job fairs and general outreach to employers throughout the Commonwealth. Registration in this labor exchange of UI claimants is required by law with an additional report of work search provided weekly. Within the One Stop Center, the WP staff will also make referrals to partner programs to provide training and education programs and other necessary resources to give UI claimants and other individuals registered in the Virginia Workforce Connection the skills necessary to obtain employment. The partners receiving the referrals will perform the appropriate assessment to determine the specific route to obtain the skills needed.



## **AGRICULTURAL OUTREACH PLAN**

**July 1, 2016 through June 30, 2020**

**Prepared: February 5, 2016**

### **INTRODUCTION**

This Agricultural Outreach Plan sets policies and objectives in providing workforce services to the agricultural community, including migrant and seasonal farm workers (MSFWs) and agricultural employers, in accordance with 20 CFR 653 and the Workforce Innovation and Opportunity Act (WIOA). The Commonwealth of Virginia provides equitable services using the Virginia Workforce System to ensure that the full range of employment, training and educational services are available on a basis which is qualitatively equivalent and quantitatively proportionate to services provided to non-MSFWs. The policy of the Commonwealth of Virginia is to assist job seekers and employers through the operation of a basic labor exchange system as described in 20 CFR 652, Subpart A.

MSFWs shall be provided all of the job services consistent with Title I of WIOA, incorporating their employment preferences, needs, and skills. The Virginia Employment Commission (VEC), in cooperation with WIOA Title 1, section 167 Grantee (Telamon) will work closely to provide farmworkers with direct assistance to meet all their employment needs through the One Stop System. Specifically trained Farm Placement Specialists will conduct outreach in order to locate MSFWs who are not being reached by the normal intake activities of the Virginia Workforce System. Through outreach activities, at least one-third of the actual peak number of MSFWs in the Commonwealth shall be contacted by selected local office staff.

### **ASSESSMENT OF NEED**

Migrant and Seasonal Farmworkers face many challenges and barriers to employment. Many MSFWs are frequently unemployed or under-employed and many live in poverty. When they do have employment, they usually work long hours at physically-demanding jobs. According to Bureau of Labor Statistics data, agriculture is one of the most dangerous industries. Most farmworkers do not have health insurance and often have limited access to adequate healthcare. It is estimated that half of the farm labor force in the United States lacks authorized immigration status, at least two thirds have fewer than 10 years of schooling, and two thirds speak little to no English. Migrant farmworkers, in particular, live especially difficult lives. They invest time and money to travel in search of employment to remote places where housing is often expensive, over-crowded, and sometimes unsafe. Migrant families struggle to find suitable childcare and many migrant children suffer a lack of continuity in school.

In order to address these serious issues, the Governor of Virginia has established an Interagency Migrant Worker Policy Committee. This committee, administered by the Virginia Employment

Commission, includes representatives of state agencies whose services and jurisdictions involve migrant and seasonal farmworkers.

To determine the number of MSFWs in Virginia, the VEC conducts an extensive statewide survey of previous and projected agricultural and farmworker activity each year. The assessments receive input from local office personnel, Farm Placement staff, extension agents, Telamon, and many other organizations with MSFW experience and responsibility. For Program Year 2015 (PY 15), approximately 13,132 MSFWs were estimated to live and work in Virginia with a peak of about 12,439, of which 3,625 were H-2A farmworkers. The following tables list the agricultural activity and MSFW employment throughout the nine federally-designated crop reporting areas of the Commonwealth. They contain projections of major activity and MSFW availability for the coming year by location and crop.

**EASTERN SHORE (ONLEY)**

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Tomatoes	Apr-Oct	2055	1755	Yes	Increase	Decrease
Nursery	Mar-Jun	300	300	No	Stable	Decrease
Potatoes	May-Jul	75	75	No	Stable	Stable
Grapes	Jul-Oct	30	30	No	Stable	Stable

**NORTHERN NECK (WARSAW)**

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Vegetables	Jun-Nov	400	300	Yes	Increase	Decrease
Nursery	Feb-Nov	350	325	Yes	Stable	Stable
Grapes	Mar-Sep	150	150	No	Increase	Stable
Aquaculture	Mar-Oct	75	60	Yes	Increase	Stable

### CENTRAL (ROANOKE)

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Apples	Feb-Nov	125	125	No	Stable	Stable
Tobacco	Apr-Nov	80	20	Yes	Stable	Stable
Nursery	Feb-Dec	75	75	No	Stable	Stable
Peaches	Apr-Aug	60	60	No	Stable	Stable
Grapes	Mar-Oct	30	30	No	Stable	Stable
Vegetables	Apr-Oct	30	30	No	Stable	Stable

### CENTRAL (PETERSBURG)

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Vegetables	Apr-Nov	300	60	Yes	Stable	Stable
Tobacco	Mar-Oct	110	50	Yes	Stable	Stable
Nursery	Feb-Jun	135	80	Yes	Stable	Stable
Melons	Apr-July	75	75	No	Stable	Stable
Grain	Mar-Aug	75	55	Yes	Stable	Stable
Sod	Mar-Oct	35	20	Yes	Stable	Stable

### SHENANDOAH VALLEY (WINCHESTER )

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Apples	July-Nov	956	381	Yes	Stable	Decrease
Nursery	Feb-Dec	146	136	Yes	Stable	Stable
Grapes	Aug-Oct	74	74	No	Increase	Decrease
Peaches	July-Sept	54	54	No	Stable	Stable
Vegetables	Mar-Nov	40	40	Yes	Stable	Stable
Peaches	Jul-Sept	54	54	No	Stable	Stable
Sod	Feb-Nov	10	10	No	Stable	Stable

### SHENANDOAH VALLEY (CHARLOTTESVILLE)

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Apples	Sept-Nov	238	178	Yes	Stable	Decrease
Peaches/ Nectarines	July-Sept	120	98	Yes	Stable	Decrease
Nursery	Oct-Jul	385	335	Yes	Increase	Stable
Vegetables	May-Oct	20	20	No	Increase	Stable
Grapes	Aug-Oct	74	74	No	Increase	Stable

### SOUTHSIDE (SOUTH HILL)

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Tobacco	Mar-Nov	1675	650	Yes	Decrease	Stable
Hay	Feb-Dec	300	40	Yes	Stable	Stable
Nursery	Feb-Aug	190	175	Yes	Stable	Stable

Vegetables	Mar-Jul	35	25	No	Stable	Stable
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### SOUTHSIDE (DANVILLE)

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Tobacco	April-Oct	1349	610	Yes	Decrease	Stable
Vegetables	June-Aug	40	10	Yes	Stable	Stable
Nursery	Feb-Aug	60	60	No	Stable	Stable
Apples	Aug-Oct	40	20	Yes	Stable	Stable
Sod	Mar-Sept	5	2	Yes	Stable	Stable

### SOUTHWEST (BRISTOL)

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Christmas Trees	Oct-Dec	1200	900	Yes	Increase	Decrease
Vegetables	Mar-Nov	350	200	Yes	Increase	Decrease
Fruits (Apples, Peaches, Grapes)	June-Oct	150	100	No	Stable	Stable
Tobacco	May-Dec	75	45	Yes	Decrease	Decrease
Nursery	Mar-Oct	40	30	Yes	Increase	Stable
Berries	May-Aug	20	15	Yes	Increase	Stable

## **OUTREACH ACTIVITIES AND STATE STRATEGIES**

This section of the Virginia Plan for Agricultural Services was prepared in accordance with the federal requirements in 20 CFR Part 653.

### *A. Assessment of Available Resources:*

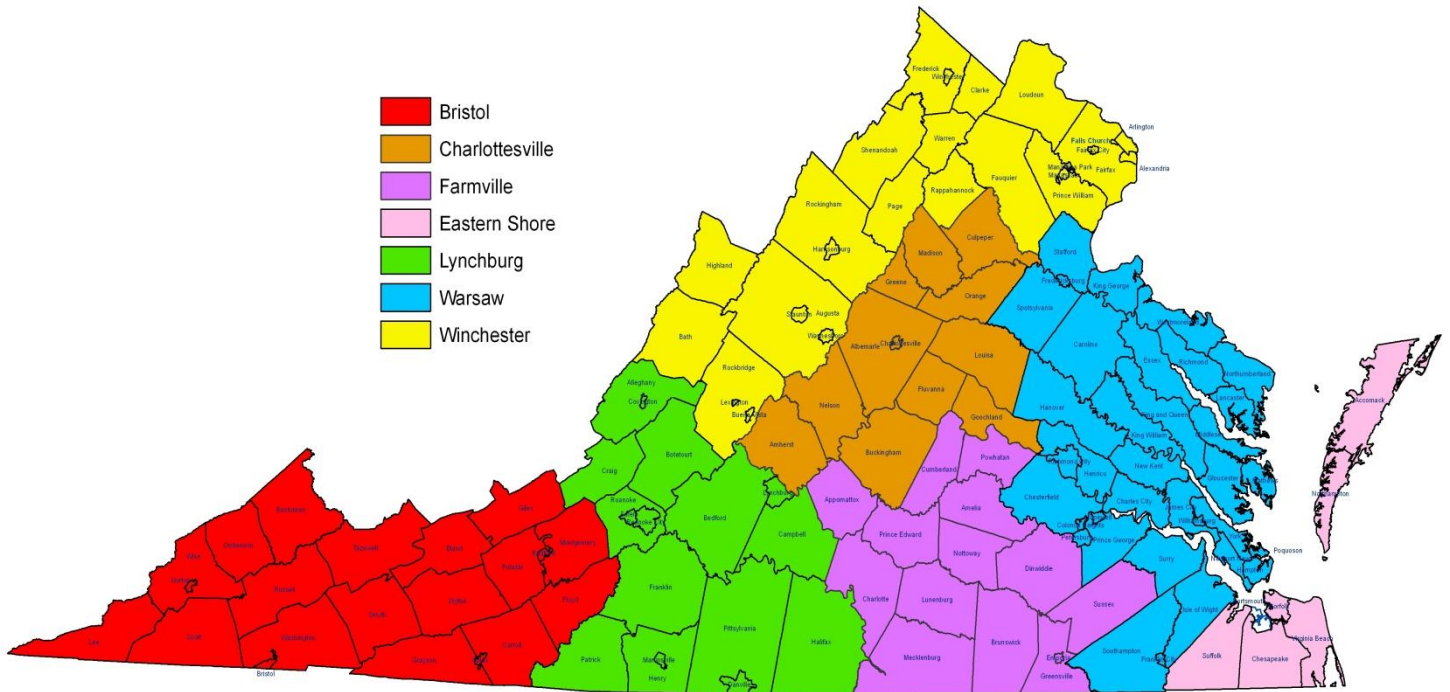
During PY 16, the VEC's agricultural services staff includes one full-time Farm Placement Specialist (FPS) in the local offices of Bristol, Charlottesville, Lynchburg, Tri-Cities, South Boston, and Winchester. The Eastern Shore Local Office will have two full-time, bi-lingual Farm Placement Specialists, for a total of eight full-time Farm Placement Specialists to conduct outreach activities. The State Monitor Advocate will also conduct outreach in the course of visits to areas where MSFWs live and work. The Eastern Shore and Winchester local offices are designated as MSFW significant, and use Farm Placement Specialists full-time for outreach duties during the peak season.

Staff from the State's WIOA 167 Grantee, Telamon, will supplement VEC outreach to a majority of the MSFWs in Virginia during the peak of the agricultural season. Additionally, the VEC may hire bi-lingual, temporary, seasonal outreach staff to supplement the efforts of full time staff as needed. The following map shows the Virginia Employment Commission's Agricultural Outreach Service Areas.

### **PY 16 OUTREACH PLAN SERVICE AREAS**

## BRISTOL OUTREACH SERVICE AREA

### Virginia Employment Commission Agricultural Services Areas



Map produced by Virginia Employment Commission, April 2014

FARM PLACEMENT SPECIALIST- DEBORAH JOHNSTON, [Deborah.Johnston@vec.virginia.gov](mailto:Deborah.Johnston@vec.virginia.gov)

OFFICIAL STATION-BRISTOL LOCAL OFFICE

192 Bristol East Road

Bristol, VA, 24202

CELL: (276) 591-8090

PHONE: (276) 642-7350

FAX: (276) 642-7362

COUNTIES: Bland, Buchanan, Carroll, Dickenson, Floyd, Giles, Grayson, Lee, Montgomery, Pulaski, Russell, Scott, Smythe, Tazewell, Washington, Wise, Wythe.

### **CHARLOTTESVILLE OUTREACH SERVICE AREA**

FARM PLACEMENT SPECIALIST- LARRIE UBERTE, [Lawrence.Uberte@vec.virginia.gov](mailto:Lawrence.Uberte@vec.virginia.gov)

OFFICIAL STATION-CHARLOTTESVILLE LOCAL OFFICE

2211 Hydraulic Road  
Charlottesville, VA, 22901

CELL: (434) 872-1780  
PHONE: (434) 984-7630  
FAX: (804) 295-4234

COUNTIES: Albemarle, Amherst, Buckingham, Culpeper, Fluvanna, Goochland, Greene, Louisa, Madison, Nelson, Orange.

### **FARMVILLE OUTREACH SERVICE AREA**

FARM PLACEMENT SPECIALIST- EVE BAGLEY, [eve.bagley@vec.virginia.gov](mailto:eve.bagley@vec.virginia.gov)

OFFICIAL STATION-SOUTH BOSTON LOCAL OFFICE

2506 Houghton Avenue  
South Boston, VA, 24592

CELL: (434) 774-6864  
PHONE: (434)-572-8064  
FAX: (434)-572-8330

COUNTIES: Amelia, Appomattox, Brunswick, Charlotte, Cumberland, Dinwiddie, Greensville, Lunenburg, Mecklenburg, Nottoway, Powhatan, Prince Edward, Sussex.

### **EASTERN SHORE OUTREACH SERVICE AREA**

**\*\*Federally Designated Significant, Bi-lingual Office\*\***

FARM PLACEMENT SPECIALIST- LUIS ECHEVARRIA, [luis.echevarria@vec.virginia.gov](mailto:luis.echevarria@vec.virginia.gov)

FARM PLACEMENT SPECIALIST-VACANT (In Recruitment Status)

OFFICIAL STATION- EASTERN SHORE LOCAL OFFICE

25036 Lankford Highway, Unit 16  
Onley, VA, 23418



CELL: (757) 709-5115  
PHONE: (757) 302-2029  
FAX: (757) 302-2025

COUNTIES/CITIES: Accomack, Chesapeake, Northampton, Suffolk, Virginia Beach.

### **LYNCHBURG OUTREACH SERVICE AREA**

FARM PLACEMENT SPECIALIST- FRED MENDEZ, [wilfredo.mendez@vec.virginia.gov](mailto:wilfredo.mendez@vec.virginia.gov)  
OFFICIAL STATION- LYNCHBURG LOCAL OFFICE  
3125 Odd Fellows Road  
Lynchburg, VA, 24501

CELL: (434) 363-6671  
PHONE: (434) 947-6671  
FAX: (434) 947-2339

COUNTIES: Alleghany, Bedford, Botetourt, Campbell, Craig, Franklin, Halifax, Henry, Patrick, Pittsylvania, Roanoke.

### **TRI-CITIES OUTREACH SERVICE AREA**

FARM PLACEMENT SPECIALIST-MELANIE WRIGHT, [melanie.wright@vec.virginia.gov](mailto:melanie.wright@vec.virginia.gov)  
OFFICIAL STATION- TRI-CITIES LOCAL OFFICE  
5240 Oaklawn Blvd.  
Hopewell, VA, 23860

CELL: (804) 720-5009  
PHONE: (804) 541-6548  
FAX: (804) 541-6517

COUNTIES: Caroline, Charles City, Chesterfield, Essex, Gloucester, Hanover, Henrico, Isle of Wright, James City, King George, King and Queen, King William, Lancaster, Matthews, Middlesex, New Kent, Northumberland, Prince George, Richmond, Spotsylvania, Southampton, Stafford, Surry, Westmoreland, York.

### **WINCHESTER OUTREACH SERVICE AREA**

**\*\*Federally Designated Significant Office**

FARM PLACEMENT SPECIALIST-CINDY WEBB, [cynthia.webb@vec.virginia.gov](mailto:cynthia.webb@vec.virginia.gov)

OFFICIAL STATION- WINCHESTER LOCAL OFFICE

100 Premier Place

Winchester, VA, 22602

CELL: (540) 431-9296

PHONE: (540) 722-3415

FAX: (540) 722-3418

COUNTIES: Augusta, Bath, Clarke, Fairfax, Fauquier, Frederick, Highland, Loudoun, Page, Prince William, Rappahannock, Rockbridge, Rockingham, Shenandoah, Warren.

*B. Numerical Goals:*

During PY 16, VEC staff plan to contact 33% of the MSFWs (one-third of the estimated peak MSFWs in the state) to offer job services. The VEC will make at least five contacts per work day. VEC minimum staff contacts are listed below by local office with the state total outreach goal.

• Winchester	214 Contacts
• Eastern Shore	739 Contacts
• Charlottesville	174 Contacts
• Tri-Cities	434 Contacts
• Lynchburg	247 Contacts
• Bristol	615 Contacts
• Farmville	378 Contacts
• State Total	2,799 Contacts

The WIOA 167 Grantee, Telamon Corporation, under a cooperative agreement, will supplement the VEC outreach with approximately 2,168 MSFW contacts. Joint outreach activities may be arranged and conducted when possible. For PY 16, customers and partners can find MSFW services on the VEW agency web site at [www.vec.virginia.gov](http://www.vec.virginia.gov) and search for employment opportunities through the Virginia Workforce Connection found at [www.vec.virginia.gov/virginia-workforce-connection](http://www.vec.virginia.gov/virginia-workforce-connection). MSFWs may review job openings at Telamon Corporation, and select prospective positions for which they may be qualified. Through the self-service system now available, or with the assistance of Telamon Corporation staff, MSFWs can register for job services before they even visit a VEC local office or One Stop.

In addition to the cooperative agreement with Telamon, the VEC plans to partner more closely with other agencies and organizations that have an interest in MSFWs. The VEC currently has an excellent working relationship with the Virginia Department of Health, Virginia Cooperative Extension, Central Virginia Legal Aid's Farmworker Assistance Project, Virginia Department of Labor and Industry, and the U.S. Department of Labor, Wage and Hour Division. The VEC will strengthen current partnership agreements and develop new partnerships.

*C. Proposed Outreach Activities (20 CFR 653.107)*

The VEC's primary outreach method is personal contact with at least one-third of the estimated peak number of MSFWs. Depending on employer and MSFW preferences, staff may perform outreach in agricultural fields during the work day. However, many MSFWs, especially those working on piece rate, prefer to continue to work rather than stop to talk with outreach staff. In those cases, VEC staff will meet with MSFWs during lunch or after work at their living quarters.

During these meetings, VEC staff present information on the services available from the local office and one-stop in the workers' languages. Outreach staff also use handout materials specific for each location that provide information for partners, social service agencies, and other organizations that serve MSFWs. VEC outreach staff explain farmworker rights and responsibilities and may also take complaints from MSFWs. Outreach includes describing the job service complaint system and providing contact information for Farm Placement Specialists and the State Monitor Advocate. Outreach contacts explain the benefits of visiting the VEC/One-Stop to receive the full range of services available, including referrals to jobs, training and supportive services, career guidance, job development services and partner services.

The VEC will conduct detailed follow-up with all U.S. workers referred either by the VEC or other partners on H-2A job orders who:

- **Did not report for the scheduled interview**
- **Were not afforded an interview**
- **Were interviewed but not hired**
- **Quit before the end of the contract period**
- **Were later terminated by the employer**

Case notes will be entered into the Virginia Workforce Connection on all referrals.

***JOB SERVICES PROVIDED THROUGH THE ONE-STOP DELIVERY SYSTEM***

The VEC will meet the requirements for providing services to MSFWs as listed in 20 CFR 653.112. The VEC will provide equitable services for:

- MSFWs referred to jobs;**
- MSFWs for whom a service is provided;**
- MSFWs referred to supportive services;**
- MSFWs receiving career guidance; and**
- MSFWs receiving job development.**

In addition, as a significant MSFW state, four of the seven minimum service indicators listed below will be accomplished:

<b>MSFWs placed</b>	<b>42.5%</b>
<b>MSFWs placed .50 above minimum wage</b>	<b>14.0%</b>
<b>MSFWs placed in long-term non-ag jobs</b>	<b>5.2%</b>
<b>MSFW significant local offices reviewed</b>	<b>100.0%</b>
<b>Field Checks conducted where JS placements were made</b>	<b>25.0%</b>
<b>MSFWs receiving outreach contact</b>	<b>5 per SDW</b>
<b>Complaints remaining unresolved more than 45 days (Unless pending enforcement agency action or hearing)</b>	<b>&lt;10%</b>

*B. Monitoring*

The State Monitor Advocate and Virginia Employment Commission EEO staff will monitor Virginia Workforce Centers throughout the year for compliance with MSFW regulations. Either the Regional Monitor Advocate, the State Monitor Advocate, or both will conduct annual in-season on-site reviews of significant local offices at Winchester and the Eastern Shore. The Eastern Shore Field Office will maintain two fully bi-lingual Farm Placement Specialists and Winchester will maintain one full-time Farm Placement Specialist.

All other local offices will have on-site or desk reviews completed by the State Monitor Advocate as appropriate, using data from the agency automated reporting system, using the format suggested by USDOL: (“Virginia MSFW Indicators of Compliance, Qualitatively Equivalent and Quantitatively Proportionate Services: JS Services to Migrant and Seasonal Farmworker Applicants Compared with Services to All Non-MSFWs.”)

### *C. Job Services Provided to Agricultural Employers*

The VEC expects:

- Approximately 3,400 agricultural job openings;
- Approximately 150 agricultural job orders;
- Approximately 100 interstate clearance orders (H-2A);
- Approximately 3,000 H-2A job openings;
- Approximately 300 U.S. workers to be referred to H-2A job openings; and
- Greater engagement by FPS and Agricultural Services Staff in job development efforts.

The VEC maintains an Agricultural and Foreign Labor Services Unit with eight professional staff that coordinates all phases of the agency effort to provide job services to agricultural employers. They work very closely with the state's major grower associations, the Virginia Cooperative Extension Service, Virginia Polytechnic Institute and State University, the Farm Bureau, the Virginia Department of Agricultural and Consumer Services, the Virginia State Horticultural Society, and other interested agencies. These working relationships help disseminate information to employers about the services available from the VEC and our partner agencies. With the cooperation of these organizations, the Agriculture and Foreign Labor Services Unit conducts farm labor seminars for agricultural employers on a statewide basis. In addition, participants are given information and updates on topics such as:

- Immigration Reform and Control Act (IRCA) of 1986
- Migrant and Seasonal Agricultural Worker Protection Act
- Agricultural Recruitment System (ARS)
- Farm Labor Contractor Registration
- Fair Labor Standards Act (FLSA)
- Child Labor Laws and Pesticide Safety
- Agricultural Alien Labor Certifications (H-2A Program)
- Unemployment Insurance for Agricultural Workers

For PY 16, the Agriculture and Foreign Labor Services Unit will conduct seminars around the state for employers who use temporary agricultural labor to identify potential agricultural employers and discuss their need for MSFW labor. The Unit will also attend grower association conferences, trade shows, and Virginia Cooperative Extension grower meetings to disseminate information to employers.

The VEC uses various procedures to match agricultural employers and U.S. workers. During PY 16, the VEC will use the Virginia Workforce Connection for matching jobseekers and employers. This system provides staff assistance as needed, but also allows both jobseekers and employers to create their own files and find each other. Employers can create agricultural job orders, to include H-2A job orders, with final oversight by VEC Agriculture and Foreign Labor Services staff. The Virginia Workforce Connection provide wide dissemination of all agricultural job orders to promote employment of U.S. workers in Virginia agriculture. Additional resources include the use of the federal Agricultural Recruitment System (ARS) for job orders, local and regional circulation of agricultural job orders, close coordination with WIOA service providers, and direct contact with grower associations.

Virginia continues to be a significant user of the H-2A program. Although some agricultural employers have reduced the number of workers they use for certain crops, they continue to diversify in the variety of crops grown.

Initial training for new Farm Placement Specialists staff serving in Virginia Workforce Centers has been, and will continue to be conducted about: outreach, the Job Service (JS) complaint system, MSFW definitions, other regulatory requirements, and the ARS. Additional training for selected staff, including local office and regional management will be provided through attendance at regional training sessions conducted by the State Monitor Advocate and Agriculture and Foreign Labor Certification Manager. Training will also be conducted by the State Monitor Advocate for other staff as needed. FPS staff will participate at local grower meetings, and combined training will be conducted with Telamon. The VEC will continue to work closely with labor law enforcement agencies, such as the U.S. Department of Labor, Wage and Hour Division, the Virginia Department of Labor and Industry, the Virginia Department of Health and with the Central Virginia Legal Aid Society in order to continue knowledge exchange and to ensure quality service to agricultural workers and employers.

In accordance with the WIOA, Virginia's plans for engaging all levels of business include creating a more employer demand-driven system, using various strategic planning efforts to meet the needs of business, using partnerships and leveraged resources -- including economic development partnerships -- to serve business customers, and support entrepreneurs through the workforce system. This approach will benefit MSFWs in Virginia in that we will develop both non-agricultural and agricultural job opportunities and strive to assist workers in their endeavor to obtain their employment related goals.

#### **OTHER PLAN REQUIREMENTS:**

State Monitor Advocate. This plan for agricultural services in Virginia was prepared by the State Monitor Advocate with the assistance of a team, which included Senior Agency Management Staff, Local Office Managers, Telamon Management and staff and the VEC Farm Placement Specialist staff who directly serve MSFWs and agricultural employers.

Review and Public Comment.

Assessment of Progress. The below tables reflect the PY14 performance as outlined in the Commonwealth of Virginia's PY 14 Agricultural Outreach Plan:



**STATEWIDE OUTREACH RESULTS BY OFFICE PY 14**

<b>OFFICE</b>	<b>OUTREACH GOAL PY 14</b>	<b>OUTREACH ACHIEVED PY 14</b>	<b>RESULTS PY 14</b>
<b>BRISTOL</b>	620	170	DID NOT MEET
<b>CHARLOTTESVILLE</b>	194	155	DID NOT MEET
<b>EASTERN SHORE</b>	884	1936	MET
<b>FARMVILLE</b>	386	545	MET
<b>LYNCHBURG</b>	247	268	MET
<b>TRI-CITIES</b>	434	223	DID NOT MEET
<b>WINCHESTER</b>	247	230	DID NOT MEET
<b>STATE</b>	<b>3012</b>	<b>3527</b>	<b>MET</b>

Although the statewide outreach goal as outlined in the PY 14 Agricultural Outreach Plan was met for PY 14, four of seven local offices did not conduct an adequate amount of outreach or meet their individual office goals. The number of staff days devoted to outreach activities was extremely low in Bristol and Tri-Cities and below expectations in Charlottesville and Winchester. The failure to meet outreach goals was a direct result of Farm Placement Specialist staff vacancies and not having other JS staff conduct outreach where vacancies lingered. Recommendations for corrective action were made to Agency Management by the State Monitor Advocate and the VEC is in the process of replacing the part-time position in Bristol with a full-time classified FPS position and the vacant position in the Eastern Shore Local Office. Staff vacancies will be addressed as quickly as possible in order to fulfill performance expectations for PY 16 and going forward.



**INDICATORS OF COMPLIANCE AND CORRECTIVE ACTIONS:  
20 CFR 653.100 AND 20 CFR 653.112 (a-c)  
Virginia Employment Commission MSFW Indicators**

**PY14 STATEWIDE PERFORMANCE**

<b>FIVE EQUITY INDICATORS</b>	<b>COMPLIANCE REQUIREMENTS</b>	<b>PERFORMANCE ACHIEVED</b>	<b>COMPLIANCE STATUS</b>
MSFWs referred to jobs.	30.4 %	71.5%	In
MSFWs referred to support services.	2 %	9.5 %	In
Career Guidance.	1.2 %	1 %	Out
MSFWs for whom job development contacts were made.	.2 %	0 %	Out
MSFWs for whom Staff Assisted Services were provided.	52.1%	67.6 %	In

For PY 14, the VEC met three of the five Equity Indicators for service to MSFWs. This information is reported on the Labor Exchange Agricultural Reporting System (LEARS) Report and is an extrapolation using data from the reports of the Farm Placement Specialists, the Virginia Workforce Connection, and longstanding historical service trends of the Virginia Employment Commission. The extrapolation is necessary because the reporting periods for data sources vary. The discrepancy between the LEARS and 9002 reporting schemes are in need of reconciliation at the Federal Level.

**Virginia Employment Commission MSFW Minimum Service Level Indicators**

**PY14 STATEWIDE PERFORMANCE**

<b>MINIMUM SERVICE LEVEL INDICATORS</b>	<b>COMPLIANCE REQUIREMENTS ACHIEVED</b>	<b>PERFORMANCE STATUS</b>	<b>COMPLIANCE STATUS</b>
MSFWs placed in a job.	42.5 %	14.24 %	Out
MSFWs placed in a job exceeding minimum wage by at least \$.50 an hour.	14 %	10.19 %	Out
MSFWs placed in long-term non-agricultural jobs.	3%	8.74 %	In
Field checks conducted on agricultural clearance orders where JS placements are made.	25%	100%	In
Number of MSFWs contacted by JS outreach staff per staff day worked.	5	16	In
Complaints remaining unsolved for more than 45	90%	100%	In

working days.

Significant  
MSFW local  
office review.

100%

100%

In

For PY 14, the Virginia Workforce Connection data reports reflect that VEC exceeded five of the seven Minimum Service Level Indicators listed. MSFWs "Placed in a job" and "Placed 50 Cents above the Minimum Wage" were not in compliance. Placement data may not be current due to the fact that they are generated based on the employer wage records, which can be a quarter behind. Piece rate earnings are not reflected within the system and based on worker and employer interviews, MSFWs earnings for piece rate work average between \$10 and \$12 per hour. Therefore, we may conclude that the VEC actually met the indicator for "Placed 50 Cents above the Minimum Wage." Again we reiterate that the discrepancy between the LEARS and 9002 reporting schemes is in need of reconciliation at the Federal Level.

## **Attachment 1: Workforce U Course Catalog**

### **CUST 101 – Basic Critical Thinking & Problem Solving**

In the challenging and fast-paced world of Workforce Services, performing under pressure and finding innovative ways to solve problems are critical job skills. This course will provide students with the opportunity to face a multiplicity of workplace challenges, and experiment with ways to address those challenges in a no-risk environment. *Prerequisites: none.*

### **CUST 102 – The VEC Business Customer**

Employers are critical partners in the Workforce System because businesses are where jobs are created. In this course students will learn about the employer customer, focusing on the needs of businesses for qualified employees who contribute to the bottom line. Students will learn how to select employer partners, approach them, and sustain the relationship. They will visit at least one business to observe its operations. *Prerequisites: CUST 101.*

### **CUST 103 – The VEC Job Seeker Customer**

Today's job seeker faces a variety of challenges unheard of a decade ago. Understanding today's job seeker and the market he must navigate is crucial to our success as workforce professionals. In this course students will learn the keys to helping job seekers find successful job matches. They will also learn how to assess a job seeker's skills, enhance his marketability, and prepare him for the interview process. *Prerequisites: CUST 101.*

### **CUST 104 – The UI Customer**

Many people become job seekers after the unexpected loss of a job. These job seekers face unique challenges to reentering the workforce, and great care must be taken by workforce professionals as they strive to meet their needs. In this course students will learn about the fundamentals of the UI program and its eligibility requirements. They will also learn methods to help UI customers move expeditiously into the workforce or attain enhanced job skills. *Prerequisites: CUST 101.*

### **CUST 201 – Intermediate Critical Thinking & Problem Solving**

This course builds upon the foundational skills learned in CUST 101. Students will be faced with complex challenges for which innovative solutions must be found, and they will be encouraged to solve these challenges working collaboratively with other workforce professionals. They will learn the art of teamwork in an environment constrained by several different professional agendas. And they will learn the skill of using professional diplomacy to achieve suitable outcomes for all stakeholders. *Prerequisites: CUST 101, CUST 102, CUST 103, CUST 104.*

#### CUST 202 – Intermediate Employer Relations

Workforce services systems that employ industry sector strategies enjoy far more strategic success than those that do not. This course in advanced employer relations will emphasize industry sector workforce strategies, giving students a broad exposure to the twelve high-growth industry sectors in Virginia and their workforce needs. By the conclusion of this course students will possess the knowledge necessary to identify and anticipate the workforce needs of various industry sectors and develop proactive steps to ensure those needs are met within their localities. *Prerequisites: CUST 201.*

#### CUST 203 – Intermediate Job Seeker Assessment

In this course workforce professionals will learn how to assess the work skills possessed by job seekers, and develop plans to help job seekers communicate, enhance, or acquire skills in high demand by employers. Students completing this course will receive the Certified Workforce Development Professional (CWDP) credential in skills assessment from the National Association of Workforce Development professionals (NAWDP). *Prerequisites: CUST 201.*

#### CUST 204 – Influence and the Art of Persuasion

Customer acquisition, influence, customer experience, external awareness, persuasion and results orientation are topics near to every expert salesperson's heart. They should also be topics of keen interest to every workforce professional interested in putting his or her customers first. In this course, students will learn the art of sales and the importance of this art in achieving our workforce mission. *Prerequisites: CUST 201.*

#### CUST 301 – Advanced Critical Thinking & Problem Solving

Great leadership is found at every level of the best organizations. Often, the key to great leadership is a leader's ability to find solutions to the most intractable problems. A deep knowledge of legal and regulatory conditions is essential; but equally important is an affinity for productive risk and innovation within well-defined regulatory structures. Students in this course will encounter some of the most difficult problems faced by modern policy makers and implementers. They will be challenge to offer solutions and strategies to solve those problems. And they will experience the important quality of perspective within public sector decision making. *Prerequisites: CUST 201, CUST 202, CUST 203, CUST 204.*

#### CUST 302 – Advanced Employer Relations

Why do businesses make the hiring decisions they make? What are the economic forces that influence hiring? Is it possible to anticipate workforce conditions by examining economic models? In this course students will delve into these questions and many others as they gain

an understanding of the diverse economies within the Commonwealth. *Prerequisites: CUST 301.*

#### CUST 303 – Advanced Job Seeker Assessment

Now that you have your CWDP credential, how can you and your team enhance your assessment skills and better meet your job seeker customers' needs? Students in this course will learn about career pathways, career and technical education, high-demand occupation projections, and other "pipeline" considerations that affect the job market and local economies. Students will be equipped to plan to meet the needs of future job seekers and to help them acquire the skills they will need in the New Virginia Economy. *Prerequisites: CUST 301.*

#### LEAD 101 – Basic Leadership and Office Management

In this course students will learn the basic building blocks for successful office management. They will learn basic leadership skills and theories; and they will test what they have learned in "real world" scenarios requiring them to make sound management decisions. *Prerequisites: CUST 101.*

#### LEAD 201 – Intermediate Leadership and Strategic Management

What is the difference between leadership and management? At what point in your career is technical expertise no longer enough? In this intermediate leadership course, students will explore these questions and others as they refine their personal leadership styles. *Prerequisites: CUST 201, LEAD 101.*

#### LEAD 301 – Advanced Strategic Leadership

Large, complex organizations require unique leadership skills. At this level, leaders must be well-versed in negotiation, consensus building, public relations, and resource management. They must be politically and socially savvy. And they must have a keen understanding of what it takes to "see the big picture." *Prerequisites: CUST 301, LEAD 201.*

#### LEAD 302 – Resource Management

Designed for workforce leaders and upper-level managers, this course provides students with the tools they need to understand and deploy financial resources, equipment and technology, human capital, and partner assets in the most efficient and productive ways. *Prerequisite: LEAD 301.*

#### LEAD 401 – Instruction and Education

This course is designed for NAWDP certified workforce staff seeking to become workforce professional development educators within Virginia's workforce system. It is a comprehensive, multi-faceted course for which participants will receive an educator's certification upon successful completion. *Prerequisites: nomination by local office manager and regional director.*

#### PROG 101 – The Purpose, Mission and Structure of the VEC

This course is a general overview of the workings of the Virginia Employment Commission – its history, mission, hierarchy, programs, funding, and statutory authority. Students will also receive a basic introduction to the VEC business culture and values. *Prerequisites: none.*

#### PROG 102 – WIOA Basics: Programs Administered by the VEC

Participants in this course will learn the ways in which VEC programs are intended to be structured and operated under WIOA. Specifically, students will obtain an in-depth knowledge about the Wagner-Peyser Program, the Jobs for Veterans State Grant, the Trade Adjustment Assistance Program, the Unemployment Compensation Program, Labor Market Information and other programs specified in the Workforce Innovation and Opportunity Act. *Prerequisite: PROG 101.*

#### PROG 103 – The Virginia Workforce Connection

The Virginia Workforce Connection, or VWC, is often cited as the “system of record” for Virginia's public workforce system. Vital to the Wagner-Peyser job exchange, this technology enables staff who know how to use it well readily assist job-seekers connect with appropriate jobs. Students in this course will receive the necessary skills to use the VWC expertly as they serve their employer and job-seeker customers. *Prerequisite: PROG 101.*

#### PROG 104 – Making Referrals of Customers to Partner Agencies

Virginia's “workforce system” is comprised of eight loosely affiliated agencies overseeing twenty-four programs with total annual expenditures of \$363 million. Helping customers navigate this system is a combination of science and art; and students in this course will develop the knowledge and skills necessary to provide the best possible service to job-seekers and employers seeking assistance. One customer service tool at staff's disposal is the “affirmative referral” – a tool that will be the basis for discussion and learning in this course. *Prerequisite: PROG 101.*

#### PROG 201 – Veterans Workforce Programs

According to the Virginia Department of Veterans' Services, 800,000 veterans reside in Virginia – with 2,000 more choosing to do so each year. As a group, veterans possess 85% of the skills Virginia's growing industry sector say they need to thrive; yet matching the right

veterans with the right jobs is often a challenge. In this course, students will gain a comprehensive understanding of the obstacles to civilian employment experienced by veterans and transitioning service members. They will also acquire skills and tools to enable them to make better connections to employment for veterans and their families. *Prerequisite: PROG 102.*

#### PROG 202 – Agriculture Workforce Programs

One of Virginia's most vital industry sectors is agriculture, which (according to the Weldon Cooper Center for Public Service at the University of Virginia) has an impact on Virginia's economy of \$52 billion annually. Because Virginia farms employ 55,000 farmers, it is critical that front line workforce services staff have a deep understanding of agricultural employment issues. *Prerequisite: PROG 102.*

#### PROG 203 – Trade Act Programs

One of the elements of the Trade Act of 1974 was a provision for training and re-employment of workers who lost their jobs as a result of foreign trade called the Trade Adjustment Assistance Program. Students in this course will develop a comprehensive understanding of the many facets of the TAA Program, and be better able to assist customers whose jobs are affected by increased imports and other trade-related factors. *Prerequisite: PROG 102.*

#### PROG 301 – Understanding USDOL

Students in this course will receive a broad overview of the functions of USDOL's 29 agencies, with an emphasis on the Employment and Training Administration (ETA), Veterans' Employment and Training Service (VETS), Wage and Hour Division (WHD), the Office of Federal Contract Compliance Programs (OFCCP), and the Bureau of Labor Statistics (BLS). *Prerequisites: PROG 201, 202, or 203.*

#### PROG 302 – Understanding Four Titles of WIOA

Students in this course will do a deep dive into the four Titles of the Workforce Innovation and Opportunity Act of 2014: Title I, Adult, Youth, and Dislocated Worker Programs; Title II, Adult Basic Education; Title III, The Wagner-Peyser Act; and Title IV, Vocational Rehabilitation. They will examine the key differences between the 1998 Workforce Investment Act (WIA) and the modern Opportunity Act. *Prerequisites: PROG 201, 202, or 203.*

#### PROG 303 – TANF & SNAP

The Temporary Aid to Needy Families (TANF) Program and the Supplemental Nutrition Assistance Program (SNAP) are now mandated partners in Virginia's One-Stops. This course will provide a detailed overview of both programs; and it will provide students with



guidance and tips about how best to serve the employment needs of SNAP and TANF customers.

#### PROG 304 – Serving Job Seekers with Disabilities

Serving employers and job seekers under Title IV of WIOA (Vocational Rehabilitation) is only one of the roles workforce services professionals will undertake to connect customers with disabilities with jobs. In this course students will develop the skills they need to enable themselves and their teams to better serve employers as they hire workers with disabilities, as well as job seekers with disabilities.

#### PROG 305 – WOTC

The Work Opportunity Tax Credit provides an economic incentive for employers who hire unemployed veterans, TANF recipients, SNAP or “food stamp” recipients, designated community residents, vocational rehabilitation referred individuals, ex-felons, SSI recipients, or summer youth employees. Understanding how this program works to benefit employers and job-seekers alike is a critical tool for students and their teams.

VIRGINIA DEPARTMENT FOR THE BLIND AND VISION  
IMPAIRED (DBVI)

# 2016 DBVI Vocational Rehabilitation Services Portion of the Virginia Combined State Plan

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FINAL DRAFT

2/18/2016

DBVI Plan includes:

Abbreviations	pages 166-168
Required Sections A through Q	pages 169-218
VR Certifications and Assurances	page 219



## 2016 Department for the Blind and Vision Impaired Combined State Plan

<b><u>Abbreviation</u></b>	<b><u>Definition</u></b>
AIR	American Institutes for Research
AJC	America's Job Center
APCP	Automated Personalization Computing Project
AWARE	DBVI's electronic case management system
CD	Consumer-Directed
CORE	Council on Rehabilitation Education
CRC	Certified Rehabilitation Counselor
CRCC	Commission of Rehabilitation Counselor Certification
CRP	Community Rehabilitation Provider
CSAVR	Council of State Administrators of Vocational Rehabilitation
CSB	Community Service Board
CSNA	Comprehensive Statewide Needs Assessment
CSPD	Comprehensive System of Personnel Development
DARS	Virginia Department for Aging and Rehabilitative Services
DBHDS	Virginia Department of Behavioral Health and Developmental Services
DBVI	Virginia Department for the Blind and Vision Impaired
DD	Developmental Disability
DMAS	Virginia Department of Medical Assistant Services
DOE	Department of Education
ESO	Employment Service Organization
EWP	Employee Work Profile
FFY	Federal Fiscal Year

GWU	George Washington University
I&E	Innovation and Expansion
ID	Intellectual Disability
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IPE	Individualized Plan for Employment
JDVRTAC	Job-Driven Vocational Rehabilitation Technical Assistance Center
LEAP	Learning Excellence in Academics Program
LIFE	Learning Independence, Feeling Empowered
LRC	Library and Resource Center at DBVI
MAD	Making a Difference
MOU	Memorandum of Understanding
MSD	Most Significant Disabilities
NCSAB	National Council of State Administrators of the Blind
NCSRC	National Council of State Rehabilitation Councils
NET	National Employment Team
NIDILRR	National Institute on Disability, Independent Living, and Rehabilitation Research
O&M	Orientation and Mobility
OFCCP	Office of Federal Contractor Compliance Programs
OJT	On-The-Job Training
OOS	Order of Selection
PEQATAC	Program Evaluation and Quality Assurance Technical Assistance Center
ROI	Return on Investment
RSA	Rehabilitation Services Administration

SE	Supported Employment
SRC	State Rehabilitation Council
SSA	Social Security Administration
TVI	Teachers of the Visually Impaired
VA	Virginia
VCU	Virginia Commonwealth University
VITC	Virginia's Intercommunity Transition Council
VMA	Virginia Manufacturers Association
VR	Vocational Rehabilitation
VRC	Vocational Rehabilitation Counselor
VRCBVI	Virginia Rehabilitation Center for the Blind and Vision Impaired
VRTAC-TC	Vocational Rehabilitation Technical Assistance Center - Targeted Communities
VTC	Video-teleconferencing
WAT	We Are Transition
WIOA	Workforce Innovation and Opportunity Act
WOTC	Work Opportunity Tax Credit
WWRC	Wilson Workforce and Rehabilitation Center

## Section A

### Input of the State Rehabilitation Council

The State Rehabilitation Council (SRC) and the Department for the Blind and Vision Impaired (DBVI) collaborate to develop the DBVI State Plan and Vocational Rehabilitation (VR) policies and procedures. DBVI and the SRC also obtain input from individuals who are blind, vision impaired, or deafblind and other stakeholders through public comment, satisfaction surveys, and Comprehensive Statewide Needs Assessments (CSNA).

During January and February 2016, the SRC assisted DBVI in preparing the 2016 State Plan. The SRC reviewed State Plan drafts, provided input, and agreed to the State Plan after they ensured the Plan was consistent with the SRC and VR program goals, objectives, and policies.

In preparation for development of the Input of the State Rehabilitation Council, the SRC was given an overview summary of the 2015 DBVI CSNA which included input from focus groups consisting of consumers of VR services, Community Rehabilitation Providers, DBVI Staff, Business, and other interested community stakeholders, Public Comment from FFY 2015 and 2016, and recommendations of the SRC throughout the year.

SRC Recommendations:

1. The SRC recommends DBVI remain focused on the six goals and priorities contained in the 2016 State Plan Section L and report to the SRC quarterly on the progress toward accomplishing the goals.

DBVI supports the SRC recommendation to remain focused on the goals and priorities identified in the 2016 State Plan Section L and to provide quarterly reports on progress to the SRC.

2. The SRC indicates that the rehabilitation community recognizes that one key factor of successful employment outcomes is the active participation of individuals in their rehabilitation program. In order to achieve full participation, individuals must be educated on their rights and responsibilities as recipients of rehabilitation services before embarking on a rehabilitation program. Therefore, the SRC recommends that DBVI develop a document to be provided to all perspective recipients of services which outline individuals' rights and responsibilities and the ways they can and should actively participate in their rehabilitation program. If such documentation already exists, the SRC recommends that DBVI provide it to the Council for review and comment at the first SRC meeting in FFY 2017.

DBVI currently provides individuals with information regarding their rights and responsibilities at application, at eligibility determination, at rehabilitation plan development, and at case closure. However, the agency will collaborate with the SRC in FFY 2016 to review and revise agency practices

regarding informing individuals of their rights and responsibilities, and if appropriate, will produce a new document describing individual rights and responsibilities.

3. Informed choice is an area of concern for the SRC and other stakeholders. SRC members, as well as individuals making public comment, indicated DBVI should ensure applicants and recipients of services are informed and guided by DBVI staff about their rights to make informed choices and given sufficient information about options available to them in order to facilitate informed choice regarding their vocational goals and the goods and services they are eligible to receive to accomplish those goals. In addition, the SRC recognizes that self-advocacy skills are critical to the achievement of personal and vocational goals for transition-age youth and individuals of all ages. Therefore, the SRC recommends that DBVI continue to promote the importance of self-advocacy, and incorporate these skills into its rehabilitation programs.

DBVI accepts and embraces that informed choice is a fundamental part of the VR process and routinely trains personnel regarding the philosophy and practice of informed choice. The agency does not have evidence that individuals do not have the opportunity to make informed choices.

DBVI also accepts and embraces that self-advocacy skills are critical to the achievement of individuals' personal and vocational goals. DBVI provides individuals with self-advocacy training through vocational guidance and counseling and information and awareness regarding consumer group organizations. DBVI addresses self-advocacy skill development, specifically for students and youth, in Section O Goal 5 strategies for the purchase of self-advocacy instruction from vendors as part of pre-employment transition services.

Currently, the training programs at VRCBVI include a self-advocacy component. In Section O Goal 5 of this State Plan, DBVI discusses further enhancement of self-advocacy training, to include the development and implementation of a self-advocacy training program for students participating in transition programs at VRCBVI. Additionally, the Career Pathways grant that was jointly awarded to DBVI and the Department for Aging and Rehabilitative Services in 2015 as referenced in this State Plan in Section O Goal, includes self-advocacy as a focus area for training for eligible individuals seeking competitive integrated employment.

4. The SRC recommends the following related to consumer satisfaction data:
  - a. Consumer Satisfaction survey data is collected annually or on a rolling basis.
  - b. DBVI establish a quarterly reporting cycle whereby consumer satisfaction data and analysis is provided to the SRC at each scheduled meeting (a minimum of four times each year).

DBVI will provide quarterly updates on the consumer satisfaction survey data collection and will provide a full report annually.

5. Since 2009, the SRC and DBVI Liaison have been providing new SRC members with an orientation. Since 2011, the SRC has conducted an annual Retreat to identify projects and focus areas, and develop action steps to accomplish these objectives. Both of these activities have proven useful for the effective operation of the SRC. Therefore, the SRC recommends that DBVI provide continued support for these two activities to include: participation in New Member Orientation, and the provision of a dedicated staff person to capture notes and key action items from the Annual Retreat for distribution to the SRC no later than two weeks following the event.

DBVI is pleased to provide administrative support for an active engagement in SRC meetings and events as it has since the 1998 amendments to the Rehabilitation Act of 1973. DBVI will continue to collaborate with the SRC to provide an orientation to new SRC members and to facilitate the conduct of an annual Retreat, based on available funding, to sponsor such an event.

6. The SRC recommends the following as it pertains to providing opportunities for public comment:
  - a. DBVI conduct regional public meetings with regional or state meetings of consumer organizations during the 2017 State Plan cycle and share the public comments and agency responses from those meetings with the SRC at each scheduled SRC meeting.
  - b. DBVI continue to provide notification of all public meetings to include regional meetings, state meetings of consumer organizations, and the quarterly SRC meetings to the DBVI website and the designated channel for Virginia on Newsline. In addition, the SRC recommends that DBVI provide notification of the quarterly SRC meetings to students enrolled in VRCBVI.

DBVI will continue to conduct a minimum of four public meetings, at least three of which will be conducted in conjunction with consumer group organization meetings. DBVI will continue to post summaries of public comment and agency responses on the DBVI website, will share this information with the SRC by e-mailing an electronic copy to SRC members annually, and will post on Newsline.

DBVI will continue to provide notification of agency public meetings, including those held in conjunction with state consumer group meetings, but will not assume responsibility for providing notification of state consumer group meetings generally. DBVI will include state consumer group



meetings on the Calendar of Events on the agency website if that information is provided by consumer groups.

7. The SRC recommends that DBVI make workforce activities such as job development, job placement, and job coaching training to counselors a very high priority for 2016 and into the future, and include mentoring as one of the training strategies. The SRC recommends that DBVI report on these efforts at each scheduled SRC meeting (a minimum of four times each year).

DBVI will provide training to VR staff in appropriate workforce activities including, but not limited to, job development and placement strategies. The agency will make the SRC aware of training efforts. Where job development and job coaching services are purchased, DBVI will not train VR Staff to perform these functions.

8. DBVI develops and distributes various marketing materials for individuals in the community, including business and potentially eligible recipients of services. The SRC recommends that DBVI share these materials with the SRC in FY2016, and ensure that all materials are available in alternate format, to include large print, Braille, and electronic media.

The Department is looking to strengthen marketing and outreach efforts with the intention of developing, with professional assistance, a marketing plan, and will provide the SRC with updates on the development and implementation of this plan on a quarterly basis. DBVI will share relevant vocational rehabilitation program marketing materials with the SRC. All agency marketing materials will continue to be available in alternate formats upon request.

9. The SRC has established the following committees to help the Council achieve its goals and priorities: Annual Reports, State Plan, Employment, Marketing, and Legislative committees. The SRC recommends that DBVI provide a liaison to work with each committee to facilitate continued effective collaboration and coordination between the SRC and the agency.

DBVI has already established liaison(s) to the SRC and will continue working with the SRC to facilitate effective communication regarding its previously existing and newly identified committee work.

## **Section B**

### **Request for Waiver of Statewideness**

The Virginia Department for the Blind and Vision Impaired (DBVI) is not requesting a waiver of statewideness for this State Plan cycle.

## Section C

### **Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System**

The Virginia Department for the Blind and Vision Impaired (DBVI) seeks to improve and enhance vocational rehabilitation services to individuals, including youth, who are blind, vision impaired, or deafblind through interagency cooperation with federal, state, and local agencies, and programs and other organizations, agencies, and programs that are outside of the purview of government. This collaboration, which includes the use of services and facilities of agencies and programs that are not carrying out activities through the state workforce development system, is facilitated by formal and informal agreements.

During this State Plan cycle, DBVI will develop or update formal and informal agreements with the following federal, state, or local agencies and programs:

- The Virginia Assistive Technology System
- The Virginia Department of Behavioral Health and Developmental Disabilities
- The Office of Veterans Affairs
- The Virginia Office for Protection and Advocacy
- The Virginia Department for the Deaf and Hard of Hearing
- The Virginia Department of Medical Assistance Services
- The Virginia Department of Education
- The Department of Social Services

Also during this State Plan cycle, DBVI will develop an understanding of the services and programs of the following programs and agencies in order to develop formal and informal agreements:

- Programs carried out by the Under Secretary for Rural Development of the Department of Agriculture
- Non-educational agencies serving out-of-school youth

The Commonwealth of Virginia (Section 2.2-1117 of the Code of Virginia) has a state use contracting program for services performed, along with articles and commodities produced by persons, and in schools or workshops, under the supervision of the DBVI. This section of the Virginia Code refers to the Virginia Industries for the Blind which is under the supervision of DBVI and includes but is not limited to items such as mattresses, uniforms, pens, pencils, spices, and other goods.

In addition, Virginia Code Section 2.2-1118, Purchases from employment services organizations of Virginia serving individuals with disabilities, allows for the purchase of items or services from Community Rehabilitation Providers (known as Employment Service Organizations in Virginia) without competitive procurement with certain requirements.

## Section D

### Coordination with Education Officials

The Department for the Blind and Vision Impaired (DBVI) maintains collaborative relationships with state and local education officials. Interagency partnering includes developing and implementing cooperative agreements with the Virginia Department of Education (DOE) and each local school division that identify plans, policies, and procedures. These annual agreements facilitate the transition of blind, deafblind, or vision impaired students from school to the receipt of VR services for eligible students, as well as procedures for the timely development and approval of individualized plans for employment for the students and the financial obligations of each agency. Additionally, the agreements establish collaboration and coordination efforts to help blind, vision impaired, or deafblind students fully participate in school. DBVI has begun planning for pre-employment transition services and will include these services in all planning, policies, procedures, and agreements in the upcoming cooperative agreement cycle.

The cooperative agreement between DBVI and DOE identifies each agency's respective and joint responsibilities. DOE is the lead agency assuring eligible students with disabilities receive free appropriate public education, while

DBVI prepares and delivers a program of special education services in addition to those provided in the public school system. DBVI works with students who are potentially eligible for vocational rehabilitation (VR) services and school systems to plan and provide services to students.

This state-level cooperative agreement specifies that DBVI:

- Assists DOE staff and other facilities with developing "child find" efforts to identify and locate students who are blind, vision impaired, or deafblind;
- Assists DOE staff to plan for the assistive technology needs of eligible students;
- Assists DOE staff in planning for Virginia's statewide testing program;
- Invites DOE staff to DBVI meetings that address major issues affecting children who are blind, vision impaired, or deafblind;
- Provides information and educational materials defining DBVI services and procedures;
- Provides a lending service through DBVI's Library and Recourse Center (LRC) from which the School Division may borrow certain items that are appropriate for teaching students who are blind, vision impaired, or deafblind; and
- Provides professional development opportunities for Teachers of the Vision Impaired (TVI) on a regional basis, to include two training sessions for new teachers related to the DBVI Low Vision program and the process for ordering materials from the Library Resource Center.

The DBVI Director for Youth and Children's Services works directly with the DOE and is responsible for:

- Ensuring DBVI Education Services Coordinators serve as liaisons to public schools and parents of children with visual disabilities;
- Serving on DOE committees where expertise on visual disabilities is needed. Ensuring regional professional development activities are provided to Teachers of the Visually Impaired.

Local cooperative agreements, developed annually between DBVI and each public school division, ensure that DBVI will:

- Assist school divisions in identifying children from birth through age 21 who have visual disabilities;
- Provide consultation and technical assistance to help school divisions determine students' eligibility for VR services, including pre-employment transition services from school to post-school activities;
- Provide consultation and technical assistance to help students, their parents, and their school divisions develop each student's Individual Education Plans (IEPs); and
- Participate with students aged 14 and older, their parents, and their school division in planning vocational rehabilitation transition programs and services.

DBVI is a member of Virginia's Intercommunity Transition Council (VITC). VITC provides opportunities to coordinate transition planning and services for youth who have disabilities with leaders in education, rehabilitation, and other adult service agencies. The Director of Youth and Children's Services represents DBVI on the VITC.

DBVI has signed the Commonwealth of Virginia Plan of Coordinated Transitional Services for Youth and Young Adults with Disabilities, often referred to as Virginia's Transition Plan. The Plan serves to strengthen transition services for youth with disabilities across Virginia by ensuring individualized transition planning and service opportunities. The plan is based on the premise that coordination of services assists students in achieving productive adult lives.

DBVI conducts outreach aimed at students and their families by using the agency case management system to identify students who are turning age 14. The parents of these students are contacted via mail and provided with general information regarding VR services and the name of a VR counselor from their locality. Within ten days of the date on the letter, the VR counselor makes contact with the student and their parents to discuss VR services. These students, along with eligible students referred to the VR program, may receive vocationally oriented services while in high school. Based on an individual student's needs, these services may include, but not necessarily be limited to:

- Vocational guidance and counseling;
- Vocational exploration, evaluation, and assessments;
- Rehabilitation technology evaluation;
- Adjustment to blindness training;
- The Summer Adjustment Program at the Virginia Rehabilitation Center for the Blind and Vision

- Impaired (VRCBVI);
- The College Preparatory Program at VRCBVI;
  - A Transition Seminar; and
  - Summer Paid/Unpaid Work Experience Opportunities

The DBVI Youth and Children's Services and Vocational Rehabilitation programs serve a much larger group of students with visual disabilities than are identified under Section 618 (b) (3) of the Individuals with Disabilities Education Act (IDEA). Some students, whose vision is their secondary disability, are identified by the local school divisions and DOE under other disability categories. DBVI also serves youth who are not associated with secondary education.

## **Section E**

### **Cooperative Agreements with Private Nonprofit Organizations**

Through an interagency agreement between the Department for the Blind and Vision Impaired (DBVI) and the Department for Aging and Rehabilitative Services (DARS), DBVI may purchase services from one or more of the Community Rehabilitation Services programs (CRPs) that have been approved by and have vendor agreements with DARS. The CRPs are private, non-profit organizations providing services, such as work evaluation, work adjustment, and workforce services and supports such as job development, job placement, job coaching, supported employment, and extended support services. The majority of individuals, including youth, who are blind, vision impaired, or deafblind for whom DBVI may purchase services from CRPs, are individuals who have most significant disabilities who require intensive one-on-one support and services. DBVI only purchases services from these VR service providers for the purpose of ensuring that individuals enter into or maintain competitive integrated employment.

During this State Plan cycle, DBVI will develop cooperative agreements with CRPs if needed to facilitate provision of services to the individuals, including youth, who are blind, vision impaired, or deafblind applying for or receiving VR services from DBVI.



## **Section F**

### **Arrangements and Cooperative Agreements for the Provision of Supported Employment Services**

DBVI and the Department of Behavioral Health and Developmental Services (DBHDS) maintain an interagency agreement ensuring supported employment and extended supports services for blind, vision impaired, or deafblind individuals, including youth, with behavioral, developmental, and intellectual disabilities as long as funds are available. Services are provided through local Community Service Boards (CSBs) receiving targeted funds for extended employment services. These CSBs sign individual agreements verifying available funds for ongoing support for individuals with most significant disabilities, including youth, who are blind, deafblind, or visually impaired individuals who also have behavioral, developmental, or intellectual disabilities.

DBVI also maintains cooperative agreements with Community Rehabilitation Providers (CRPs) that have been approved by and have vendor agreements with the DARS for the purpose of accessing and providing supported employment and extended support services. The majority of these individuals with most significant disabilities, including youth, are blind, vision impaired, or deafblind, and have secondary or tertiary disabilities causing functional limitations that require the individual to have intensive one-on-one support and services in order to obtain or maintain competitive integrated employment outcomes. DBVI only purchases services from these VR service providers for the purpose of ensuring that individuals enter into or maintain competitive integrated employment.

Virginia appropriates state funds for extended employment services to individuals with physical disabilities. Blind, vision impaired, or deafblind individuals, including youth, who also have secondary physical disabilities, will have supported employment available during this State Plan cycle.

Natural supports will be incorporated into extended services based on the individualized needs of the person receiving services. The use of natural supports and other extended support services assist blind, vision impaired, or deafblind individuals to maintain employment.

Internally, DBVI has two Deafblind Specialists providing extended support services to deafblind consumers, and the salaries of these individuals are funded with state general funds. These staff provide the agency and external VR service providers with technical assistance regarding the provision of services to individuals who are deafblind in all employment settings, including supported employment and extended support services.

DBVI requires a memorandum of understanding (MOU) with providers of extended employment support services. The MOU is required prior to the use of Title VI, Part B funds.

## Section G

### Coordination with Employers

The Virginia Department for the Blind and Vision Impaired (DBVI) develops and maintains collaborative relationships with employers to identify competitive integrated employment and career exploration opportunities for individuals, including students and youth, who are blind, vision impaired, or deafblind.

#### Vocational Rehabilitation Services

During this State Plan cycle, the newly established DBVI Workforce Unit will work with employers to identify their human resource needs in order to facilitate competitive integrated employment opportunities and career exploration opportunities for eligible individuals, including students and youth who are receiving vocational rehabilitation services. Additionally, DBVI will ensure that eligible individuals will receive a range of VR services that are specific to the individual's needs related to achieving his or her competitive integrated employment outcome.

The DBVI Workforce Unit will identify employers and federal contractors by attending the Society of Human Resource Management and Economic Development meetings and Chamber of Commerce meetings and Industrial Round Tables, by networking with the Virginia Employment Commission, through review of Virginia Jobs Investment programs, and by establishing relationships with various Veterans Representatives, Workforce Development Boards and Office of Federal Contractor Compliance (OFCCP). Additionally, the Unit will initiate distribution of employer outreach letters, review various recruiting websites, and meet with Business Services/Solutions teams.

Strategies for establishing rapport and relationships with business to facilitate collaboration that meets the needs of business while focusing on competitive employment outcomes for individuals receiving Vocational Rehabilitation services include, but is not limited to, scheduling personalized meetings with the employer and other partners that the employer would like to include, researching the employer's website, and developing a solid understanding of the employer's mission, vision, and values.

Just as it is critical for job seekers to understand what a specific job requires, DBVI places value on understanding employers' human resource needs and how the agency can assist that employers with meeting those needs. Collaboration between DBVI and employers will include determining how DBVI can assist with filling vacant positions, understanding what skills, abilities, and credentials ideal candidates need to perform essential job functions, and becoming aware of what types of applicants are needed to meet the employers' hiring needs.

As part of the Workforce Unit strategy, DBVI will use a model that assigns a Project Manager to a business partner who ensures that roles are clearly defined between the employers and other workforce partners. The Project Manager will be responsible for learning the needs of business, including but not limited to, elements such as required background checks, assessments and job analysis, accommodations individuals may require on a job site, feasibility of the business to ensure success in matching candidates to positions, and building a continuous pipeline of qualified individuals whose skills and background meet job requirements. A key part of this strategy will be the creation of a database to capture and track the business needs and vocational rehabilitation services provided, and to incorporate the use of labor market intelligence in program planning, vocational goal development, and defining competitive integrated job placement and successful employment outcomes.

Vocational rehabilitation services to individuals and supports for business will include certain incentives that benefit both the individual job seeker and the business. These will include:

- Paid and unpaid work experiences, including internships, where a business agrees to assist individuals receiving VR services in learning about careers first hand. DBVI can provide job seekers with maintenance services that may include gasoline or meal allocation, while they train with the employer. The agency provides medical insurance for the individual in case of an on-the-job accident. Employers get a free, first-hand look at potential future employees. Job seekers are not guaranteed a job, but will hopefully meet and work with one or more individuals who may agree to serve as a reference.
- On-The-Job Training (OJT) reimbursement where employers who hire eligible individuals receiving VR services from DBVI may be reimbursed for on-the-job training costs.
- Work Opportunity Tax Credit (WOTC) which is a tax credit available to employers who hire individuals with disabilities. WOTC is subject to reauthorization by Congress each year.

Other VR services and career exploration opportunities will include DBVI Workforce Specialists and VR Counselors, including specialized Transition Counselors, who will arrange job fairs so employers can interview multiple candidates at one time, and partnering with job coaches to ensure that individuals who are hired can receive extra support services if needed to learn and perform essential job tasks. The DBVI Workforce Specialists, VR Counselors, and Transition Counselors will also facilitate informational interviews with employers, mock job interviews, participation in job clubs, volunteer opportunities, and job shadowing.

In the area of assistive technology, DBVI will coordinate with employers and individuals receiving VR services to identify areas where job seekers may require accommodations in order to obtain and maintain employment. These assistive technology services may include recommendations and technical assistance to businesses around adjustment or modification in the workplace to help existing and potential employees who are blind, vision impaired, or deafblind, including youth, in

order to maximize productivity on the job. DBVI's Assistive Technology Specialists and skilled Rehabilitation Engineers will be available to assess the employers' places of business and workplace and develop recommendations if needed.

As part of this collaboration, DBVI will offer disability awareness and diversity training to help educate businesses on disability etiquette. Additionally, DBVI staff, including Rehabilitation Engineers, Assistive Technology Specialists, Workforce Specialists, and Vocational Rehabilitation Counselors, will be available to speak on topics such as assistive technology, reasonable accommodations, the Americans with Disabilities Act, and federal contract requirements.

### **Transition services, including pre-employment transition services, for students and youth with disabilities**

Through a wide range of collaborations, DBVI's VR Counselors and specialized Transition Counselors will ensure that students who are still in high school will have work experiences. These experiences will be accomplished by creating working partnerships with employers, students, and families to create expectations that students will participate in work experiences and to actually create those work experience opportunities, both volunteer and paid.

To facilitate work opportunities and competitive integrated employment, Vocational Rehabilitation and specialized Transition Counselors will counsel students in career development and job exploration activities to address how students will gain employment experiences during high school. Pre-vocational and pre-employment services will include vocational interest inventories, vocational evaluations, informational interviews, and job shadowing to assist students in determining a vocational goal. Assistance will be provided in developing skills students need to complete applications and interview for work experiences while in high school. VR Counselors and specialized Transition Counselors will collaborate with itinerant Teachers for the Visually Impaired (TVIs), DBVI Educational Coordinators, and employers to integrate work experiences into the expectations and opportunities for youth. Additionally, DBVI will develop ways to enhance parental investment and explore how to best integrate transition planning, including opportunity for work experience, into Individualized Educational Program (IEP) and Individualized Plan for Employment (IPE) development. Also, DBVI will continue to collaborate with Virginia Department for Aging and Rehabilitative Services (DARS) regarding transition resources to facilitate development of work experience opportunities with employers.

Transition services, including pre-employment transition services, will include job exploration and counseling, work-based learning experiences, apprenticeships, counseling regarding opportunities on enrollment in transition or secondary education programs, work place readiness training, and instruction in self-advocacy.

To enhance and facilitate job-readiness skills and career planning for students to make a successful transition from school to work and to greater independence, students will be referred to DBVI Workforce Specialists and to Community Rehabilitation Providers (CRPs) (also known in Virginia as Employment Services Organizations (ESOs)). Workforce Specialists will complement pre-employment transition services by delivering workplace readiness training to establish skills necessary for entry into career pathways, competitive integrated employment, and by coordinating with schools and networking with employers to establish paid and unpaid internships, including apprenticeships, specifically matched to the student's needs, skills, interests, abilities, and informed choice. Transition services purchased from CRPs may also include On-The-Job support and extended support services for students and youth needing additional supports in the work experience setting or on the job.

## **Section H**

### **Interagency Cooperation**

The Virginia Department for the Blind and Vision Impaired (DBVI) maintains collaborative relationships with state agencies providing services to individuals who are blind, vision impaired, or deafblind with intellectual/developmental disabilities and mental health issues to include the Virginia Department of Behavioral Health and Developmental Services (DBHDS) and the Virginia Department of Medical Assistant Services (DMAS).

As discussed in Section C, during this State Plan cycle, DBVI will establish or re-establish Memorandum of Understandings or interagency agreements outlining the commitment of the agencies to work together to create opportunities to exchange information, resolve issues, and provide resources statewide in order to increase the pre-employment and competitive integrated employment opportunities for individuals who are blind, vision impaired, or deafblind with intellectual/developmental disabilities and mental health issues.

#### **Interagency Collaboration regarding the State Medicaid Plan under Title XIX of the Social Security Act**

The Virginia Department of Medical Assistant Services (DMAS) is the agency responsible for the delivery of Medicaid programs in Virginia. The DBVI/DMAS partnership includes participating in interagency workgroups with DMAS personnel and other state agencies and community stake holders. Partnerships and collaboration focus on Medicaid programs including Home and Community Based Waivers which incorporate consumer-directed (CD) services, employment services options, and how to assist individuals in accessing long term supports that are integrated and individualized and help them understand their responsibilities and benefits.

#### **Interagency Collaboration regarding providing services for individuals with Developmental Disabilities and Mental Health Services**

The Department of Behavioral Health and Developmental Services (DBHDS) provides services and supports to individuals who have developmental disabilities, intellectual disabilities, and mental health concerns, also known as behavioral health in Virginia. Services to these individuals are provided by regional and local Community Services Boards (CSBs). DBVI will establish or reestablish collaborative relationships with Virginia DBHDS and CSBs to include participating in interagency workgroups with the DBHDS Employment Specialist and the Intellectual Disability (ID)/Developmental Disability (DD) CSB Case Managers with the goal of providing information

related to allowable employment activities including Virginia’s Employment First initiative, Medicaid Waiver programs, and the provision of supported and extended support services. Collaboration with DBHDS also provides information on services and resources that support pre-employment transition programs and positive employment outcomes. The DBVI Vocational Rehabilitation Counselor will work with the DBHDS Employment Specialist and the ID/DD CSB Case Managers to specifically ensure that issues related to work benefits, supports, and available resources are addressed.

## **Section I**

### **Comprehensive System of Personnel Development:**

#### **Data System on Personnel and Personnel Development**

DBVI maintains a Comprehensive System of Personnel Development (CSPD) to meet immediate and long-range training and staffing needs.

#### **Data Systems on Personnel and Personnel Development**

The Commonwealth of Virginia maintains a personnel database including policies and procedures for the professional development of state employees that DBVI utilizes as part of its personnel development and planning. DBVI tracks personnel development as part of annual review and development of the DBVI State Plan CSPD Section I.

During FFY 2016, personnel development will continue as one of DBVI's highest priorities. The procedures and activities outlined in this section were developed to ensure DBVI has an adequate supply of qualified rehabilitation professionals and paraprofessionals providing VR services to eligible Virginians who are blind, vision impaired, or deafblind, including youth. DBVI will continue to assess requirements for qualified personnel, and will adapt agency training and hiring practices as necessary based on the issuance of WIOA final regulations.

#### **Qualified Personnel Needs**

DBVI annually conducts a comprehensive training needs assessment to assist VR staff and supervisors identify training areas.

Customer-centered design and becoming an effective partner in the State's Workforce System are the number one training needs identified by VR staff and administrators. This need is supported by public comment, SRC input and recommendations, consumer satisfaction surveys, and the 2015 CSNA report. Subsequently, DBVI will provide staff with training in order to address the ever changing needs of individuals served by DBVI and business. DBVI Workforce Unit staff will assist with developing and implementing this training. This strategy ultimately addresses the mission and vision of the agency by using creative and innovative approaches to improve services to blind, vision impaired, or deafblind individuals leading to increased employment outcomes.

DBVI Employee Work Profiles (EWPs) are developed and reviewed annually by the employee and supervisor to identify individual training needs. Additionally, DBVI uses staff EWPs to identify statewide training needs, implement training recommendations, provide cost-efficient training programs, and obtain feedback on the quality of various staff training programs.



Personnel projections are based on an estimate of the number of DBVI personnel expected to retire or leave state service, assessment of personnel job functions, and the projected number of individuals to be served, including those with significant disabilities. Projections are based on the number of individuals served during FFY 2014-2015.

Over the next five years, DBVI expects up to ten VR service personnel will retire. These retirements could include three Vocational Rehabilitation Counselors, four Administrative Assistants, two professional staff at the VRCBVI, and one Program Director.

Incorporating a multi-disciplinary approach to providing VR Services, DBVI will maintain regional offices in Bristol, Roanoke, Staunton, Richmond, Fairfax, and Norfolk. DBVI headquarters and the Virginia Rehabilitation Center for the Blind and Vision Impaired (VRCBVI) are located in Richmond.

Over the next five years, DBVI projects that approximately one hundred fifty full-time and twenty-five part-time staff will be needed to provide services to individuals receiving VR services in 2016. Staffing will include:

- One Deafblind Program Director and one Deafblind Specialist;
- Five full-time Rehabilitation Technology Specialists;
- Two Senior Managers and four Regional Managers providing direct supervision to VR Counselors and other field staff;
- Twenty professional positions at Headquarters, consisting of Administrators, Program Directors, Data and Program Analysts, and administrative support;
- Sixteen full-time administrative staff in the Regional Offices;
- One Director of Workforce/VR, one Coordinator of Workforce Services, and four Workforce Specialists in the Regional Offices in the newly established Workforce Development Unit
- Eighteen VR counselors; and
- Twenty-six classified full-time and thirteen part-time positions at the VRCBVI. The twenty-six classified positions include Instructors, Vocational Rehabilitation Counselors, Orientation and Mobility (O&M) specialists, Rehabilitation Technology Specialists, Health Educators (including a Diabetes Educator and a Wellness Instructor), Work Evaluators, administrative support staff, and three administrators. The thirteen part-time positions include instructional staff, administrative support staff, drivers and six part-time dorm staff.

Additionally, twenty-three Rehabilitation Teachers, six Education Services Coordinators, and fourteen Orientation and Mobility Instructor positions associated with DBVI's Independent Living and Education Services programs and housed in the regional field offices are available to provide as needed ancillary services to VR customers.

## **Personnel Development**

In Virginia, there are two universities preparing VR professionals in graduate level programs, Virginia Commonwealth University (VCU) and George Washington University (GWU).

At VCU, the Master of Science degree is recognized by the Board of Counseling as a “Counseling Masters,” and all graduates from the program have met the educational requirements established by the Council on Rehabilitation Counselor Certification for the Certified Rehabilitation Counselor (CRC) credential. In December 2014, VCU graduated ten individuals, in May 2015 five people graduated, and in August 2015 an additional three graduated. In the Post-Master’s Certification program four individuals graduated in December 2014, two graduated in May 2015, and two in August 2015; all of the Post-Master’s Certificate graduates were eligible for the Licensed Professional Counselor certification. Currently, the VCU program has sixty-four students in its Master of Science Program and twenty-four in the Post-Master’s Certificate program.

In the 2015 academic year, ten individuals graduated with a Master of Arts in Rehabilitation Counseling from the GWU Graduate School of Education Counseling, five of whom were enrolled in GWU’s online program and five who attended the on campus program. During 2016, GWU anticipates graduating one individual in the Master of Arts in Rehabilitation Counseling from the GWU Graduate School of Education Counseling hybrid program. Six individuals who participated in the on-campus program will graduate from Master of Arts in Rehabilitation Counseling from the GWU Graduate School of Education Counseling. Currently, the GWU program has forty-four individuals in its Master of Arts in Rehabilitation Counseling.

In FFY 2015, each of DBVI’s eighteen counselors held a Master’s Degree in either Rehabilitation Counseling or in a closely related field; all counselors met the educational requirements to be eligible for the CRC. This staffing resulted from DBVI’s close proximity to VCU and GWU and the agency’s successful national recruiting efforts. DBVI routinely collaborates with GWU and VCU on internship opportunities for students interested in VR counseling careers.

### **Plan for Recruitment, Preparation, and Retention of Qualified Personnel**

Virginia is fortunate to have two accredited schools offering degree programs in vocational rehabilitation. The degree programs at Virginia Commonwealth University (VCU) in Richmond and George Washington University (GWU) in Washington, DC, both fulfill CSPD requirements. Annually, DBVI gathers data from VCU and GWU on the number of students enrolled in VR programs and the number of students graduating with VR certification or licensure. This information helps DBVI anticipate and plan for short-term and long-term personnel shortages.

The VCU Master of Science in Rehabilitation Counseling (forty-eight hours) prepares students for the CRC certification upon graduation and is accepted by the Virginia Board of Counseling as a Counseling Master’s degree because it is CORE accredited. The VCU Post-Master’s Certification in

Professional Counseling is for students who already have a Counseling Masters but need sixty credit hours for state licensure in the Commonwealth of Virginia.

DBVI has adopted, as a minimum standard, the educational standards established by the Commission of Rehabilitation Counselor Certification (CRCC) and supports counselors in becoming CRCs. For the past thirteen years, all of DBVI's VR Counselors and Regional Managers have met the CRCC education standards. Currently, sixteen Counselors, two Senior Regional Managers, three Regional Managers, and the Director and one Assistant Director of the VR CBVI are Certified Rehabilitation Counselors.

If there are no applicants meeting the educational standards adopted by DBVI for VR Counseling positions, DBVI's hiring practice is to re-advertise until qualified applicants are identified.

DBVI maintains a Personnel Policies Handbook containing procedures for recruiting, advertising, screening applications, interviewing, hiring decisions, and applicant notification. DBVI specifically emphasizes advertising geared to attract qualified minorities, females, and individuals with disabilities.

DBVI supports recruiting and hiring qualified blind people to provide rehabilitation services. DBVI provides job announcements directly to consumer groups, Newsline, the National Federation of the Blind, and the American Council of the Blind central offices.

To attract minorities to rehabilitation careers, DBVI collaborates with historically black colleges and universities for recruitment. DBVI maintains a cooperative agreement with Norfolk State University to allow students to complete internships with DBVI. Additionally, DBVI provides or sponsors VR staff training to improve cultural awareness and sensitivity.

DBVI sponsors eligible blind, vision impaired, or deafblind individuals attending any of the Commonwealth of Virginia's four historically black colleges and universities: Hampton University in Hampton, Norfolk State University in Norfolk, Virginia State University in Petersburg, and Virginia Union University in Richmond. DBVI maintains contact with these schools through service provision to eligible individuals receiving VR services, VR counselors, the Human Resources office, and other agency staff. DBVI will continue to expand its outreach activities with these colleges and universities.

### **Personnel Standards**

DBVI recognizes the importance of having a 21<sup>st</sup> Century understanding of the evolving labor force and the needs of individuals of disabilities. DBVI supports VR staff in obtaining the Commission on Rehabilitation Counselor Certification (CRCC). Among DBVI's eighteen-member VR staff, sixteen Counselors have the Certified Rehabilitation Counselor (CRC), while two have either met the CRC course

requirements or are eligible to take the CRCC exam. Both of the Senior Regional managers and three of the four regional managers have their CRC.

DBVI will reimburse VR counselors, Rehabilitation Teachers, O&M specialists, and Education Coordinators for fees required to obtain certification.

DBVI has fourteen full time classified O&M instructor positions. All of the fourteen individuals now employed as O&M specialists hold a nationally recognized O&M certification.

### **Staff Development**

In 2016, DBVI will continue several key workforce training activities focusing on improving services and developing and maintaining collaborative partnerships with individuals receiving services. DBVI planning for training in this area includes:

- Analyses of the changing workforce;
- Analyses of demographic information and agency staffing;
- Assessment of future needs;
- Determination of gaps between current and future staffing needs;
- Enhancing Workforce Development activities including establishing relationship with employers;
- Utilizing Career Pathways opportunities in Virginia; and,
- Training implemented in coordination with the Virginia Assistive Technology System referenced in Section C of this State Plan.

During FFY 2016, DBVI will engage in ongoing succession planning activities incorporating management skills development and knowledge obtained by graduates of the agency's Investing in Our Workforce program. The Investing in Our Workforce program has had two cohorts with more than twenty graduates in each session. The program is a two-year management development program available to all DBVI classified staff. The program has two components. The first, "Managing Virginias Program," is an eighteen-month, self-paced online program consisting of fifty-four one-hour training modules. Participants complete modules at their own pace. The second component, "Managing the DBVI Program," is a two-year program of monthly one-hour classes conducted through person to person meetings and videoconferencing.

DBVI will conduct a monthly training program designed to ensure that new and seasoned VRCs and Regional Managers have a 21<sup>st</sup> Century understanding of the evolving labor force and the needs of individuals with disabilities. To facilitate this learning, DBVI will continue its Video Teleconferencing-based program entitled, "Making a Difference" (MAD), which is conducted on a monthly basis by trainers, internal and external to the agency. Topics include a broad range of subjects including, but not limited to, the use of vocational evaluations, job placement, rehabilitation technology, vocational

counseling, the Business Enterprise program, Social Security and Ticket to Work program, Virginia Rehabilitation Center for the Blind and Vision Impaired changes and summer programs, update information regarding Workforce Development activities, utilization of Career Pathways, Medicaid Waivers, Supported Employment, review of the VR eligibility process, ethics, conflict management, self-employment, and the Workforce Innovation and Opportunity Act of 2014. During FFY 2016, the MAD planning team will convene to discuss VR staff satisfaction with the overall program, and to develop a continuation of the “back to basics” approach to providing VR services with a special focus on continuing meaningful partnerships with individuals who are applying for or are receiving VR Services, business, and consumer advocacy groups.

Additionally, during this State Plan cycle, DBVI will develop and improve upon an agency wide orientation for new staff. This orientation will include developing an understanding of the VR and Independent Living programs, as well as Youth and Children’s Services, Orientation and Mobility, Low Vision, Rehabilitation Technology, and Deafblind services. Employees will also be oriented to the Virginia Rehabilitation Center for the Blind and Vision Impaired, the DBVI Library and Resource Center, and the Virginia Industries for the Blind.

#### **Personnel to Address Individual Communication Needs**

DBVI ensures that staff and individuals who apply for or are eligible for VR services who are blind, vision impaired, or deafblind and/or have other disabilities or have limited English speaking abilities are provided with accommodations to address appropriate modes of communication. Examples include, but are not limited to, interpreters, use of electronic media, braille, and translators to facilitate communication; DBVI purchases interpreter and translator services at the local level as needed.

#### **Coordination of Personnel Development Under the Individuals with Disabilities Education Act**

VR Counselors routinely partner with students, their families, and teachers to ensure eligible students aged fourteen to twenty-one receive vocational rehabilitation services, including pre-employment services. In response to the Individuals with Disabilities Education Act (IDEA), DBVI’s education coordinators provide support and technical assistance at the local level to children and students, their parents, school division administrators, and itinerant teachers for the visually impaired. The goal is to further students’ involvement in academics and extracurricular school activities. DBVI has six Education Coordinator positions located in Regional Offices. Education Coordinators have graduate level training and participate with VR staff in joint training initiatives per DBVI’s Personnel Development Plan.

## Section J

### Statewide Assessment

DBVI and the SRC jointly conducted a comprehensive statewide needs assessment (CSNA), as described in the 2015 State Plan. DBVI hired an outside consultant, the Interwork Institute of San Diego State University, to fully conduct the CSNA which was completed by June 1, 2015. DBVI ensured that a full CSNA of the rehabilitation needs of individuals who are blind, visually impaired, or deafblind was completed within the required timeframe. The CSNA was conducted during FFY 2014-2015. The time period covered by this comprehensive statewide needs assessment is the four-year period from October 1, 2010 – September 30, 2014. The time frame was determined by two factors: The Federal Rehabilitation Services Administration (RSA) previously required VR programs to perform a CSNA every three years at a minimum, and the 2014 fiscal year data was available during the assessment period. Although the CSNA usually includes three years of data, DBVI felt that it was important to include the most recent agency-specific data available. The data on agency performance came from the AWARE case management system used by DBVI and was compared to the available RSA 911 data submitted by DBVI.

DBVI and the SRC jointly conducted an assessment to identify and describe the rehabilitation needs of individuals with disabilities residing within Virginia, particularly the vocational rehabilitation service needs of (I) individuals with the most significant disabilities, including their need for supported employment; (II) individuals with disabilities who are minorities and individuals with disabilities who have been unserved or underserved by the vocational rehabilitation program; (III) individuals with disabilities served through other components of the statewide workforce development system; and (IV) youth and students with disabilities and students with disabilities including their need for pre-employment transition services or other transition services. Also included in the assessment was identification of the need to establish, develop or improve community rehabilitation programs within the State.

Data collection efforts solicited input from a broad spectrum of individuals who are blind, vision impaired, or deafblind, service providers, DBVI staff, and some businesses.

#### **Description of Needs Assessment Process**

The process for conducting the needs assessment involved four primary data-gathering approaches:

- Electronic surveys conducted with four stakeholder groups (individuals who are blind, vision impaired, or deafblind, representatives of organizations that provide services to individuals who are blind, vision impaired, or deafblind, DBVI staff, and businesses in Virginia). Hard copy surveys were sent to a random sample of four hundred individuals who are blind, vision impaired, or deafblind that were either former, current or potential consumers of DBVI in addition to the electronic survey for this group;

- Focus groups conducted with three stakeholder groups (individuals who are blind, vision impaired, or deafblind, community partners and representatives of organizations that provide services to individuals who are blind, vision impaired, or deafblind, and businesses);
- Key informant interviews conducted with individuals who are blind, vision impaired, or deafblind, DBVI staff, organizations that provide services to individuals who are blind, vision impaired, or deafblind in Virginia, businesses; and
- Analysis of a variety of existing demographic and case service data relevant to individuals who are blind, vision impaired, or deafblind.

Through the data collection efforts, researchers solicited information from four primary stakeholder groups: (a) former, current or potential consumers of DBVI located throughout Virginia; (b) representatives of organizations that provide services to, advocate for, or represent the interests of individuals who are potential or actual consumers of DBVI; (c) DBVI staff; and (d) representatives of businesses operating in Virginia. In addition, the approach was designed to capture input from a variety of perspectives in order to acquire a sense of the multi-faceted needs of individuals who are blind, vision impaired, or deafblind in Virginia. Responses to the individual survey reflect the opinions of current, former and potential clients of DBVI. Efforts were made to gather information pertinent to the investigated categories through inquiries with individuals who serve a broad range of individuals who are blind, vision impaired, or deafblind in Virginia (whether they are affiliated with DBVI or not).

The needs assessment approach was designed to elicit quantitative and qualitative data about the needs of persons who are blind, vision impaired, or deafblind. Focus group and key informant interview activities yielded qualitative data that may be used to complement and lend depth to the findings of the survey efforts and the analysis of extant data. The use of multiple data collection strategies, both quantitative and qualitative, facilitates data collection that captures both the breadth and the depth of concerns relevant to individuals who are blind, vision impaired, or vision impaired in Virginia.

Inherent in the methods used to collect data is the potential for bias in the selection of participants. The findings that were reported reflect only the responses of those who could be reached and who were willing to participate. Individuals who were disenfranchised, dissatisfied, or who did not wish to be involved with DBVI may have declined to participate. An additional concern is that the information gathered from respondents may not accurately represent the broader concerns of all potential constituents and stakeholders. Data gathered from service providers, for example, may reflect only the needs of individuals who are already recipients of services and exclude those who are not presently served. Although efforts were made to gather information from a variety of stakeholders in the vocational rehabilitation process, it would be presumptuous to conclude with certainty that those who contributed to the focus groups, the key informant interviews, and the

survey research efforts constitute a fully representative sample of all of the potential stakeholders in the vocational rehabilitation process in Virginia.

The following findings and recommendations were offered as a result of the needs assessment.

Assessment of those with the most significant disabilities:

- Lack of transportation, affordable housing, marketable work skills and training were all identified as major barriers to employment for individuals who are blind, vision impaired, or deafblind in Virginia;
- The Supported Employment model is not frequently used, and when it is used, it is not typically the standard SE model;
- A large majority of individuals served receive SSA benefits and fear of benefit loss affects their return-to-work behavior; and
- Independent living skills are a major need of individuals served. The Virginia Rehabilitation Center for the Blind and Vision Impaired (VRCBVI) meets this need for a small percentage of individuals served, but many people would like to see VRCBVI expand its reach and provide low vision services.

Assessment of those who are minorities and those who have been unserved or underserved by the VR program:

- Individuals who are blind, vision impaired, or deafblind who are Asian, Hispanic and Native American may be underserved by DBVI;
- Individuals that have deaf-blindness may be underserved by DBVI; and
- The needs of individuals who are blind, vision impaired, or deafblind from different ethnic groups are similar to the needs of other individuals served, but include language barriers.

Assessment of those who have been served through other components of the statewide workforce development system:

- America's Job Centers (AJCs) in Virginia do not do a good job of serving individuals who are blind, vision impaired, or deafblind;
- The relationship between DBVI and the AJCs, although friendly, is primarily one of referral;
- Although the AJCs are accessible, the technology is frequently out of date and the AJC staff do not know how to operate the technology; and
- There is considerable room to develop the partnership between DBVI and the greater workforce development system.

Assessment of youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services:

- Transition-age youth need more exposure to work prior to exiting the school system;



- Soft skill development is a major need for this group;
- DBVI needs to develop the IPE for transition-age youth much faster; and
- Transition-age youth have a great need for mentors and others who have high expectations of them.

The following themes emerged in assessment of the area of the need to establish, develop or improve community rehabilitation programs serving individuals with blindness and vision impairments in Virginia:

- DBVI provides a wide array of services in-house for their consumers, rather than relying on the provision of these services through community providers; and
- There is a need for more vendors of all types in the rural areas of Virginia.

The assessment of Overall Agency Performance:

- DBVI is characterized as a compassionate organization that does a very good job of serving individuals who are blind, vision impaired, or deafblind in Virginia;
- Individuals served need to develop employment goals that are realistic, in-demand and job-driven, or developed in response to available jobs in the community; and
- Lack of transportation, affordable housing and job skills adversely affect DBVI's general population of individuals served in the pursuit of their employment goals.

Assessment of Business Services and Relations:

- Historically, DBVI has neither engaged directly with, nor done outreach to businesses in their community historically. This has been changing recently and the organization is taking steps to ensure that they are working with potential employers across Virginia. They have established a marketing committee that will be communicating with employers across Virginia.
- Businesses in Virginia need to be educated about the capabilities of individuals who are blind, vision impaired, or deafblind. They need to understand how technology can provide reasonable accommodations for this population and that DBVI can act as a resource for them in all phases of the recruitment, hiring, training and retention process. Businesses in Virginia were repeatedly described as uneducated at best and discriminatory at worst toward individuals who are blind, vision impaired, or deafblind, making education of paramount importance.
- The SRC has recognized the need to engage with businesses in Virginia, and they have established an employer and marketing subcommittee as part of the SRC. This subcommittee will develop strategies for effective outreach to businesses and will help DBVI move toward more frequent engagement with employers.
- One of the challenges that DBVI faces in working with employers in the recruitment and hiring process is that most electronic platforms used by businesses are not accessible to screen readers and other technology used by individuals who are blind, vision impaired, or

deafblind. In addition to adversely affecting the local application process, this inaccessibility has adversely affected DBVI's ability participate in many national initiatives developed by the National Employment Team (NET) of CSAVR.

## **Section K**

### **Annual Estimates**

The Employment and Disability Institute of Cornell University estimates there are 4,400 Virginians age twenty-one through sixty-four with a visual disability who are not working but are actively looking for work.

During FFY 2015, 1,796 individuals were eligible for and received VR services. Thirty-one of those individuals received supported employment services provided under Title VI of the Rehabilitation Act, as amended. During FFY 2016, an estimated 1,850 individuals will be served by the DBVI VR program; thirty-five of those individuals are expected to receive supported employment services in some form.

During the last quarter of FFY 2004, DBVI initiated an order of selection (OOS) with three categories. During the next State Plan cycle DBVI does not anticipate closing the OOS categories and subsequently there will be no waiting list, the number of individuals served will not be impacted.

\$3,300,000 is projected to be used to purchase case services in FFY 2016 with all OOS categories remaining open.

## Section L

### Goals and Priorities

The Department for the Blind and Vision Impaired (DBVI) with assistance from the State Rehabilitation Council (SRC) developed six goals and priorities for the Vocational Rehabilitation (VR) and Supported Employment (SE) programs for FFY 2016. Development of these goals included analysis and consideration of recommendations from the 2015 DBVI Comprehensive Statewide Needs Assessment, consideration of Section A, Input of the State Rehabilitation Council, a review of Virginia's performance requirements under the performance accountability measures of section 116 of WOIA, conduct and consideration of comments from public meetings held in FFY 2015 and FFY 2016, and review of the agency's Learning Collaborative Project which included the development of a strategic plan for the Virginia Rehabilitation Center for the Blind and Vision Impaired (VRCBVI).

The six goals and priorities for FFY 2016 include:

1. Expanding and enhancing workforce development activities to develop and maintain effective working relationships with Virginia business and industry at the local, regional, and state level to develop partnerships that facilitate industry recognized credential attainment, skill development, and entry into career pathways for eligible individuals who are blind, vision impaired, or deafblind leading to competitive integrated employment.
2. Increasing and improving competitive integrated employment outcomes, with wages above the state average, for all blind, vision impaired, or deafblind individuals receiving services from DBVI.
3. Achieving agency annual performance goals and establishing base lines for the performance accountability measures based on primary indicators of performance in section 116(b)(2)(A) of the Workforce Innovation and Opportunity Act of 2014.
4. Providing rehabilitation technology to blind, vision impaired, or deafblind individuals, including youth and students, to facilitate their success in training and competitive integrated employment settings.
5. Expanding transition services for youth and students seeking employment and/or post-secondary training; including pre-employment transition services for secondary school students.

6. Increasing awareness of services among the public, community stakeholders, and individuals applying for or receiving services to include VR services that are available and the role of the VR Counselor in assisting individuals to achieve competitive integrated employment in Virginia's Workforce.

## Section M

### Order of Selection

Department for the Blind and Vision Impaired (DBVI) Vocational Rehabilitation (VR) program has developed and implemented the order in which individuals who are blind, vision impaired, or deafblind, including youth, will be served when all eligible individuals cannot receive services due to limited program funding. DBVI operates an Order of Selection (OOS) with three service categories and has no plans to eliminate or discontinue operating under an OOS due to uncertain financial resources. DBVI's goal is that individuals in all categories enter into or maintain competitive integrated employment with individuals with the most significant disabilities being served first if it is necessary for DBVI to close categories. DBVI will continue to set aside sufficient funds to purchase services necessary to determine vocational rehabilitation eligibility and to provide services, including assistive technology, to individuals who require these supports in order to maintain employment.

#### **DBVI OOS requirements include:**

1. Closing categories if limited resources prevent DBVI from providing services to individuals who are eligible for VR services.
2. Providing written notification through the VR Program Director to regional offices regarding the date for closing or opening an OOS category.
3. Ensuring an OOS category closure does not apply to individuals who have an Individualized Plan for Employment (IPE) on the category closure date and that the individual's VR services will be completed with all necessary amendments.
4. Accepting applications for VR services without restrictions and providing assessments for individuals to determine their eligibility for VR services.
5. With the exception of funds for 1) eligibility assessment services and 2) services including assistive technology for individuals who require these services in order to maintain employment, ensuring that funds will not be expended for services to individuals who do not meet criteria of the OOS category being served. If an individual does not meet the OOS category being served, a "no cost" IPE cannot be written.
6. Maintaining a waiting list based upon the individual's VR services application date when DBVI cannot serve all eligible individuals in a given category. Individuals eligible for VR services that do not meet the criteria for the OOS category being served and have not requested case closure from application will be placed on the waiting list. Individuals on the waiting list will have a completed certificate of eligibility.
7. Ensuring individuals remain on the waiting list until they either meet the criteria of the OOS category being served, the category they are in is being served, or they request their DBVI case be closed.
8. Placing individuals in the most appropriate OOS category based on the individual's vision impairment and secondary disabilities, number of functional limitations of the individual, and duration of VR services to be provided.
9. Ensuring individuals know they may appeal OOS classification or reclassification decisions in

accordance with the DBVI's standard appeal procedures.

### **Definitions for OOS;**

"Profoundly Limits" - The individual cannot use vision, with or without visual aids, to perform major life activities (such as mobility, communication, self-care, interpersonal skills, self-direction, work tolerance or work skills), and has not acquired the adaptive skills to compensate for the lack of functional vision.

"Severely Limits" - The individual has some functional vision, with or without visual aids, to perform major life activities (such as mobility, communication, self-care, interpersonal skills, self-direction, work tolerance or work skills), and has not acquired the adaptive skills to compensate for the lack of limited functional vision.

### **DBVI's OOS includes the following three categories as identified in the DBVI proposed state regulations which are being promulgated at this time:**

Category 1 - Eligible Individual with the Most Significant Disabilities: The individual has no functional vision or is significantly visually impaired and has a secondary disability which, in terms of achieving an employment outcome, profoundly limits functioning in two or more major life activities (such as mobility, communication, self-care, interpersonal skills, self-direction, work tolerance, or work skills). The individual's vocational rehabilitation requires three or more VR services over an extended period of time (one year or more).

Category 2 - Eligible Individual with a Significant Disability: The individual has no functional vision or is significantly visually impaired and has a secondary disability which, in terms of achieving an employment outcome, profoundly limits functioning in two or more major life activities (such as mobility, communication, self-care, interpersonal skills, self-direction, work tolerance, or work skills). The individual's vocational rehabilitation requires two or more substantial VR services over an extended period of time (minimum of three months).

Category 3 - All Eligible Individuals: The individual meets basic eligibility criteria for services but is not identified as an individual with a most significant or significant disability as defined in OOS Category 1 or 2.

### **Goals for individuals to be served during this State Plan cycle:**

DBVI estimates serving 1,600 to 1,800 individuals per year during this state plan cycle with all categories for services remaining open and projects a minimum of \$3,300,000 in case service

expenditures for all categories annually, including supported employment federal and non-federal funds.





## Section N

### Goals and Plans for Distribution of Title VI Funds

The Department for the Blind and Vision Impaired (DBVI) uses funds received through Title VI of the Rehabilitation Act of 1973, as amended in the Workforce Innovation and Opportunity Act of 2014, to purchase supported employment services (SE) for eligible individuals, including youth, who are blind, vision impaired, or deafblind. DBVI purchases SE using a fee-for-services structure from a statewide network of approximately seventy approved SE vendors.

During this State Plan cycle, DBVI will use Title VI funds to purchase and provide SE support services for approximately thirty eligible individuals, including youth, with most significant disabilities who do not typically benefit from traditional VR services. These support services will include vocational assessments, job development, job placement, job coach training services, training, job specific training, situational assessments, and/or supplemental assessments that will be provided during the time-limited phase of SE. When necessary to meet an individual's specific needs, DBVI also may purchase supplemental services.

DBVI will leverage other non-federal public funds to provide extended support services for eligible individuals, including youth, for a period of no longer than four years following the individual's successful attainment of competitive integrated employment and subsequent VR case closure. These funds include state appropriations for extended support services specifically designated for individuals with physical disabilities and to provide these same services for individuals with most significant disabilities including individuals who are blind, vision impaired, or deafblind and who have secondary disabling conditions. DBVI may also use indirect cost recovery funds to sponsor extended support services if necessary.

## Section O State's Strategies

The Department for the Blind and Vision Impaired (DBVI) developed strategies for this State Plan cycle based on recommendations from the FFY 2015 Comprehensive Statewide Needs Assessment, FFY 2015 and FFY 2016 Public Comment, and input from the DBVI State Rehabilitation Council to accomplish the six goals and priorities for the Vocational Rehabilitation (VR) program. DBVI strategies support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs.

### Strategies to Achieve Goals and Priorities

**Goal 1.** Expanding and enhancing workforce development activities to develop and maintain effective working relationships with Virginia business and industry at the local, regional, and state level to develop partnerships that facilitate industry recognized credential attainment, skill development, and entry into career pathways for eligible individuals who are blind, vision impaired, or deafblind leading to competitive integrated employment.

Strategy 1.1: To fully engage personnel and financial resources of DBVI's newly established Workforce Unit to implement business support and outreach services. Personnel in the Workforce Unit include one Workforce Coordinator, four Regional Workforce Specialists, and one Director of Workforce/Vocational Rehabilitation.

Measure: Personnel from DBVI's Workforce Unit will each establish business contacts to develop employment opportunities resulting in paid and unpaid work experiences, including apprenticeships, community based assessment sites, and job shadow sites.

Measure: Annually, Workforce Unit personnel will each facilitate twenty competitive integrated work experience work experiences and fifteen competitive integrated job placements for individuals receiving services from DBVI.

Measure: The DBVI Workforce Unit will each identify employers and federal contractors by attending Society of Human Resource Management and Economic Development meetings, Chamber of Commerce meetings and Industrial Round Tables, through VA Jobs Investment Programs and networking with Virginia Employment Commission, and establishing relationships with various Veterans Representatives, Workforce Investment Boards, and Office of Federal Contractor Compliance Programs (OFCCP). Additionally, the unit will review various Recruiting Websites, Employer Outreach Letters, and Business Services/Solutions Teams.

Measure: Personnel from the Workforce Unit will develop and manage an e-mail distribution list which includes active workforce development partners and agency staff for distribution of job leads and employment information;

Measure: Personnel from the Workforce Unit will each attend state and local Workforce Development Board and committee meetings when appropriate to educate workforce partners on the inclusion of individuals with disabilities in workforce efforts, and to provide and to share job leads;

Measure: Annually, personnel from the Workforce Unit will each design and conduct a minimum of three employer and workforce partner trainings regarding reasonable accommodations, the Americans with Disabilities Act, and federal contract requirements.

Strategy 1.2: To enhance relationships with workforce partners, DBVI will provide training to employers and other workforce partners addressing Virginia Executive Order Number 46 to include assistive technology and devices and disability awareness.

Measure: Annually, Vocational Rehabilitation Counselors, Regional Workforce Specialists, and other staff as assigned will each develop and conduct a minimum of two trainings for employers and other workforce partners regarding assistive technology and devices and disability awareness.

Strategy 1.3: To establish and enhance entry into career pathways, DBVI will utilize personnel and funds associated Virginia's Career Pathways for Individuals with Disabilities Grant which was jointly awarded DBVI and the Department for Aging and Rehabilitative Services (DARS) in 2015. DBVI will:

- help individuals with disabilities acquire marketable skills and credentials that enable them to secure competitive integrated employment in high-demand, high-quality occupations;
- enhance the capacity of existing career pathways programs in Virginia to effectively serve individuals with disabilities;
- enhance access to and use of existing career pathways in selected occupational clusters (including advanced manufacturing) by individuals with disabilities; and
- strengthen the alignment of Virginia's VR programs with the other core programs authorized by the Workforce Innovation and Opportunity Act and other Federally-funded career pathways initiatives providing self-advocacy skills training that is critical to the achievement of individuals' personal and vocational goals.

Measure: During Year 1, grant activities will focus on working with career pathways system partners to develop the project model, conduct assessments of the career pathway systems in the selected regions and identify the existing career pathways in one or more high-demand occupations in those areas, and select the specific implementation sites in those regions.

Measure: The DBVI/DARS project team will work with staff from the American Institutes for Research (AIR, the planned project evaluator) to develop and implement the project evaluation design and data collection plan.

Measures: Other first-year activities will include working with the George Washington University (GWU) Center for Rehabilitation Counseling to develop and implement career pathways-focused career counseling training for VR counselors and other workforce professionals that incorporates use of labor market information and motivational interviewing techniques.

Measure: Adapting and pilot-testing the Virginia Manufacturers Association (VMA) manufacturing camps curriculum in the summer of 2016, first at the Wilson Workforce and Rehabilitation Center (WWRC, Virginia's state-operated comprehensive rehabilitation facility) and then in one community location in the South Central region, which has prior experience with the VMA camps.

Strategy 1.4: Report to the SRC quarterly on the progress toward accomplishing the Goal 1.

Measure: DBVI will provide quarterly reports on progress to the SRC.

**Goal 2.** Increasing and improving competitive integrated employment outcomes, with wages above the state average, for all blind, vision impaired, or deafblind individuals receiving services from DBVI.

Strategy 2.1: To utilize external vendors to facilitate paid and unpaid work experiences, including apprenticeships, for eligible individuals who are preparing for entry into competitive integrated employment.

Measure: VR Counselors will receive training about the purpose and use of paid and unpaid work experiences, including apprenticeships, and how to use external vendors to facilitate those work experiences.

Measure: VR Counselor will utilize Community Rehabilitation Providers, known as Employment Service Organizations in Virginia, to provide supported employment

and extended support services to individuals who require additional support over and above traditional VR services.

Strategy 2.2: To provide eligible individuals receiving VR services and VR Counselors providing those services with current labor market information and other relevant workforce information and data to assist with vocational goal development and achievement of successful employment outcomes.

Measure: Personnel from the Workforce Unit will research and provide current state and local labor market information to VR Counselors and individuals seeking employment to ensure that vocational goals are in line with Virginia's business and industry hiring needs, and that individuals are preparing for competitive integrated employment.

Measure: DBVI will strive to ensure that individuals who successfully obtain or maintain employment will earn an average hourly wage above the state average.

Measure: DBVI will seek to achieve a 25 to 35% response rate to the satisfaction survey feedback from individuals whose VR cases were closed after they had been determined eligible for services and see to achieve a 50% response rate to the satisfaction survey feedback from individuals who attended VRCBVI.

Strategy 2.3: To educate VR staff about Apprenticeship programs.

Measures: DBVI will develop and implement training regarding Apprenticeship programs and opportunities in Virginia during the agency's monthly VR training.

Measures: DBVI will measure the increased use of Apprenticeships by establishing a baseline for 2016 using existing data in agency's case management system and tracking use and trends during the State Plan cycle.

Strategy 2.4: To develop a strategic plan for VRCBVI to correlate training services with successful employment outcomes.

Measure: DBVI will implement the strategic plan, goals and timelines as developed.

Strategy 2.5: Report to the SRC quarterly on the progress toward accomplishing the Goal 2.

Measure: DBVI will provide quarterly reports on progress to the SRC.

**Goal 3.** Achieving agency annual performance goals and establishing baselines for the performance accountability measures based on primary indicators of performance in section 116 (b)(2)(A) of the Workforce Innovation and Opportunity Act of 2014.

Strategy 3.1: Achieve agency annual performance goals.

Measure: In 2016, two hundred and fifteen individuals will work in competitive integrated settings; twenty of those individuals will work in self-owned businesses and in supported employment settings.

Measure: Establish appropriate baseline measures.

Strategy 3.2: Developing an understanding of credential attainment rate, measurable skill gain, and effectiveness in serving employers.

Measures: DBVI will work in partnership with the Rehabilitation Training and Technical Assistance Center for Program Evaluation and Quality Assurance (PEQATAC), Job-Driven Vocational Rehabilitation Technical Assistance Center (JDVRTAC), and the Vocational Rehabilitation Technical Assistance Center – Targeted Communities (VRTAC-TC) to determine methods of measure and tracking for credential attainment rate, measurable skill gain, and effectiveness in serving employers.

Strategy 3.3: Developing a mechanism in the AWARE case management system for tracking all performance accountability measures.

Measure: DBVI will produce quarterly performance accountability measure reports to enable staff to monitor progress. The report will reflect totals for the state, regional offices, and counselors.

Measure: Elements from performance accountability measures reports will continue to be included in the employee performance standards for supervisors and counselors.

Measure: The State Rehabilitation Council will be provided quarterly updates on the performance accountability measures.

Measure: DBVI administration will review quarterly and annual performance accountability measures to assess and recommend actions to improve performance when it is needed to pass performance indicators. Recommendations will be implemented consistently at the regional and state level.

Measure: In order improve and expand VR services, including transition and pre-employment transition for students, DBVI Policy and Planning staff and Regional Managers will review approximately ten percent of active VR cases annually.

Strategy 3.4: Report to the SRC quarterly on the progress toward accomplishing the Goal 3.

Measure: DBVI will provide quarterly reports on progress to the SRC.

**Goal 4.** Providing rehabilitation technology to blind, vision impaired, or deafblind individuals, including youth and students, to facilitate their success in training and competitive integrated employment settings.

Strategies 4.1: DBVI Rehabilitation Technology Services will optimize employment outcomes of individuals who are blind, vision impaired, or deafblind, including those with most significant disabilities.

Measure: Personnel from the Rehabilitation Technology Services unit will provide technical support to DBVI and VRCBVI staff, individuals receiving services, and current or prospective employers.

Measure: Personnel from the Rehabilitation Technology Services will increase public awareness of the availability of assistive technology and its proper implementation to enhance the work experiences and competitive integrated employment outcomes.

Measure: Personnel from the Rehabilitation Technology Services unit will create individualized solutions to assist individuals with overcoming identified barriers relating to equitable access to and participation of individuals participating in training, work experiences, or employment.

Strategy 4.2: DBVI will provide information, training, recommendations, and technical assistance regarding the use of assistive technology to facilitate success in training and competitive employment for eligible individuals, including youth and students.

Measures: DBVI will upgrade devices and computers as part of its efforts to provide rehabilitation technology services to individuals participating in evaluation and training at VRCBVI.

Measure: Rehabilitation technology services will be provided on a statewide basis.

Measure: During FFY 2016 personnel from the Rehabilitation Technology Services Unit and VRCBVI Computer Instructors will jointly conduct a minimum six regional rehabilitation technology seminars.

Measure: During FFY 2016, the chief rehabilitation engineer will conduct and/or arrange training on new and improved technology, including emerging technologies identified through the Rehabilitation Services Administration grant to implement a

pilot project through the Disability Innovation Fund – Automated Personalization Computing Project (APCP), for the rehabilitation technology staff.

Strategy 4.3: DBVI will provide assistive technology services, including technical assistance, to partners in Virginia’s Workforce Development system.

Measure: DBVI will conduct a minimum of three compliance reviews per region, and on request, of the America’s Job Centers to determine whether they are physically and programmatically accessible for eligible individuals. Reports of compliance reviews will be provided to the Job Center administration and to other Workforce Partners.

Measure: Provide technical assistance to Virginia Department of Education staff to plan for the assistive technology needs of eligible students.

Strategy 4.5: Report to the SRC quarterly on the progress toward accomplishing the Goal 4.

Measure: DBVI will provide quarterly reports on progress to the SRC.

**Goal 5.** Expanding transition services for youth and students seeking employment and/or post-secondary training, including pre-employment transition services for secondary school students.

Strategy 5.1: DBVI will develop a Strategic Transition Plan for delivery of services to students and youth.

Measure: The Director of Services for Children and Youth will use materials developed by the “We Are Transition” workgroup to draft a Strategic Plan for Transition Services.

Measure: DBVI will continue to sponsor a Summer Work program for high school students.

Measure: DBVI will provide vocational rehabilitation staff with training opportunities on the topic of transition.

Measure: VRCBVI will provide Summer Transition programs during the summer of 2016. These programs will include a five-week transition program entitled Learning Independence, Feeling Empowered (LIFE) and a five-week summer college preparatory program entitled Learning Excellence in Academics Program (LEAP).

Strategy 5.2 DBVI will identify vendors at the local and regional level who will provide pre-employment transition services.

Measure: DBVI will conduct an in house review of vendors currently used by VR Counselors who provide or potentially provide job exploration counseling, work-



based learning experiences, counseling on opportunities for enrollment in comprehensive transition for post-secondary educational programs, workplace readiness training, and instruction in self-advocacy.

Strategy 5.3: DBVI will utilize Virginia's competitive bidding process to provide pre-employment transition services to students

Measure: DBVI will develop, as needed, requests for proposals to solicit pre-employment transition services for students.

Strategy 5.4: VRCBVI will develop and implement self-advocacy training program for students and youth.

Measure: VRCBVI transition programs will include a self-advocacy component for students and youth.

Strategy 5.5: DBVI will identify services to groups that can benefit potentially eligible individual's students and youth.

Measure: DBVI will facilitate information sessions in each region of the state for students, families, and associated professions on DBVI transition services, including pre-employment transition services.

Measure: DBVI will track Education Coordinator outreach activities and caseload information regarding potentially eligible students and youth.

Strategy 5.6: DBVI will use the agency case management system to track and identify for follow-up students and their families who are not initially interested in applying for or receiving VR services when DBVI reaches out to them at age fourteen.

Measure: The Education Coordinators will annually contact parents of students in their region who are not currently receiving transition services to ensure they are aware of the services available.

Measure: VR Counselors will follow-up students and families who have previously indicated they are uninterested in VR services when the student turns aged sixteen.

Strategy 5.7: Report to the SRC quarterly on the progress toward accomplishing the Goal 5.

Measure: DBVI will provide quarterly reports on progress to the SRC.

**Goal 6.** Increasing awareness of services among the public, community stakeholders, and individuals applying for or receiving services to include VR services that are available and the role of the VR Counselor in assisting individuals to achieve competitive integrated employment in Virginia's Workforce.

Strategy 6.1: DBVI direct services personnel will conduct outreach activities designed to educate the public, community stakeholders, and potentially eligible individuals about VR Services.

Measure: VR Counselors, Regional Managers, and Workforce Unit Personnel will each develop and implement a minimum of three activities annually.

Measure: DBVI VR Counselors and Workforce Development Unit personnel will each participate in technology and job fairs, workforce related open houses and seminars.

Measure: DBVI will sponsor workshops with other Workforce Development partners and relevant organizations such as the state Business Leadership Network.

Strategy 6.2: Use of Facebook, Twitter, Linked-In, and other media to increase awareness of VR services.

Measure: DBVI will establish social media accounts and webpages and ensure that content is updated routinely.

Measure: DBVI will provide public awareness announcements on National Public Radio.

Measure: DBVI's Workforce Unit will develop a webpage to help establish relationships with employers and interested stakeholders.

Strategy 6.3: During FFY 2016, DBVI and the SRC will continue to work together in developing strategies for increasing public awareness about DBVI and VR services.

Measure: In collaboration with the SRC, DBVI will develop agency marketing materials.

Measure: DBVI will work in partnership with the SRC Marketing Committee to ensure that marketing activities are coordinated to maximize impact.

Strategy 6.4: Targeted outreach to unserved and underserved populations including minorities and individuals with most significant disabilities.

Measures: The agency brochure will be widely distributed by DBVI staff to reach potentially unserved or underserved individuals specifically targeting Hispanic and Asian populations in Virginia.

Measure: DBVI will conduct outreach activities to establish relationships with Virginia's federally recognized and unrecognized American Indian tribes.

Measure: DBVI will collaborate with consumer organizations of the blind, which include minorities and all age groups, to further reach underserved or unserved groups.

Measure: DBVI also will closely monitor statistical reports to ensure minorities and all age groups are being served by vocational rehabilitation.

Strategy 6.5: Report to the SRC quarterly on the progress toward accomplishing the Goal 6.

Measure: DBVI will provide quarterly reports on progress to the SRC.

### **Innovation & Expansion Activities**

**Goal 1. Participate in the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) funded VR Return on Investment (ROI) project to test the applicability of valid, methodologically rigorous process for assessing ROI at state VR agencies.**

Strategy 1.1: DBVI Policy, Planning, and Evaluation staff will collaborate with DARS to develop rigorous five- and ten-year return on investment estimates for state VR programs, using longitudinal data on VR services and program participants' employment.

Measure: ROI estimates for both programs are anticipated to be available in FFY 2017.

Measure: DBVI will provide up to 3 years of pre-VR employment data and at least 5 years of post-application data to be included in project testing and modeling analysis.

**DBVI will budget \$60,000 to carry out innovation and expansion activities regarding Goal 2 in FFY 2016. The Deputy Commissioner for Services will monitor expenditure of these funds.**

**Goal 2. To enhance existing rehabilitation technology services available to persons with visual disabilities. These strategies will help address some barriers to assistive technology services that were identified by VR consumers in public meetings and the comprehensive needs assessment.**

Strategy 2.1: \$2,000 will be budgeted for adaptive technology training for community service providers to make training more accessible for individuals who are blind. Additional service providers will increase personal choice opportunities for consumers.

Measure: Increased number of qualified assistive technology trainers/tutors.

Strategy 1.2: \$1,000 will be budgeted in FFY 2016 to provide new training materials available for loan to eligible individuals receiving VR services. This strategy does not meet the needs or choice of all individuals receiving VR services, but helps provide another option to enhance the availability of adaptive technology training in the regional field offices and the VRCBVI.

Measure: In the beginning of FFY 2016, DBVI will conduct a survey to determine the most needed training materials. Those materials will be purchased prior to the end of 2017.

Strategy 1.3: \$5,000 will be budgeted for the provision of up to four technology training seminars for VR consumers. Funds for these seminars will be available to regional offices outside the Richmond area for computer users who would benefit from technology training. Training may involve an introduction to new or upgraded software to enable individuals to successfully participate in vocational training and/or employment.

Measure: Up to four assistive technology training seminars will be planned and conducted to address unmet needs.

## **SRC Resource Plan**

### **Support for the Rehabilitation Council**

**DBVI will budget \$24,200 will be budgeted for FFY 2016 SRC activities. The DBVI Liaison to the SRC will monitor expenditure of these funds.**

Strategy 1: DBVI will budget \$8,000 to provide administrative support for the Council.

Measure: This will be measured by fully accounting for the hourly cost for the full-time classified employee who performs SRC administrative functions.

Strategy 2: DBVI will budget \$5,500 to reimburse Council members for travel expenses incurred for attending quarterly Council meetings.

Measure: This will be measured by the number of members attending SRC meetings and expense accounts submitted.

Strategy 3: DBVI will budget \$2,500 to reimburse blind Council members for paid drivers.

Measure: This activity is measured by the number of blind members who attend meetings and request reimbursement for paid drivers.

Strategy 4: DBVI will budget \$1,000 to provide working lunches for Council members.

Measure: This expense is measured by the number of lunches purchased for members, staff and approved guests, such as drivers for blind members.

Strategy 5: DBVI will budget \$5,000 to provide interpreter services during the Council meetings.

Measure: This activity is measured by the cost for providing interpreter services for quarterly meetings when an interpreter is requested prior to the meeting.

Strategy 6: DBVI will budget \$5,000 for individual and/or group training activities to assist the Council in carrying out its responsibilities, including sponsoring a representative to attend the spring and fall Council of State Administrators of Vocational Rehabilitation (CSAVR), the National Council of State Administrators of the Blind conferences, and National Council of State Rehabilitation Council activities.

Measure: This activity is measured by the associated cost for providing support for the SRC to carry out its responsibilities.

Strategy 7: DBVI will budget \$1,000 for new Council member orientation training.

Measure: This activity is measured by the number of new SRC members and the cost of their travel and lodging.

Strategy 8: DBVI will budget \$200 for SRC networking conference calls.

Measure: This activity will be measured by the need for conference calls required by the SRC to conduct its business.

Strategy 9: DBVI will budget \$1,000 to reimburse the DBVI SRC representative for travel expenses associated with attending the Department for Aging and Rehabilitative Services (DARS) SRC meetings.

Measure: This activity is measured by the travel cost required for the representative to attend the meetings.

Strategy 10: DBVI will budget \$3,000 to support the Rehabilitation Council with new initiatives. These may include assistive technology, public relations, transition, mentoring, and/or employment initiatives.

Measure: This activity is measured by the projects proposed and costs approved by the agency for these special activities.

## **Section P**

### **Evaluation and Reports of Progress:**

#### **VR and Supported Employment Goals**

DBVI will evaluate the extent to which the VR program goals described in the approved VR services portion of the Virginia Combined State Plan for this State Plan cycle are met. Evaluation will include the identification of strategies that contributed to the achievement of the goal as described in Section L of the State Plan and will also describe the factors that impeded the achievement of the goals and priorities.

DBVI will also evaluate the extent to which the Supported Employment program goals are met as described in Section L of this State Plan. Evaluation will include the identification of the strategies that contributed to the achievement of the goals and the factors that impeded the achievement of the goals and priorities.

DBVI will evaluate the VR program's performance on the performance accountability indicators under section 116 of WIOA and how the funds reserved for innovation and expansion (I&E) activities were utilized.

The State Rehabilitation Council (SRC) and the DBVI will evaluate and report on progress made by the VR program by:

1. Reviewing and monitoring progress toward achieving the goals and priorities established Section L of the State Plan at quarterly SRC meetings. DBVI will report progress annually in the Combined Virginia State Plan.
2. Monitoring the strategies to achieve goals and priorities and use of Title I funds for innovation and expansion activities identified in Section O of the State Plan. DBVI will report progress annually in the Combined Virginia State Plan.
3. Reviewing and monitoring the SRC Resource Plan quarterly and as needed.

**Evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year (FFY 2015) were achieved.**

During the most recent performance year, FFY 2015, DBVI continued to provide supported employment services to individuals who required support to obtain or maintain employment. These services included job development, placement, coaching, and training, and included non-federally funded supported employment follow-along services at case closure.

DBVI VR personnel received specific training regarding the provision of supported employment during a monthly required VTC based training.

Also during FFY 2015, DBVI projected that twenty-eight individuals would receive supported employment services and planned to place emphasis on accurately identifying individuals who would benefit from supported employment. Thirty-one individuals received supported employment services during the performance cycle. Using the agency case management system policy analysts reviewed and monitored VR services expenditure to ensure that individuals who were receiving supported employment were accurately identified as needing supported employment.



## Section Q

### Quality, Scope, and Extent of Supported Employment Services

Supported employment (SE) services, including customized employment, provided under Title VI of the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act of 2014, will be available to eligible individuals with most significant disabilities who are blind, vision impaired, or deafblind, including youth, who are served by the Virginia Department for the Blind and Vision Impaired (DBVI).

The time-limited supported employment services funded with federal/state VR Case service dollars include:

1. Vocational Assessment, job development, job placement, job coach training services, and training for blind, vision impaired, or deafblind individuals with most significant disabilities, including youth, who require more extensive supports than traditional VR services. The goal in providing SE services is competitive integrated employment.
2. Support services such as adaptive equipment and assistive technology devices, interpreter services for persons with dual-sensory impairments, and other approved VR services needed to sustain the individual during the time-limited phase of supported employment.

DBVI purchases SE from approximately seventy vendors on a fee-for-service basis during the time-limited phase of supported employment. DBVI provides training to job coaches when needed to increase their understanding of visual impairments and ability to provide quality services to the blind, vision impaired, or deafblind individuals. Generally, the time-limited phase of supported employment is not authorized until the extended services funding has been identified. An exception can be made when there is a reasonable expectation that extended services funding will be identified at the point time-limited services are ready to end. Time-limited SE services will not exceed twenty-four months. DBVI requires a Memorandum of Understanding (MOU) between the agency and the vendor of services when costs are associated with either SE services or the use of natural supports which could be provided free.

VR sponsorship for time-limited SE services occurs when the individual has competitive integrated employment, including customized employment, and their VR case has been closed. Indication that it is time to end the time-limited SE phase occurs when the individual and the employer are satisfied with

the individual's job performance, when the SE services have been provided, and when job coach intervention time is less than 20 percent of the individual's working hours over a 30 to 60-day period.

An individual's VR case is closed when competitive integrated employment is performed for the established hours per week for a period of ninety days after the transition from the time-limited phase to the extended services phase, as specified on the Individualized Plan for Employment (IPE).

The transition from time-limited to extended services will be provided without any service interruption due to the aforementioned commitment by third-party funding for extended services. DBVI requires an MOU between the agency and the vendor of services when costs are associated with either SE services or the use of natural supports which could be provided free.

Following the time-limited phase, discrete post-employment services are available when limited intervention is needed to help the individual maintain the job placement and the necessary services are not available from the extended service provider.

In most instances, the job coach who provided time-limited SE services will provide extended services at least twice monthly, on-site or off-site. During this extended services phase, the job coach must contact an employer at least once per month.

## VOCATIONAL REHABILITATION CERTIFICATIONS AND ASSURANCES

### CERTIFICATIONS:

#### States must provide written and signed certifications that:

1. The **Virginia Department for the Blind and Vision Impaired (DBVI)** is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA,<sup>13</sup> and its supplement under title VI of the Rehabilitation

Act<sup>14</sup>;

2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, **DBVI**<sup>15</sup> agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan<sup>16</sup>, the Rehabilitation Act, and all applicable regulations<sup>17</sup>, policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan;

3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, **DBVI** agrees to

operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan<sup>18</sup>, the Rehabilitation Act, and all applicable regulations<sup>19</sup>, policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;

4. **DBVI** has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement;

5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement.

6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law.

7. **DBVI** has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement;

8. **DBVI** has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services;

9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement.

Footnotes:

<sup>13</sup> Public Law 113-128.

<sup>14</sup> Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

<sup>15</sup> All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

<sup>16</sup> No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

<sup>17</sup> Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State VR Services Program regulations.

<sup>18</sup> No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

<sup>19</sup> Applicable regulations, in part, include the citations in footnote 6.

<sup>20</sup> States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

## ASSURANCES

**DBVI**, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:

### **The State Plan must provide assurances that:**

**1. Public Comment on Policies and Procedures:** **DBVI** assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.

**2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement:** **DBVI** assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion 33 of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.

**3. Administration of the VR services portion of the Unified or Combined State Plan:** **DBVI** assures it will comply with the requirements related to:

(a) the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.

(b) the establishment of either a State independent commission or State

Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (Option A or B must be selected): **B** has established a State Rehabilitation Council

(A) is an independent State commission.

### **(B) has established a State Rehabilitation Council**

(c) consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act the non-Federal share, as described in 34 CFR 361.60.

(d) the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds, **No**

(e) the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. Select yes or no, as

appropriate, to identify if the designated State agency allows for the shared

funding and administration of joint programs, **No**

(f) statewideness and waivers of statewideness requirements, as set forth in

section 101(a)(4) of the Rehabilitation Act. Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services

provided under the VR services portion of the Unified or Combined State Plan? **No** See Section 2 of this VR services portion of the Unified or Combined State Plan.

(g) the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11), (24)(B), and 606(b) of the Rehabilitation Act.

(h) all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act.

(i) the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.

(j) the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.

(k) the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities.

(l) the submission of reports as required by section 101(a)(10) of the

Rehabilitation Act.

**4. Administration of the Provision of VR Services: DBVI assures that it will:**

(a) comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act.

(b) impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act.

(c) provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? **Yes**

(d) comply with all required available comparable services and benefits, determined to be available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act, and,

(e) comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.

(f) comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act.

(g) provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.

(h) comply with the requirements for the conduct of semiannual or annual review, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act, as required by section 101(a)(14) of the Rehabilitation Act.

(i) meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs

##### **5. Program Administration for the Supported Employment Title VI Supplement:**

(a) **DBVI** assures that it will include in the VR services portion

of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.

(b) **DBVI** assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.

6. (a) **Financial Administration: DBVI** assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act.

(b) **DBVI** assures that it will use funds made available under

title VI of the Rehabilitation Act only to provide supported employment

services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.

7. (a) **Provision of Supported Employment Services: DBVI** assures that it will provide supported employment services as defined in section

7(39) of the Rehabilitation Act.

(b) **DBVI** assures that:

i. the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act

ii. an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated



with title I funds, in accordance with sections 102(b)(3)(F) and 1606(b)(6)(C) and (E) of the Rehabilitation Act.

*VOCATIONAL REHABILITATION – VIRGINIA DEPARTMENT FOR AGING AND REHABILITATIVE SERVICES*



**VIRGINIA DEPARTMENT FOR AGING  
AND REHABILITATIVE SERVICES**

## Vocational Rehabilitation Services Portion of the Combined State Plan

The Vocational Rehabilitation (VR) Services Portion of the Combined State Plan must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA.

### **Input of State Rehabilitation Council**

*Describe the following:*

- (1) Input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;*

*(2) The Designated State unit's response to the Council's input and recommendations; and*

*(3) The designated State unit's explanations for rejecting any of the Council's input ore recommendations.*

**SRC Recommendation:** Identify DARS offices with strong success rates and define and assess best practices in order to provide training and technical assistance to other offices to encourage replication of successful strategies. This includes the continuing work of analyzing and aggregating data to build a system for District Managers to learn and share best practices from each other.

**DARS Response:** On a monthly basis, DARS reviews the success rates of its offices and individual VR counselors based on defined performance measures. The Lead Program Analyst for the division is responsive for this web-based data tool which is available and utilized by District Managers. This data tool includes Point In Time Evaluation of Districts and Offices by status and milestones. District Managers also have access and have been trained in the use of performance reports generated through the AWARE database system. During meetings of the District Managers and the full DRS Services Staff, best practices and successes are shared for continuous improvement of the program. DARS will continue to assess beneficial means to define and assess best practices and have these shared and replicated as appropriate. DARS looks forwarding to continuing to work with the SRC on this matter.

**SRC Recommendation:** Analyze unsuccessful case closures to determine possible barriers and challenges to service delivery and how the agency can improve its success rate leading to a higher rehabilitation rate.

**DARS Response:** DARS continues to monitor its rehabilitation rate (aka Employment Rate). In FFY 2013, the rate was 53.7 % which exceeded the goal by 1.3%. In FFY 2014, the rate rose dramatically to 61.7% coming off a record year of successful employment outcomes. For FFY 2015, the rate dropped slightly to 57.3%, but still exceeded the goal. DARS agrees with the SRC that it is important to continue to assess the documented reasons for unsuccessful case closures. DARS also believes that keeping consumers actively involved in their VR case is a key to consumers remaining in the program and, therefore, continues to emphasize our ICE (Intense Consumer Engagement) program to ensure that our consumers continue to be involved in their plan and working towards employment. Another important program has been the "Cold Case" project which locates VR consumers who have lost touch with their counselor. In FFY 2015, 1,428 consumers were referred to the project. Three hundred thirty-nine who had received substantial services from DARS and had been working for 90 or more days were closed as successfully employed. Five hundred and ninety-three are now back receiving DARS services.

**SRC Recommendation:** The SRC is pleased to see a gradual increase in the average hourly wage of VR consumers who become successfully closed. The SRC recommends a continuing focus on wage

quality for consumers with the overall goal to enhance the quality of their lives and make them less dependent on public benefits.

**DARS Response:** DARS concurs with this recommendation and also will be placing emphasis on increasing the average hours worked by our consumers.

**SRC Recommendation:** While DARS has been under an order of selection since 2004, there have been significant strides to address Priority Category 1 waiting list, with the goal of opening one or more of the Priority Categories. The SRC encourages the agency to continue with this effort so that all eligible individuals may receive the services that they need to become successfully employed.

**DARS Response:** DARS is pleased that we have been able to offer services to the consumers on the waiting list in Priority Category 1 (most significantly disabled). With careful financial planning, we hope to open this Category in 2016. If sufficient funds are received for the VR program during the 2016 General Assembly, DARS may be successful in also opening Priority Category 2 (significantly disabled with two serious functional limitations).

### **Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System**

*Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce investment system with respect to*

- *Federal, state, and local agencies and programs;*
- *if applicable, Programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture;*
- *Noneducational agencies serving out-of-school youth; and*
- *State use contracting programs.*

**DARS Response:** In addition to partnerships established and enhanced through development and implementation of the Workforce Innovation and Opportunity Act (WIOA) system in Virginia, DARS continues to emphasize the importance and necessity of cooperating with other community partners (federal, state and local agencies and programs) to assist in providing comprehensive and effective services for vocational rehabilitation customers. One of the most successful cooperative relationships has been with the Virginia Department of Behavioral Health and Developmental Services (DBHDS) to provide services to individuals with substance abuse and with serious mental illness. The relationship with DBHDS continues to grow and the data shows the success to our customers brought about by this relationship.

DBHDS, Office of Substance Abuse, has provided DARS with fiscal and personnel resources to support the co-location of VR counselors in the Community Services Boards (CSBs) since 1988. The resources that are being contributed by DBHDS allow DARS to have dedicated specialty counselors to provide VR services to individuals that experience substance abuse disabilities that also receive treatment services through the CSBs service system. The program expanded in the middle of SFY 2000 from three counselors to twenty-one counselors serving 18 of the forty CSBs. DARS also provides services to individuals with serious mental illness, most of who are also served by CSBs. In addition, DARS staff serve on the State Employment Leadership Network (SELN) Advisory Group and work closely with DBHDS on various work groups and initiatives that focus on recovery and the integration of work into the mental health service system. Consultants from both the Office of Substance Abuse and the Office of Mental Health collaborate with DARS in conducting monitoring visits at the dedicated specialty staff sites, provide in-service training opportunities, and regularly share information to promote a common understanding of the strategies and practices to serve individuals with substance abuse and/or serious mental illness. Through funding provided by DBHDS, DARS now has two employees who specialize in intellectual and developmental disabilities to provide technical assistance, guidance and direction to VR counselors in serving this population.

Since 1998, the Virginia Department of Social Services (DSS) and DARS have worked together under either a Memorandum of Understanding or more recently grants detailing how offices around the state will accept referrals and serve TANF recipients who have disabilities. These recent grants from DSS have allowed DARS the opportunity to expand current successful programming by providing targeted case service funds which enhances the ability of DARS counselors statewide to assist eligible TANF recipients with disabilities overcome the functional limitations created by disability through the vocational rehabilitation service model. The grants also afford DARS mechanisms which build capacity by enhancing and expanding opportunities to serve increased numbers by placing dedicated VR counselors in four areas of the state with large TANF populations. Overseeing the implementation of the grants is the DARS Program Coordinator who serves as a liaison between agency field offices, local DSS offices, and partner agencies to develop a seamless system for service delivery for TANF recipients with disabilities.

DARS also has a collaborative relationship with the Virginia Department for the Deaf and Hard of Hearing to provide funding for interpreter services for consumers accessing services at the Centers for Independent Living. DARS also collaborates with local community colleges in the provision of interpreter services designed to enhance access of VR consumers who are deaf to college resources and services.

DARS collaborates with Brain Injury Clubhouses, Centers for Independent Living, and other non-profit organizations serving individuals with disabilities referrals and services to out-of-school youth leading to their employment and independence.

The Commonwealth of Virginia (Section 2.2-1117 of the Code of Virginia) has a state use contracting program for services, articles and commodities performed or produced by persons, or in schools or workshops, under the supervision of the Department for the Blind and Vision Impaired. In addition, Section 2.2-1118 of the Code allows for the purchase of items or services from Employment Service Organizations without competitive procurement with certain requirements.

### Coordination with Education Officials

*Describe:*

*(1) the designated state unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of vocational rehabilitation services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.*

*(2) Information on the formal interagency agreement with the State educational agency with respect to:*

*consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;*

*transition planning by personnel of the designated state agency and educational agency that facilitates the development and completion of their individualized education programs;*

*roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining state lead agencies and qualified personnel responsible for transition services;*

*procedures for outreach to and identification of students with disabilities who need transition services.*

**DARS Response:** DARS and the Department of Education (DOE) have a formal agreement to provide cooperation and coordination among DARS and DOE to facilitate effective transition services for students with disabilities and to engage in competitive, integrated employment, post-secondary education, and community living. The cooperative agreement contains the following provisions:

- DOE is designated as the lead agency to ensure that students with disabilities are properly referred to DARS and DARS will serve as the lead agency to determine eligibility for VR

services and to develop an Individualized Plan for Employment. Both agencies agree: to promote the development and expansion of collaborative structures for planning and evaluating transition services; share relevant data; share contact information on school divisions' special education directors and 504 coordinators; explore new opportunities for collaboration and seek additional resources to improve transition services. Each agency will assign or designate primary program responsibility for transition to one individual within the agency.

- The agencies will promote a comprehensive personnel development approach through the provision of collaboratively planned and jointly sponsored professional development activities. DOE has the responsibility for ensuring the requirements for the provision of special education services by Local Education Agencies (LEA) to students with disabilities in accordance with federal and state laws, regulations, agency policies and guidelines.
- DOE shall commit financial resources to: (1) teaching positions for Occupational Skills Training and Life Skills at WWRC; (2) training and technical assistance in secondary transition programming; (3) activities of the Community of Practice and Transition Practitioners Council.
- DARS is responsible for the coordination, provision, and/or payment of rehabilitative/transition goods and services for individuals with disabilities in accordance with applicable federal and state laws, regulations, agency policies and guidelines.
- DARS also commits financial resources to: (1) transition services for youth at least three years prior to their exit from high school to include: vocational evaluation, case management, career counseling, situational assessments, field transition consultant services, and technical assistance, as appropriate; (2) the Postsecondary Education Rehabilitation and Transition Program at the Wilson Workforce and Rehabilitation Center; and (3) activities of the Community of Practice and Transition Practitioners' Council.

DARS provides leadership in transition by using an Annual Review, a survey of VR counselors and the LEA transition representative, to ensure effective coordination and collaboration with local school divisions and the VR counselor serving the division.

DARS also continues to provide leadership in transition in collaboration with the DOE, and other state and local agencies, organizations and individuals. Specific activities related to outreach to address needs of students in transition include:

- Continuing to provide staff support and programmatic leadership to Virginia's Intercommunity Transition Council (VITC), a statewide council composed of representatives of state agencies, parents, consumers and employers, and seeking to promote, in collaboration with VITC, participation of underrepresented agencies, service providers, and community/ advocacy groups in VITC.
- Continuing to provide staff support and programmatic leadership to the Higher Education Leadership Partners Workgroup (composed of college and university faculty and staff, the

State Council on Higher Education in Virginia, the Virginia Community College System (VCCS), the Association of Higher Education and Disability, consumers and disability agency personnel, secondary education personnel and representatives from DOE). Also, in collaboration with VITC, DOE, the State Council of Higher Education, the Association of Higher Education and Disability and other partners, developing statewide guidelines for Disability Documentation at the post-secondary level, as well as improvement of transition from secondary to post-secondary institutions.

- Continuing to promote collaboration among DOE, the Department for the Blind and Vision Impaired, the Department for the Deaf and Hard of Hearing, the Virginia Assistive Technology System, the Wilson Workforce and Rehabilitation Center, and other interested partners to increase the appropriate utilization of assistive technology for students with disabilities in Virginia.
- Aligning all current and future transition activities, when appropriate, with the WIOA system.
- Continuing to collaborate with Adult Education and Literacy programs, DOE, the Department of Social Services and other partners in pursuing creative models of providing assessment and screening for learning disabilities among clients of the Temporary Assistance to Needy Families program.
- Producing transition-related products (e.g., newsletters, brochures, power point presentations, and posters) with examples of current legislative information, best practices and problem solving.
- Collaborating with staff of the Personal Assistance Services (PAS) Program at DARS to increase awareness of PAS services for students in transition, especially in postsecondary institutions.
- Collaborating with ESO staff to increase awareness of local vendor programs that could provide services to schools and transition age youth.
- Collaborating with DOE to utilize VITC, and other venues to increase awareness and understanding of the Youth Councils that will be part of the local Workforce Investment Boards established under the WIOA system.
- Encouraging disability professionals, consumers and advocacy groups to submit applications for appointment to the local Youth Councils.
- Continuing to provide the Youth in Transition service line to supplement and enhance services to high school youth enrolled at WWRC.

DARS' policies require that for students with disabilities who i) are receiving special education services from a public school, and ii) also are determined eligible for vocational rehabilitation services (and able to be served if DARS is on an order of selection), the Individualized Plan for Employment shall be completed and signed within 90 days of the eligibility determination and before the student leaves the school setting.

### **Cooperative Agreements with Private Nonprofit Organizations**

*Describe the manner in which the designated state agency establishes cooperative agreements with private non-profit vocational rehabilitation service providers.*

**DARS Response:** Private non-profit VR service providers apply to become DARS service providers. Applicants' qualifications are evaluated based on services to be offered and criteria in the standard vendor agreement. DARS and each qualified Employment Service Organization (ESO) establish a written vendor agreement. This agreement provides assurances to DARS that each organization complies with federal and state requirements for a community rehabilitation program. By clearly defining roles, expectations, and evaluation criteria, it protects the agency, the service provider, and customers.

Other mechanisms to cooperate with private non-profit VR services providers include:

- Receiving and utilizing stakeholder input from the ESO Steering Committee that provides the DARS Commissioner counsel on funding and policy issues related to community rehabilitation programs and the allocation of Long Term Employment Support Services state funds.
- Fostering close working relations between agency staff and ESOs.
- Utilizing the Employment Services Outcome Report to assist ESOs, VR counselors and VR consumers in ensuring appropriate service provision.



## **Arrangements and Cooperative Agreements for the Provision of Supported Employment Services**

*Describe the efforts of the designated state agency to identify and make arrangements, including entering into cooperative agreements, with other state agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.*

**DARS Response:** Private non-profit VR service providers apply to become DARS service providers. Applicants' qualifications are evaluated based on services to be offered and criteria in the standard vendor agreement. DARS and each qualified Employment Service Organization (ESO) establish a written vendor agreement. This agreement provides assurances to DARS that each organization complies with federal and state requirements for a community rehabilitation program. By clearly defining roles, expectations, and evaluation criteria, it protects the agency, the service provider, and customers.

Other mechanisms to cooperate with private non-profit VR services providers include:

Receiving and utilizing stakeholder input from the ESO Steering Committee that provides the DARS Commissioner counsel on funding and policy issues related to community rehabilitation programs and allocation of LTESS state funds, and fostering close working relations between agency staff and ESOs.

DARS continues to provide additional state funds to ESOs to increase the availability of extended services and reduce barriers to offering integrated, community-based employment options for persons with most significant disabilities after the DARS time limited services are completed. A total of \$8,338,426.72 in extended services will be available through the Virginia Legislature to ESOs through DARS under the Long Term Employment Support Services (LTESS) and Extended Employment Services (EES) programs.

DARS conducts regional meetings designed to directly enhance the quality of supported employment services to consumers with the most significant disabilities. These sessions address increasing supported employment options and consumer choice for meeting physical, behavioral, medical, and overall rehabilitation needs; and accessing and expanding placement resources.

DARS continues to provide technical assistance in the maintenance of ESOs meeting CARF, the Rehabilitation Accreditation Commission standards. DARS establishes and maintains written minimum standards for the ESOs used by the agency in providing VR services. The 1999 decision by DARS to require CARF standards in Virginia, include requirements regarding accessibility, physical plants, equipment, and health and safety for ESOs. In addition, the standards cover specific service

delivery expectations for each approved program of service, general organizational standards, wages, hours, and working conditions. The decision to seek national standards also emphasizes integrated community employment and quality program outcomes.

DARS ensures consistently high quality services for individuals with most significant disabilities by encouraging and facilitating the use of the agency's Virginia Guide to Supported Employment and Job Coach Training.

DARS, working closely with the VCU Rehabilitation Research and Training Center on Workplace Supports and Job Retention, identified the need for training job coaches in basics responsibilities that would be reasonable in terms of time away from the job. VCU responded with the following:

- Supported Employment Web-based Certificate Series (ACRE-certified)
- Supported Competitive Employment for Individuals with Mental Illness (ACRE-certified)
- Customized Employment
- Promoting an active network of inter-agency and inter-organizational professionals working with mutual supported employment consumers, with an emphasis on increasing linkages with rehabilitation engineering and technology experts and enhancing current linkages with employers, consumers, the education community and family members.
- Implementing an Employment Services Outcomes Report to provide information to VR counselors and their consumers on the performance of each ESO to inform decisions regarding service provision.
- Continuing to obtain stakeholder insights and assistance through the ESO Steering Committee.

The Committee represents a cross-section of stakeholders and meets quarterly to:

- Provide ideas and recommendations regarding program changes and procedures.
- Identify and address special regional needs, unique needs of rural, suburban and urban communities, and needs of different populations of individuals with disabilities.
- Provide information to the department and help develop priorities and initiatives.

DARS maximizes employment opportunities under the federal Javits-Wagner-O'Day (JWOD) Act, especially for individuals with most significant disabilities. JWOD contracts provide a wide variety of quality employment options to many Virginians employed by ESOs. Other activities in this arena include:

- Sharing information about employment opportunities to increase client placements.
- Collaborating with (NISH) staff to help ESOs secure federal services and commodities contracts through meetings and conferences.

### **Coordination with Employers**

*Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:*

- (1) VR services; and
- (2) Transition services, including pre-employment transition services, for students and youth with disabilities.

**DARS Response:** DARS Workforce Development Unit coordinates and participates in activities to meet business needs. Activities include, but are not limited to, assessment of job candidate's skills and abilities to meet job requirements. Businesses are offered disability etiquette training on hiring persons with disabilities and educational training on Assistive Technology, On the Job training, tax credits, work site accommodations, and various other services needed to meet business needs. The Workforce Development Unit is seen as a single point of contact for businesses recruiting for job openings and hosts monthly/quarterly Commonwealth Business Network meetings where businesses are able to describe their job openings and job requirements to multiple organizations in one setting to recruit qualified job candidates. DARS Workforce Unit is actively working with The National Employment Team (The NET) through the Council of State Administrators of Vocational Rehabilitation using a Talent Acquisition Portal (TAP) where businesses may place job openings and select qualified candidates. The Unit also provides education to employers who are federal contractors (503) on hiring individuals with disabilities and assisting with recruitment efforts to meet business needs. The Unit is listed as the point of contact on all compliance letters sent to 503 employers in the Commonwealth from the Department of Labor's Office of Federal Contract Compliance Programs.

DARS and the Department for the Blind and Vision Impaired are working with the Governor's Executive Order 46 in Virginia offering all Executive branch agencies training designed to expand existing efforts to recruit, accommodate, retain and advance Virginians with disabilities in the Commonwealth's workforce. DARS Workforce Unit will assist with identifying work experiences, paid internships, job shadowing, and mentoring opportunities. DARS Workforce Unit will work with the Department of Human Resource Management in identifying the skill set needed for many hard-to-fill positions within VA state employment and assist with recruiting qualified persons with disabilities to fill the positions. DARS Workforce Unit current works and will continue to strengthen relationships with Economic Development Partnerships in Virginia, the Virginia Manufacturing Association, and Workforce Development Boards Business Services Teams, to assist and promote hiring persons with disabilities in the Commonwealth's Workforce.

Over fifty percent of the DARS VR consumers are students with disabilities. DARS has "dedicated" VR counselors who work specifically with this population in preparing for employment as they exit the school system or previously existed. The DARS Business Development Managers and Placement Counselors work collaboratively with the VR counselor and consumer to design an Employment Plan and services to lead to successful employment for this population first entering the job market.

### **Interagency Cooperation**

*Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment; to the greatest extent practicable:*

- (1) The State Medicaid plan under Title XIX of the Social Security Act;*
- (2) The State agency responsible for providing services for individuals with developmental disabilities; and*
- (3) The State agency responsible for providing mental health services.*

In Virginia, the Department of Medical Assistance Services (DMAS) is the agency responsible for the State Medicaid Plan under Title of the Social Security Act. The agency responsible for the providing services for individuals with developmental disabilities and mental health services is the Department of Behavioral Health and Developmental Services (DBHDS). DARS will be entering into a Cooperative Agreement with DMAS and DBHDS to continue to develop opportunities for competitive integrated employment for VR consumers. The Cooperative Agreement will be developed with respect to the delivery of VR services for individuals with the most significant disabilities who have been determined eligible for home and community-based services under a Medicaid waiver. The Cooperative Agreement, at a minimum, will address:

1. Consultation and technical assistance between the agencies to assist in the planning and coordination of services to individuals with most significant disabilities leading to successful employment.
2. Roles and responsibilities, including financial responsibilities, of each agency.
3. Data sharing.
4. Procedures for outreach to and identification of potential VR consumers to receive services.
5. Continued financial support by the DBHDS for Intellectual Disabilities/Developmental Disabilities technical assistance staff at DARS to provide advice and guidance to VR counselors on service delivery to this population.

## Comprehensive System of Personnel Development

### Data System on Personnel and Personnel Development

1. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

- *the number of personnel who are employed by the state agency in the provision of vocational rehabilitation services in relation to the number of individuals served, broken down by personnel category;*
- *the number of personnel currently needed by the state agency to provide vocational rehabilitation services, broken down by personnel category; and*
- *projections of the number of personnel, broken down by personnel category, who will be needed by the state agency to provide vocational rehabilitation services in the state in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.*

**DARS Response:** The chart below shows the number of personnel who were employed by the Department in the provision of VR services in relation to the number of individuals to be served, which is projected to be as high as 26,785 in FFY 2016.

Row	Job Title	Total positions	Current vacancies	Projected vacancies over the next 5 years
1	VR Counselors	185	15	25
2	Program Support	86	5	23
3	Field Directors/Managers	32	2	11
4	Placement Counselors	29	0	2
5	Vocational Evaluators	14	0	5
6	Other Service Staff	23	3	4

2. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

- a list of the institutions of higher education in the state that are preparing vocational rehabilitation professionals, by type of program;
- the number of students enrolled at each of those institutions, broken down by type of program; and
- the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

**DARS Response:** Every year, the Department collects information from state institutions of higher education on the number of students enrolled in vocational rehabilitation programs and the number of students graduating with vocational rehabilitation certification or licensure. This information helps the Department anticipate and plan for short- and long-term personnel shortages. The numbers at VCU are lower than previous years because VCU had fewer active grants funding students for 2014-2015. They have two additional grants now and expect their numbers to increase next year.

Row	Institutions	Students enrolled	Employees sponsored by agency and/or RSA	Graduates sponsored by agency and/or RSA	Graduates from the previous year
1	Virginia Commonwealth University	64	18	8	26

**Plan for Recruitment, Preparation and Retention of Qualified Personnel**

*Describe the development (updated on an annual basis) and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated state unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.*

**DARS Response:** The Department cooperates with Virginia colleges and universities and higher education institutions in other states to place student interns in VR counselor, vocational evaluator, physical therapy, occupational therapy, audiology, nursing and other appropriate professional positions. Paid internships are provided to graduate students when possible, along with unpaid practicum and internship placements. In 2014, twenty-one practicum experiences/internships were initiated, with fifteen concluding during that same year. Of those who completed their internships, two students secured full-time VR counselor positions with the Department. Internship requests continue to come in on a regular basis from colleges including George Washington University, University of Maryland, West Virginia University and Virginia Commonwealth University. In addition, occasional requests for internship opportunities are received from colleges outside of Virginia, including Alabama State University, University of North Carolina, University of Wisconsin/Stout and Pennsylvania State University. The Department is committed to continuing formal and informal internship programs as a workforce planning tool in an effort to attract and retain qualified professionals. Efforts continue to expand upon the Internship Program and to encourage field offices to fully utilize the program as a VR Counselor recruitment tool.

The Department continues to work closely with the Virginia Commonwealth University Internship Coordinator to coordinate placements within the public VR system wherever possible. The agency's Training Manager visited West Virginia University in March, 2015 to participate in a student intern seminar/career fair to recruit rehabilitation counseling graduate students to Virginia.

The Comprehensive Personnel Plan and agency recruitment and selection policies assure that all newly recruited staff meet minimum state requirements. Information from the personnel study also is used to refine job classifications, job descriptions, and performance standards. The management of the DARS Division of Rehabilitative Services will annually review newly refined performance standards to determine if they continue to meet requirements and needs, and will recommend revisions as appropriate.

### **Personnel Standards**

*Describe the state agency's policies and procedures for the establishment and maintenance of personnel standards to ensure that designated state unit professional and paraprofessional personnel are adequately trained and prepared, including:*

- 1. standards that are consistent with any national or state-approved or -recognized certification, licensing, registration, or, in the absence of these requirements, other comparable requirements (including state personnel requirements) that apply to the profession or discipline in which such personnel are providing vocational rehabilitation services; and*
- 2. to the extent that existing standards are not based on the highest requirements in the state applicable to a particular profession or discipline, the steps the state is currently*

*taking and the steps the State Plans to take in accordance with the written plan to retrain or hire personnel within the designated state unit to meet standards that are based on the highest requirements in the state, including measures to notify designated state unit personnel, institutions of higher education, and other public agencies of these steps and the timelines for taking each step.*

*Be sure to include the following:*

- *specific strategies for retraining, recruiting, and hiring personnel;*
- *the specific time period by which all state unit personnel will meet the standards;*
- *procedures for evaluating the designated state unit's progress in hiring or retraining personnel to meet applicable personnel standards within the established time period;*
- *the identification of initial minimum qualifications that the designated state unit will require of newly hired personnel when the state unit is unable to hire new personnel who meet the established personnel standards;*
- *the identification of a plan for training newly hired personnel who do not meet the established standards to meet the applicable standards within the time period established for all state unit personnel to meet the established personnel standards.*

**DARS Response:** The personnel standard that is used to comply with the qualified personnel requirement of the Rehabilitation Act is the educational requirements of the national CRCC or the actual CRC or CVE certifications. Currently, all VR counselors and vocational evaluators meet the requirement. At this time, no funding is committed to support CSPD coursework. However, funding continues to be available to support the CRC application and examination for those staff that choose to pursue this credential.

Human Resources screening procedures for vacant VR counselor positions allow only applicants with a Master's Degree in Rehabilitation, CRC/CVE certified, or otherwise eligible for CRC examination, to be screened in for an interview.

During the past year, paraprofessional staff in the VR program changed their titles to Employment Services Specialist and Employment Services Specialist Senior to more appropriately reflect their unique services that assist VR consumers in achieving their employment goals.

### **Staff Development**

*Describe the state agency's policies, procedures, and activities to ensure that all personnel employed by the designated state unit receive appropriate and adequate training in terms of:*



1. *a system of staff development for professionals and paraprofessionals within the designated state unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology; and*
2. *procedures for the acquisition and dissemination to designated state unit professionals and paraprofessionals significant knowledge from research and other sources.*

**DARS Response:** Through the Rehabilitation Services Administration In-Service Training Grant, DARS has provided a comprehensive in-service training program for VR staff. The training programs contained in DARS' grant application were identified from training needs assessments, information from the VR consumer satisfaction survey, and discussions with agency management and the State Rehabilitation Council. DARS utilized the In-Service Training Grant funds for training activities to include, but not limited to, professional and leadership development, assistive technology, caseload management, job development and placement, and transition services for youth with disabilities. Newly hired VR counselors are required to participate in New Counselor Skills Training, which teaches them the VR process, from referral to case closure, and the availability of other services and supports to support consumers in their rehabilitation plans. During the new counselors first few years on the job, they also are required to participate in individual training modules on caseload management, documentation, a tour and orientation to the Wilson Workforce and Rehabilitation Center, assistive technology and job development/job placement.

When the In-Service Training Grant ended in September 2015, the agency opted to continue to support staff development and training activities at a level comparable to the previous grant to enable the agency to continue its excellent training programs. Training opportunities through professional associations including Virginia Rehabilitation Association and Virginia Rehabilitation Counselor Association, and Virginia ACCSES (CRP professional association) are also open to VR staff as applicable. Through these associations and training opportunities offered by other entities (i.e. George Washington University, Virginia Commonwealth University), VR counselors are kept informed of the latest developments in the field of vocational rehabilitation.

### **Personnel to Address Individual Communication Needs**

*Describe how the designated state unit has personnel or obtains the services of other individuals who are able to communicate in the native language of applicants or eligible individuals who have limited English speaking ability or in appropriate modes of communication with applicants or eligible individuals.*

**DARS Response:** DARS continues to address the communication needs of customers by having counselors who specialize in caseloads serving individuals who are deaf and hard of hearing and has other employees who can communicate in sign language. There are ten "dedicated" Regional Counselors for the Deaf and Hard of Hearing across the State. In addition, sign language and foreign language interpreters and translators are contracted as needed for employees and consumers in

need of these services and counselors use other resources, including assistive technology, to communicate with consumers with special needs. All VR forms used by the public have been translated into Spanish and posted on the Internet for public use.

There are videophones located in each office of the Regional Counselors for the Deaf, State Coordinator for the Deaf, and in the Deaf and Hard of Hearing Services Unit at WWRC. This allows staff and consumers to access Video Relay Services and for consumers to call in “point to point” to discuss their services with counselors.

Currently, the agency is in the process of expanding this technology for our offices. As technology evolves, work continues with community partners (Workforce Development Centers, Community Services Boards, the Department for the Deaf and Hard of Hearing, the Department for the Blind and Vision Impaired and Local Deaf Service Centers) to pilot software to enhance telecommunications and accommodation needs of staff via text and video services. One example is that the Regional Counselors for the Deaf are participating in a pilot utilizing iPads to test and demonstrate various Apps utilized for communication (video and text to speech) to share with consumers and employers.

The Department continues to develop and implement plans to enhance outreach and services to individuals with disabilities from different ethnic backgrounds, including those with Limited English Proficiency. The DARS Cultural Diversity Team develops and implements staff training and outreach plans to address the unique service needs of this population, particularly as it relates to interpreting and translation services. In addition, DARS has several Spanish speaking counselors.

### **Coordination of Personnel Development Under the individuals with Disabilities Education Improvement Act**

*Describe the procedures and activities to coordinate the designated state unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Improvement Act.*

**DARS Response:** The Virginia Department of Education (DOE) is the state agency responsible for implementing the Individuals with Disabilities Education Improvement Act of 2004. The DARS and DOE cooperative agreement outlines collaborative practices on respective policies, eligibility criteria, information requirements, agency programs and services and the coordination of transition services. In addition, DARS initiates an Annual Review, a survey of VR counselors and their respective Local Education Agency (LEA) transition representative, to ensure effective working relationships on local levels and to support best practices in the provisions of services to students with disabilities. Followed up services are offered and provided based on results of the Annual Review.

DARS continues to be a stakeholder in the review of data that DOE collects to report to the Office on Special Education Programs (OSEP) to support and accomplish respective post school and employment outcomes required by the federal government and to provide meaningful data collection by each agency.

Additional DARS and DOE collaborative activities include co-chairing the Virginia Interagency Transition Council (VITC) and the regional Virginia Transition Practitioners Councils (TPC). TPC provides a forum for transition practitioners and other interested stakeholders from school divisions, adult agencies, and community partners to engage in professional development activities, networking opportunities, and collaborative efforts that enhance the implementation of quality transition services for secondary school students with disabilities. The VITC is comprised of representatives from 14 state agencies who have leadership roles and transition as part of their responsibility in serving youth with disabilities. The Council works to stay abreast of current transition information, to identify gaps in resources, and avoid duplication of transition services. VITC has set a priority to improve communication between the state, regional, and local transition councils. It is anticipated that information will be shared with and by VITC through the regional and local Councils. This flow of communication allows for improved responses to identified needs, as well as recommendations for future efforts.

The Higher Education Coordinator provides training to new counselors as part of the New Counselors Skills Training. This training provides information on how to evaluate and process training cases to ensure that employment goals meet the employment needs of our communities. The training also provides information on the need for and how to complete the required RS-25. Cooperative Agreements are also conducted between DARS and state institutions of Higher Education to ensure that to the best of DARS abilities and within constraints of our Order of Selection that students in postsecondary training are receiving appropriate and necessary services.

The DRS Support Team utilizes an interactive webinar series to streamline processes and improve communication to/from VR counselors who serve transition-age youth. The webinar series offers a timesaving alternative to the standard face-to-face training approach while simultaneously saving agency resources. Webinar topics are developed based on counselor input, leadership recommendations, and developing issues. Similar technology also is being used for an Annual Review to gather information on effective processes between the local school divisions and their corresponding DARS transition counselor. The Annual Review will also indicate any needs or concerns where the Director of Transition or Transition Projects Specialist may organize a facilitated meeting by use of the GoTo Meeting platform enabling teams to meet online and collaboratively to discuss programming. The annual review supports communication and extends support to local team members. Using the Annual Review can address specific points of the transition process and encourages VR Counselors and school partners to more clearly establish partner roles and responsibilities.

For the fourth year, the Commonwealth of Virginia was invited to bring a team of five members to participate in the National Summit - *Building State Capacity to Address Critical Issues in Deaf Education: Transition from Secondary Education to Postsecondary Options*. This was the fourth out of four Summit activities sponsored by pep net 2, which focused on improving postsecondary outcomes for individuals who are deaf or hard of hearing, including those with co-occurring disabilities. During this Summit meeting, the focus was on critical issues in deaf education that address positive student outcomes, graduation, and transition to postsecondary education and training. The Department's State Coordinator of Deaf and Hard of Hearing Services and the DOE Specialist of Deaf and Hard of Hearing co-chair the state team to review gaps in programs and services utilizing tools and strategies related to transition within the goals of the National Agenda: Achieving Educational Equality for Deaf and Hard of Hearing Students. This year the Virginia Team hosted "Opening Doors to Life Beyond High School", a one-day event for students, parents and professionals. Topics included Life Beyond High School (transition information about DRS services), *I'm Determined*, and *Map-It* (a new tool from pep net 2).

### **Statewide Assessment**

*(1) Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:*

- A. with most significant disabilities, including their need for supported employment services;*
- B. who are minorities;*
- C. who have been unserved or underserved by the VR program;*
- D. who have been served through other components of the statewide workforce development system; and*
- E. who are youth with disabilities and students with disabilities, including as appropriate, their need for pre-employment transition services or other transition services.*

*(2) Identify the need to establish, develop, or improve community rehabilitation programs within the State; and*

*(3) Include an assessment of the needs of individuals for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Act.*

**DARS Response:** The Department for Aging and Rehabilitative Services (DARS) conducted a Comprehensive Statewide Needs Assessment (CSNA) of the rehabilitation needs of individuals with disabilities. To fulfill this task, the Rehabilitation Services Administration Model CSNA Guide was utilized for guidance. DARS and the State Rehabilitation Council (SRC) partnered in conducting the CSNA.

The CSNA is both a quantitative and qualitative assessment of the vocational rehabilitation needs of individuals with disabilities. Specifically, the agency and the SRC focused on determining the needs of (1) individuals with most significant disabilities, including their needs for supported employment services; (2) individuals who are minorities, including individuals who been unserved or underserved; and (3) individuals who are served through other components of Virginia’s statewide workforce development system. In addition, the need to establish, develop, or improve Employment Service Organizations (also known as community rehabilitation programs) that potentially serve individuals with disabilities was assessed.

The activities included a comprehensive literature review of external data that was gathered from national and state sources. Sources of national-level disability statistics included the American Community Survey (ACS) and the Current Population Survey (CPS). Data from the Behavioral Risk Factor Surveillance Survey (BRFSS) was examined, but has not been updated since 2006. The next release of BRFSS data is expected in 2016.

Also, surveys of stakeholders/advocacy groups were conducted to assess their perspective on unserved and underserved populations, geographical variables, barriers to employment for individuals with disabilities, and VR service provision. Stakeholder groups included, but were not limited to, Centers for Independent Living, Brain Injury Organizations, Community Service Boards, Employment Service Organizations, school personnel, parents of children with disabilities, individuals with disabilities, members of the SRC, and representatives of unserved and underserved populations.

The final activity involved an in-depth study of DARS internal data including demographic variables, population changes and trends among the clients served by DARS. In addition, DARS examines the results of its VR consumer satisfaction survey to ascertain the needs of its consumers.

### Literature Review Results

#### *Prevalence of Disabilities in Virginia*

Information from the ACS 2014 (the most recent data available) shows that in Virginia, among the civilian noninstitutionalized population, 11 percent reported a disability. The likelihood of having a disability varied by age, from 4 percent of people under 18 years old, to 9 percent of people 18 to 64 years old, and to 34 percent of those 65 and over.

The disability rate for females was only slightly higher at 11.2% versus 10.9% for males. The racial breakdown for Virginians with disabilities is shown below. Blacks/African Americans comprise 12.7% of Virginians with disabilities followed by Whites at 11.4%.

**RACE AND HISPANIC  
OR LATINO ORIGIN** 

<b>One Race</b>	7,723,476	11.10%
<b>White alone</b>	5,537,795	11.40%
<b>Black or African American alone</b>	1,511,500	12.70%
<b>American Indian and Alaska Native alone</b>	22,174	17.40%
<b>Asian alone</b>	471,813	5.00%
<b>Native Hawaiian and Other Pacific Islander alone</b>	4,855	7.60%
<b>Some other race alone</b>	175,339	3.90%
<b>Two or more races</b>	249,449	8.00%

Of all Virginians, 4.9% had a cognitive disability, 4.9% had ambulatory disability, 4.9% had self-care disability, 4.9% had independent living disabilities 4.6% had a vision disability and 4.3% had a hearing disability.

Data from the Virginia Department of Education identified 58,893 students between the ages of 14-18 as disabled in Virginia for the 2014-2015 school year.

#### *Employment for Virginians with Disabilities*

The 2014 employment rate for all disabled persons 18 to 64 years of age in Virginia was 37.6% compared to 77.6% among people without disabilities. The employment gap, which is the difference between the employment rate of persons without disabilities and those without disabilities, did not change from 2013 to 2014. Thirty-seven and six-tenth percent of all persons with disabilities were employed full time year round compared to 77.6% of persons without disabilities, making the full time employment gap 40.0%. Within the disability groups identified by the ACS as employed, 53.0% had hearing disabilities, 42.4% vision disabilities, 27.5% ambulatory disabilities, 27.0% cognitive disabilities, 17.1% reported independent living disabilities and 16.9% with self-care disabilities.

#### *Poverty Among Virginians with Disabilities*

Of all Virginias with disabilities, 24.5% are estimated to have incomes below the poverty level. This is compared to 10.0% of Virginians without disabilities. Virginia's poverty gap ranks 43 compared to other states and the District of Columbia. Among persons with disabilities whose income is below the poverty level, 63% have ambulatory difficulties, 43% have independent living

difficulties, 41% have cognitive difficulties, 22.73% have self-care difficulties, 20.48% have vision difficulties, and 20.42% have hearing difficulties.

The ACS also provided statistics on the earnings of individuals with and without disabilities in 2014. The earnings are defined as regularly received income from salaries, wages, and self-employment before any deductions are taken out. The age group used for this calculated statistic is 16 and over. The median earnings for Virginians with disabilities were \$22,386 compared to \$35,824 earned by Virginians without disabilities. This results in a difference of \$13,439 in median income.

### *Veterans*

The ACS estimated that out of 425,520 Virginia civilian veterans in 2014, 12.3% or 52,282 civilian veterans have disabilities. Only Hawaii and Maryland have fewer civilian veterans with disabilities.

### *Health Insurance Among Virginians with Disabilities*

In 2014, it was estimated that 84.3% of Virginians with disabilities have health insurance compared to 85.2% of persons without disabilities. Among persons with disabilities who have health insurance, 51.9% have private insurance and 44.8% have health insurance from public sources. Some individuals have insurance from both public and private sources.

### DARS Stakeholder Survey

The DARS stakeholder survey was made available from August 7, 2015 through February 8, 2016 for 186 days. A total of 107 responses were received. The exact response rate is difficult to determine as links to the survey were emailed from stakeholder to stakeholder. However, the response rate was similar to our previous stakeholder survey that received 95 responses.

School personnel represented the largest number of respondents (50%), followed by: Supported Employment Vendors-ESO's (23.6%), Community Service Boards (17%), Centers for Independent Living (4.7%) Advocates (4.7%), individuals with a disability (3.8%), parents of children with disabilities (1.9%), and Brain Injury Organization Members (1%).

Respondents rated consumers' barriers to employment. Transportation emerged as the number one "very significant" barrier to employment with a 73% agreement followed by: lack of jobs (61%), financial support for services (60%), housing (40%), lack of marketable job skills (35%), financial or benefits disincentives (33%), inadequate training opportunities (28%), lack of

networking opportunities (28%), lack of service providers (26%), family influence (21%), and consumers' unrealistic goals (16%).

The issue of underserved/unserved populations was addressed in this survey. Individuals with Autism Spectrum Disorder ranked first as underserved/unserved with 46% of the respondents denoting this population. The respondents rated the following as also underserved: individuals with multiple impairments/most significantly disabled (45%), transition clients (43%), individuals with intellectual disabilities (42%), individuals with brain injury (21%), individuals with substance abuse disorders (21%), individuals with sensory disabilities (19%), individuals with learning disabilities (17%), individuals with physical disabilities (16%), veterans (12%), individuals with Limited English Proficiency (9%), and individuals on public assistance (9%),

Fifty-seven percent of the respondents believed Blacks to be underserved/unserved followed by Hispanics (52%), Asians (27%) and American Indians (21%).

Questions regarding Employment Services Organization were included in the stakeholder survey. Seventy-nine percent of the respondents believed that there was a significant need to enhance the ESO's. Seven percent did not believe there was a need to enhance ESO's and fourteen percent did not know. In addition, 86% of the respondents believed that there was a significant need to expand supported employment options provided by the ESO's. Six percent did not see a need to expand ESO options and 9% did not know about expanding options.

#### Parent Educational Advocacy Training Center Survey

DARS conducted a survey in cooperation with the Virginia Parent Educational Advocacy Training Center (PEATC) at the Parent and Youth Summit. A total of 69 responses were received. Eighty-three percent of the responses were from parents of a student, while 17% were from other attendees. No students indicated that they answered the survey.

- Thirty-three percent of the respondents had received services from DARS, 62% had not received services and 4% did not know if they had received services.
- The racial composition for the survey was overwhelmingly white (75%) with 18% black and 8% Hispanic respondents.
- Students with Autism Spectrum disorder represented the highest group identified (61%) followed by those with: learning disabilities (42%), intellectual disabilities (32%), developmental disabilities (23%), physical disabilities (17%), visual disabilities (16%), emotional disabilities (15%), hearing disabilities (12%), brain injury (10%) and "other" (13%).



- Two percent of the respondents gave DARS an excellent rating regarding students' experience with DARS. Twelve percent rated DARS as "good", nine percent "fair" and thirteen percent responded "unsatisfactory".
- The services identified as most needed were: job coaching (80%), internships (66%), job placement services (74%), skills training (66%), job seeking skills training (61%), vocational evaluation (57%), independent living skills training (54%), guidance and counseling from a vocational rehabilitation counselor (53%), college education (38%), assistive technology (38%), benefits planning (36%), physical restoration (8%) and mental restoration (7%).
- Fifty-eight percent of the PEATC respondents stated that students did not have the skills to obtain employment in the community. Thirty percent believed the students did have the training for community employment and twelve percent did not answer the question.

### DARS Internal Data

DARS served 28,950 consumers in Federal Fiscal Year 2015, a slight decrease from 2014 (29,288) and higher than in 2013 (28,100). Fifty percent of the open cases in 2015 were transition clients (age 14-24).

Individuals with disabilities who are minorities were a special focus of this needs assessment. DARS data show the majority of clients determined eligible to receive services in 2015 were White (54.2%) followed by Blacks (37.7%) and Hispanics (3.8%). However, other ethnic races are represented, with Asians representing two percent of the DARS clients. There was not a large increase in any ethnic population from 2010 to 2015.

In looking at specific populations of VR consumers, there was significant growth in one certain population in 2015 as compared to 2010. The percentage change for individuals with Autism increased by 131% from 1,339 served to 3,086 served. Clients with Limited English Proficiency and serious mental illness increased from 2010 to 2015. For all other populations chosen to be examined, there was a decrease in number served. This decrease, however, is most likely a result of having all Priority Categories closed under Order of Selection. The following lists the number of special population consumers for 2015:

- Limited English Proficiency: increase from 639 to 717
- Serious Mental Illness: increase from 1,379 to 1,650
- Deaf and Hard of Hearing: decrease from 1,805 to 1,725
- Veterans: decrease from 1,003 to 712
- Substance Abuse: decrease from 4,559 to 3,429
- Traumatic Brain Injury: decrease from 1,293 to 1,075
- Students in Transition: decrease from 17,261 to 14,431

Geographically, DARS serves clients throughout the Commonwealth. The geographic distribution of clients served has decreased in five of the seven districts from 2013-2015. Comparing clients served in 2013 to 2015, the Blue Ridge District saw the largest decrease in clients served (-20%) followed by the Southwest (-14%), Northern (-8%) and Rappahannock (-3%). The region with the most growth was in the Hampton Roads area (+10%) followed by the Capitol District at 1% growth. The change in clients served geographically may be due to the Order of Selection.

DARS examined the severity of clients served in FFY 2015. The majority of the clients were most significantly disabled (89%) with 8% categorized as Significantly Disabled with 2 Serious Functional Limitations, 3% as Significantly Disabled with 1 Serious Functional Limitation and 0.2% were non-significantly disabled. There were no variations in severity by gender, race or geographic area.

Consumer Satisfaction Survey

In partnership with the SRC, DARS implemented a new consumer satisfaction model in FFY 2014. This model allows DARS to examine consumer perception during service delivery (post Individualized Plan of Employment but prior to Employment). Survey results and highlights are provided below.

	No	Yes (%)
Counselors kept in contact	397	78
Have agreed with counselors on plans for reaching job goal	389	76
Counselors were doing what they said they would do	391	76
Counselors were helpful in connecting with people and services	389	75
Believed everyone was working together to help	368	73
Counselors were meeting timetables	342	67

Consumers’ feedback regarding counselors meeting timetables suggests they associate this aspect of service with the helpfulness of counselors. For example, counselors were perceived as meeting timetables when they were communicating with consumers, providing assistance, involving consumers in scheduling, and keeping appointments.

Helping consumers move forward with their job goal is important. Through the FFY 2014 survey, consumers shared their perspective of what had helped them and what was needed to help them move closer to their goal.

- Job related activities, school/training, and positive efforts of counselors were key things that had helped them
- Job related needs and staff/agency support were mentioned as things that would help consumers move closer to their goal

The full FFY 2014 Report can be located at

<http://www.dars.virginia.gov/publications.htm#annualreports>

DARS will continue to work collaboratively with the ESO Steering Committee and individual ESOs to examine the need to expand services throughout the State, as needed. The ESO Performance Report is utilized as a mechanism to improve SE services and consumer choice in the selection of SE vendors and services.

DARS and the Department of Education (DOE) have a collaborative relationship in serving transition age youth. This relationship is embodied in the Cooperative Agreement between the two agencies. DARS continues to reserve and expand 15% of its VR grant funds on pre-employment transition services for youth and 50% of its SE funds for youth with the most significant disabilities.

### **Annual Estimates**

*Describe:*

*(1) The number of individuals in the state who are eligible for services.*

*(2) The number of eligible individuals who will receive services under:*

- a. The VR program;*
- b. The Supported Employment Program; and*
- c. Each priority category, if under and order of selection.*

*(3) The number of individuals who are eligible for VR services, but are not receiving such services due an order of selection; and*

*(4) The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.*

**DARS Response:**

**The number of individuals in Virginia who are eligible for services.**

Information from the ACS 2014 (the most recent data available) shows that in Virginia, among the civilian noninstitutionalized population, 11 percent reported a disability. The likelihood of having a disability varied by age, from 4 percent of people under 18 years old, to 9 percent of people 18 to 64 years old, and to 34 percent of those 65 and over.

The disability rate for females was only slightly higher at 11.2% versus 10.9% for males. The racial breakdown for Virginians with disabilities is shown below. Blacks/African Americans comprise 12.7% of Virginians with disabilities followed by Whites at 11.4%.

<b>RACE AND HISPANIC OR LATINO ORIGIN</b>		
<b>One Race</b>	7,723,476	11.10%
<b>White alone</b>	5,537,795	11.40%
<b>Black or African American alone</b>	1,511,500	12.70%
<b>American Indian and Alaska Native alone</b>	22,174	17.40%
<b>Asian alone</b>	471,813	5.00%
<b>Native Hawaiian and Other Pacific Islander alone</b>	4,855	7.60%
<b>Some other race alone</b>	175,339	3.90%
<b>Two or more races</b>	249,449	8.00%

Of all Virginians, 4.9% had a cognitive disability, 4.9% had ambulatory disability, 4.9% had self-care disability, 4.9% had independent living disabilities 4.6% had a vision disability and 4.3% had a hearing disability.

Data from the Virginia Department of Education identified 58,893 students between the ages of 14-18 as disabled in Virginia for the 2014-2015 school years.

The 2014 employment rate for all disabled persons 18 to 64 years of age in Virginia was 37.6% compared to 77.6% among people without disabilities. The employment gap, which is the difference between the employment rate of persons without disabilities and those without disabilities, did not change from 2013 to 2014. Thirty-seven and six-tenth percent of all persons

with disabilities were employed full time year round compared to 77.6% of persons without disabilities, making the full time employment gap 40.0%. Within the disability groups identified by the ACS as employed, 53.0% had hearing disabilities, 42.4% vision disabilities, 27.5% ambulatory disabilities, 27.0% cognitive disabilities, 17.1% reported independent living disabilities and 16.9% with self-care disabilities.

The ACS estimated that out of 425,520 Virginia civilian veterans in 2014, 12.3% or 52,282 civilian veterans have disabilities. Only Hawaii and Maryland have fewer civilian veterans with disabilities.

In FFY 2016, the Department for Aging and Rehabilitative Services (DARS) expects to serve about 26,785 Virginians with disabilities under the VR program and 500 in the Supported Employment Program.

**The number of eligible individuals who will receive services under the VR program, the Supported Employment program; and by each order of selection priority category**

DARS will continue in order of selection in FFY 2016. The following chart shows the estimated number of consumers to be served under each Priority Category. The estimated number to be served is all clients receiving services under an Individualized Plan for Employment.

Category	Number
Most Significantly Disabled	23,672
Significantly Disabled with two Serious Functional Limitations	2,335
Significantly Disabled with one Serious Functional Limitation	778
All Other Eligible Individuals	0

As of February 1, 2016, there were 2,534 individuals who were eligible for VR services, but were not receiving VR services due to order of selection.

The following chart shows the cost of services for the number of individuals estimated to be eligible for services, including the cost of services for each order of selection priority category.

Category	Estimated
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	Funds
Most Significantly Disabled	\$17,930,540
Significantly Disabled-2 Serious Limitations	\$895,154
Significantly Disabled-1 Serious Limitation	\$174,305
Non-Significantly Disabled	\$0
Totals	\$19,000,000

### State Goals and Priorities

*The designated State unit must:*

- (1) identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, and jointly agreed to any revisions.
- (2) Identify the goals and priorities in carrying out the VR and Supported Employment programs.
- (3) Ensure that the goals and priorities are based on an analysis of the following areas:
  - a. the most recent comprehensive statewide needs assessment, including any updates;
  - b. the State's performance under the performance accountability measures of section 116 of WIOA; and
  - c. other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107.

**DARS Response:** The following Goals and Priorities have been jointly developed and agreed to by the agency and the State Rehabilitation Council.

**Priority 1: Preparing VR consumers for the current and future labor market.**

**Goal 1.1: Providing services and supports leading to expanded education, training and employment opportunities for adult and youth VR consumers.**

**Goal 1.2: Ensuring that VR consumers have the necessary credentials to compete for jobs in Virginia's new economy.**

**Goal 1.3: Enhanced use of labor market and occupational information by VR staff and VR consumers for career planning and Employment Plan development.**

**Priority 2: Discovering new opportunities that expand employment options for our VR consumers and that are more effective in meeting our Commonwealth's workforce demands.**

**Goal 2.1: Working collaboratively with business and workforce development partners to identify the hiring needs of employers and matching those needs with the knowledge, skills and abilities of our VR consumers.**

**Priority 3: Partnering with the Wilson Workforce and Rehabilitation Center, state and local agencies, Supported Employment providers, and other entities in the integration of services for people with disabilities leading to competitive, integrated employment.**

**Goal 3.1: To identify and implement effective means to ensure seamless service delivery and supports among the partners, to include American Job Centers.**

**Goal 3.2: Offering access and clear pathways to good jobs in the community with family-sustaining wages.**

**Goal 3.3: Increase and improve competitive employment outcomes and career opportunities for unserved and underserved populations, to include veterans and individuals with sensory disabilities, mental illness, and developmental disabilities.**

**Priority 4: Ensuring accountability and effective performance management.**

**Goal 4.1: Effectively and efficiently utilize personnel and fiscal resources to optimize agency performance and the availability of services for VR consumers.**

**Goal 4.2: Providing services that result in meaningful and measurable outcomes through objective assessment of performance and ongoing innovation and process improvement.**

**Priority 5: Enhancing services to students and youth with disabilities.**

**Goal 5.1: Identify best practices, create strategies, and partner with other agencies to better serve students and youth with disabilities to ensure a pathway and appropriate services to meet their employment goals.**

## Order of Selection

DARS will remain in Order of Selection during FFY 2016. Therefore, this describes:

- *The order to be followed in selecting eligible individuals to be provided vocational rehabilitation services.*
- *The justification for the order.*
- *The service and outcome goals.*
- *The time within which these goals may be achieved for individuals in each priority category within the order.*
- *How individuals with the most significant disabilities are selected for services before all other individuals with disabilities, and*
- *If the designated State Unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.*

### DARS Response:

#### **The Order to be Followed in Selecting Eligible Individuals to be Provided Vocational Rehabilitation Services**

The established order of selection priority categories are as follows:

- Priority Category I: An individual with a most significant disability.
- Priority Category II: An individual with a significant disability that results in serious functional limitations in two functional capacities.
- Priority III: An individual with a significant disability that results in a serious functional limitation in one functional capacity.
- Priority IV: All other individuals determined eligible for the VR program.

#### Definitions and Terminology:

An individual with a significant disability means an individual with a disability:



- who has a severe physical or mental impairment which seriously limits one or more functional capacities (mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome;
- whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time; and
- who has one or more physical or mental disabilities resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, musculo-skeletal disorders, neurological disorders (including stroke and epilepsy), paraplegia, quadriplegia and other spinal cord conditions, sickle cell anemia, specific learning disabilities, end-stage renal disease, or another disability or combination of disabilities determined on the basis of an assessment for determining eligibility and vocational rehabilitation needs to cause comparable substantial functional limitation.

An individual with a most significant disability is an individual with a significant disability that seriously limits three or more functional capacities.

Extended Period of Time: Needing services for a duration of six months or more.

Multiple Services: Two or more services needed to achieve a successful rehabilitation.

### **Justification for order of selection**

An order of selection is required under Section 101(a)(5) of the Rehabilitation Act, as amended, if a vocational rehabilitation agency determines that it is unable to provide services to all eligible individuals who apply for services. Due to limited financial resources, the Department has been unable to provide services to all eligible individuals since 2004. During Federal Fiscal Year 2015, all Priority Categories were closed. However, with \$1 million in funds received by the 2015 General Assembly, DARS was able to serve individuals on the waiting list in Priority Category 1. It is anticipated that this Category will be opened in Spring of 2016. The Department's order of selection ensures that eligible individuals with the most significant disabilities receive priority.

### **Service and outcome goals and the time within which the goals will be achieved**

The following table provides information on the service and outcome goals for individuals in the four Priority Categories: (1) Most Significantly Disabled; (2) Significantly Disabled with two serious functional limitations; (3) Significantly Disabled with one serious functional limitation; and (4) all other Eligible Individuals.

Priority Category	Number of individuals to be served	Estimated number of individuals who will exit with employment after receiving services	Estimated number of individuals who will exit without employment after receiving services	Time within which goals are to be achieved	Cost of services
1	23,672	3,563	2,571	714 days	\$17,930,540
2	2,335	372	271	591 days	\$895,154
3	778	65	54	906 days	\$174,305
4	0	0	0	0	\$0

**Priority of categories to receive VR services under the order**

Depending upon agency resources, the categories are closed for services in order beginning with Priority Category IV, then III, then II and, finally Priority Category I. This policy does not affect consumers who began to receive services under an Individualized Plan for Employment prior to the implementation date of order of selection, or those in need of post-employment services.

After a consumer is found eligible for VR services, an order of selection determination is completed. Additional evaluations or assessments to make the eligibility determination may be provided. The VR counselor, in collaboration with the consumer, determines the consumer’s Priority Category by evaluating the consumer’s serious functional limitations, anticipated services needed and the duration of those services.

All consumers must be officially notified of their individual order of selection determination. Consumers in closed categories are provided with referral services to the One-Stop Centers or other appropriate sources, and are placed on a waiting list. After 12 months, consumers are contacted to determine if they wish to remain on the waiting list or have their case closed. If they do not notify their counselor that they wish to have their case closed, they remain on the list. Consumers in closed categories may request a review of their priority category assignment by submitting evidence that their disability has become more severe.

**New WIOA OOS Language** New language (as follows) was added by WIOA regarding order of selection: “If the designated State unit has elected to serve eligible individuals, regardless of any

established order of selection, who require specific services or equipment to maintain employment.” Having discussed this issue during the 2015 public hearings and having consulted with the State Rehabilitation Council, DARS will elect to alter its existing order of selection policy to allow the provision of services to eligible individuals, whether or not receiving VR services, who requirement specific services or equipment to maintain employment.

### **Goals and Plans for Distribution of Title VI Funds**

- (1) Specify the state's goals and priorities with respect to the distribution of funds received under section 603 of the Act for the provision of supported employment services.*
- (2) Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including:*
  - *The provision of extended services for a period not to exceed 4 years; and*
  - *How the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.*

**DARS Response:** The Rehabilitation Act of 1973 defines supported employment as competitive work in integrated settings for individuals with severe disabilities for whom competitive employment has not traditionally occurred, or for individuals for whom competitive employment has been interrupted or intermittent as a result of a severe disability, and who, because of their disability, need ongoing support services to perform such work. In Federal Fiscal Year (FFY) 2015, 467 individuals with most significant disabilities received services through supported employment programs funded by Title VI. The Department projects to serve at least this many individuals in FFY 2016.

DARS will continue to reserve and expend 50% of its Title VI funds on youth with the most significant disabilities. DARS policies will allow for the provision of extended services for a period not to exceed four years and DARS will continue to utilize other funds (non-Title VI) for SE services for youth. These funds are utilized once the Title VI funds are exhausted.

Other activities include:

- Continuing to improve the quality of supported employment services to individuals with the most significant disabilities through training and technical assistance. The Department will continue its efforts to deliver quality supported employment services to individuals with the most significant disabilities by:
  - a) Providing ongoing training and technical assistance to VR staff and Employment Services Organizations (ESO) on long term follow along options.

- b) Conducting, on a regular basis, reviews of cases in long term follow along to ensure that appropriate quality services are being provided along with effective and efficient use of funds.
  - c) Developing guidance for, and training, counselors to use the annual Employment Services Outcomes Report as an effective tool to assist clients in making ESO choices.
- Providing training to ESO staff and VR counselors and other staff. The Department will continue to strengthen the skills of supported employment professionals through training conducted by Department staff and regional provider forums. Training will be developed in part based on gaps and needs identified in the ESO Vendor Performance Report, stakeholder feedback and program evaluations. Training will include an increased emphasis on community integration and raising average hourly wages of consumers.
- Expanding services to areas across the Commonwealth that have limited choice of provider options.
  - a) Identify areas of the Commonwealth where supported employment services are not readily accessible.
  - b) Establish a system to assist existing ESOs to expand into areas of the Commonwealth that are underserved.
- Assure a full range of choices are available in order to meet the vocational needs of consumers requiring supported employment services. Virginia uses all supported employment models, including the individual placement model, the enclave model, the entrepreneurial model and mobile work crews. Individual placement is the most widely used, and generally offers higher wage rates, better benefits and more flexibility in meeting the needs of customers and employers in an integrated work setting. The group models are important options that provide for the constant presence of the Employment Specialist at the job site to support customers who need intensive supervision in order to maintain employment.
- Explore alternative funding mechanisms for long term follow along supports for consumers needing supported employment services, including Social Security Work Incentives.

### **State's Strategies**

*Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and Supported Employment programs:*

- (1) *The methods used to expand and improve services to individuals with disabilities.*
- (2) *How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis.*
- (3) *The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program.*
- (4) *The methods used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services).*
- (5) *If applicable, plans for establishing, developing, or improving community rehabilitation programs with the State.*
- (6) *Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.*
- (7) *Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.*
- (8) *How the agency's strategies will be used to:*
  - a. Achieve goals and priorities by the State, consistent with the comprehensive statewide needs assessment;*
  - b. Support innovation and expansion activities; and*
  - c. Overcome identified barriers relating to equitable access to and participation of individuals in the State VR Services Program and the State Supported Employment Services Program.*

**DARS Response:**

**Innovation and Expansion Activities Designed to Expand and Improve Services Include:**

- Enhancing services to consumers with Autism by expanding the use of hand-held technology for their use, providing staff consultants with expertise in Autism, continuing the Autism Speaks Comprehensive Assessment and Service Pilot in two current locations and adding two new locations, continuing utilization of Autism Spectrum Disorder Specialists to manage and integrate the Autism Speaks Comprehensive Integrated Service model.
- Collaborating with the Virginia Assistive Technology Region Sites at George Mason University and Old Dominion University to mentor job coaches in the use of assistive technology and provide assistive technology at work training and presentations to our workforce partners at the American Job Centers.
- Creating new Project SEARCH sites in the Commonwealth to benefit the employment of transition age youth with Autism. Planned new sites will be in Loudoun County and Lynchburg.

- Increasing the use of Aztec learning software to enhance the career readiness certificate attainment for VR consumers.
- Enhancing services to transition age youth by developing opportunities to provide funding for innovative ideas to address pre-employment transition services, looking at partnerships between VR, Employment Service Organizations and local secondary schools.
- Supporting a training program at the Wilson Workforce and Rehabilitation Center (WWRC) in collaboration with the Virginia Manufacturing Association to prepare youth in transition for jobs in the manufacturing industry.
- Expanding the development of employment opportunities for VR consumers by enhancing the coordination of business development activities, utilizing local and statewide labor market information in vocational evaluation and planning, identifying employment opportunities with federal contractors, and collaborating with State Economic Development offices and personnel.
- Continuing with a pilot using the Career Index System, including labor market information, the GPS assessment and automated “Sara” to enhance contact and case management support for VR consumers in targeted areas and programs. This project is to be integrated with DARS Maximus/SSA Ticket hand-off pilot.
- Providing additional driver’s education instruction at WWRC to work in the Life Skills program and integrate into transition services.
- Supporting Virginia’s Employment First initiative and implementation of the Department of Justice Settlement agreement by collaborating with the Department for Behavioral Health and Developmental Services to establish staff positions specializing in caseloads of individuals with intellectual and developmental disabilities to enhance their employment.
- Providing IPAD Pros for use by Rehabilitation Engineers and Assistive Technology Specialists in a “tele-rehab” environment which allows them to provide more effective on-site services to VR consumers needing these services and to interface more effectively with rehabilitation and assistive technology staff at WWRC.
- Providing training and implement seven (one per District) teams to pilot and implement Customized Employment (CE) across Virginia. This strategy is based on needs assessment and focus group recommendations from DARS Partnerships with Transcen, Inc. and George Washington University. By November 1, 2016, DARS will select and train key VR Counselors and Evaluators, AT Specialists, Business Placement and Self-Employment staff, and Partnering Employment Specialists, Behavioral Specialists, and Facilities Personnel in key concepts to implement CE approaches to DARS clients exiting institutions, sheltered workshops, high schools and adults for whom traditional supported employment services have not yielded successful outcomes. DARS will serve 20 or more clients with diverse backgrounds in order to assimilate Customized Employment best practices into our menu of services for these targeted populations. Options for self-employment will also be explored under this approach.

### **Assistive Technology Services and Devices**

The VR policies provide for the provision of assistive technology at all stages of the rehabilitation process. There are three rehabilitation engineers located across the State. There also are two rehabilitation fabricators and four Assistive Technology Specialists who provide Computer Accommodation services as well as other individualized AT assessments and worksite assessment for AT in all parts of the state. This has allowed for improvement in access and acquisition of assistive technology statewide.

Through the VATS Northern Virginia and Eastern Region sites, the agency will continue to provide training and technical assistance for VR staff and Employment Service Organizations to increase the use of AT in the supported employment process. This effort is being supported with Innovation and Expansion funds.

### **Outreach Procedures**

DARS data show the majority of clients determined eligible to receive services in 2015 were White (54.2%) followed by Blacks (37.7%) and Hispanics (3.8%). However, other ethnic races are represented, with Asians representing two percent of the DARS clients. There was not a large increase in any ethnic population from 2010 to 2015. DARS will continue with activities to provide outreach to potentially eligible consumers to increase the population of minorities in the VR program. This includes having counselors at high schools throughout the Commonwealth to provide information to parents and students about VR services, having a presence in the American Job Centers to accept referrals for individuals from minority backgrounds.

In 2015, the number of VR consumers with Limited English Proficiency increased from 639 to 171. The Department's Cultural Diversity Team, composed of agency employees across the Commonwealth, provides guidance and direction on the development of outreach and training plans to enhance service provision. This Team also has provided training to VR staff on cultural competency and effective means for outreach to ethnic minorities.

DARS utilizes contractual services to provide language interpretation or translation services as needed for consumers and/or their family members. There also is a Spanish speaking VR counselor in Northern Virginia who has developed a caseload of Hispanic/Latino consumers. In addition, consumer VR forms and standardized letters have been translated into Spanish and the agency's website contains translation software.

DARS has collaborative efforts in place with the Virginia Departments of Social Services and Behavioral Health and Development Services to provide services to consumers who are Temporary Aid for Needy Families (TANF) recipients and consumers with substance abuse and serious mental illness.

DARS will be working to identify non-traditional referral sources to increase the referrals of those unserved and underserved in the Commonwealth, to include individuals with disabilities of different ethnic backgrounds and those with Limited English Proficiency.

### **Methods to Improve and Expand VR Services for Students with Disabilities**

During Federal Fiscal Year 2015, 50% of the 28,950 open cases were students with disabilities (age 14-24). This was approximately a 3,000 decrease from the previous year, most likely due to the continuing effect of order of selection and the closure of all Categories.

DARS continues to have “dedicated” VR counselors who solely serve students with transition. These counselors are actively engaged in the secondary schools throughout the Commonwealth to accept referrals, develop Individualized Plans for Employment with those determined eligible for services, and provide information to school personnel, parents and students on the value of VR services.

Other means to improve and expand VR services for students with disabilities include:

- Cooperating and coordinating with the Department of Education and Local Education Agencies to facilitate effective transition services for students with disabilities and to engage in competitive, integrated employment, post-secondary education, and community living.
- Supporting the Postsecondary Education Rehabilitation and Transition and Life Skills Programs at the Wilson Workforce and Rehabilitation Center.
- Producing transition-related products (e.g., newsletters, brochures, power point presentations, and posters) with examples of current legislative information, best practices and problem solving.
- Collaborating with staff of the Personal Assistance Services (PAS) Program at DARS to increase awareness of PAS services for students in transition, especially in postsecondary institutions.
- Collaborating with Employment Service Organization staff to increase awareness of local vendor programs that could provide services to schools and transition age youth.
- Expanding the number of Project SEARCH sites in Virginia.

### **Plans for Establishing, Developing, or Improving Community Rehabilitation Programs with the State**

There are approximately 85 Community Rehabilitation Programs (known as Employment Service Programs or ESOs) in Virginia. Staff in the Division of Rehabilitative Service’s Support Team Office support and enhance the unique relationship between the VR program and our ESOs. The ESO Steering Committee provides advice to the Commissioner on service delivery, policy and funding. In addition, the Department collaborates with the ESO Steering Committee to examine the effectiveness of supported employment services, particularly the impact of supported employment on post-VR employment outcomes. The ESO Vendor Performance Report provides valuable information to VR



counselors, their consumers, and ESO staff on the quality of supported employment service provision by the ESOs and the service delivery strengths of individual ESOs. This information is imperative in assuring effective informed consumer choice in the decision regarding the appropriate service provider and in enhancing communications between DARS and ESOs on supported employment service needs in different Districts and Regional areas.

The results of the Comprehensive Statewide Needs Assessment Stakeholder Survey noted a need to enhance the ESO's and expand supported employment options provided by the ESOs. DARS will continue to work with the ESO Steering Committee and individual ESOs in examining these issues.

### **Strategies to Improve the Performance of the State with Respect to the Performance Accountability Measures under section 116 of WIOA.**

DARS is currently working with our Core Partners and the Virginia's Workforce Development Board to establish a baseline for each of the performance accountability measures under section 116 of WIOA.

### **Strategies for Assisting Other Components of the Statewide Workforce Development System in Assisting Individuals with Disabilities**

DARS is actively engaged at both the state and local level in the Workforce Development System. DARS is represented on the state Career Pathways Workgroup which advises the Governor's Office and Workforce Board on the Workforce System issues and participates on the WIOA implementation team. A memorandum of understanding is in place with each Local Workforce Development Boards and DARS works closely with the American Job Centers to assure access to individuals with disabilities. The VR program currently is co-located as a One-Stop partner in Charlottesville, Roanoke, Martinsville, Danville and South Boston. DARS also has a physical presence in other Workforce Board AJC's. DARS is directly involved with both the state Workforce partners and local AJC's in the Department of Labor Disability Employment Initiative grant and is lead on an RSA Career Pathways for Individuals with Disabilities grant. In the coming year, DARS will support training on career counseling, motivational interviewing as well as Customized Employment for our workforce partners.

### **Agencies Strategies**

The following lists the agencies strategies for each of the Priorities with their Goals found in the Goals and Priorities Description section of this Plan. These strategies also support DARS Innovation and Expansion planned activities.

#### **Priority 1: Preparing VR consumers for the current and future labor market.**

##### **Strategies:**

- Prepare consumers for industry-recognized certification/licensure, including the Career Readiness Certificate.
- Support consumers who require postsecondary education, at the community college or four-year college level, to achieve their employment goal.
- Provide training and implement seven (one per District) teams to pilot and implement Customized Employment across Virginia.
- Educate our VR counselors, vocational evaluators, consumers, and their parents (as applicable) on the current and future labor market, the availability of competitively-waged jobs and the skills needed to obtain those jobs.
- Implement the Career Pathways grant to include the use of motivational interviewing techniques with our VR consumers.

**Priority 2: Discovering new opportunities that expand employment options for our VR consumers and that are more effective in meeting our Commonwealth’s workforce demands.**

**Strategies:**

- Outreach to employers to assess their hiring needs and provide the training, services and supports required to help our consumers succeed.
- Participate in the implementation of Governor’s Executive Order 46, working with the Governor’s Chief Workforce Development Advisor, the Secretary of Health and Human Resources, the Department for the Blind and Vision Impaired, and the Department of Behavioral Health and Developmental Services to enable persons with disabilities to participate fully and equally in the social and economic life of the Commonwealth and to engage in remunerative employment.
- Expand workforce driven training options at WWRC.

**Priority 3: Partnering with the Wilson Workforce and Rehabilitation Center, other state agencies, Supported Employment providers, and other entities in the integration of services for people with disabilities leading to competitive, integrated employment.**

**Strategies:**

- Continue to strengthen the skills of supported employment professionals through training and regional provider forums, with an increased emphasis on community integration, raising hourly wages, and number of hours worked.
- Effectively utilize the resources provided by other state agencies and community partners to ensure the employment of individuals with substance abuse, mental illness, development disabilities or are TANF recipients.
- Implement the WWRC 2016-202 Blueprint for Direction and achievement of its performance goals.

- Implement the five-year Career Pathways for Individuals with Disabilities (CPID) model demonstration program to create new career pathways and/or use existing career pathways in high-demand occupations.

#### **Priority 4: Ensuring Accountability and Effective Performance Management**

##### **Strategies:**

- Effectively utilize a quality assurance and accountability system that includes ongoing quality case reviews, consumer satisfaction assessments, performance evaluations, and performance analysis to address effective consumer service and use of resources in the Division of Rehabilitative Services and WWRC, leading to quality employment outcomes.
- Utilize the improved data literacy of the District Managers and staff to enhance their effectiveness in better serving our consumers, replicate innovative and successful service delivery methods, and improve financial and personnel resource allocation across the state.
- Continue utilization of the Intensive Consumer Engagement (ICE) program, using non-counselor VR staff to better engage our clients with actions that will foster employment success to determine its effectiveness and continuation. ICE utilizes all VR staff to have one-on-one contact with VR consumers to improve their employment outcomes. Consumers who are more engaged in their own employment activities are expected to be more successful

#### **Priority 5: Enhancing Services to Students and Youth with Disabilities**

##### **Strategies:**

- Supporting the PERT and Life Skills Programs at WWRC which have a proven success rate in enhancing employment success for our consumers.
- Expand Project SEARCH sites throughout Virginia. Two sites will be added in 2016 in Loudoun County and Lynchburg.
- Fully implement DARS Autism Program designed to be planned and delivered as part of a coordinated continuum of services model with DARS for VR consumers with Autism.
- Provide VR counselors and their consumers with access to expert technical assistance and support for consumers with Intellectual Disabilities, brain injury and Autism.
- Train and implement the provisions of pre-employment transition services across the Commonwealth ensuring that 15% or more of the VR budget is expended on PETS.
- Expend 50% of the Supported Employment funds on students with disabilities.
- Expend 15% of the VR funds on pre-employment transition services.

By instituting these strategies to achieve DARS Goals and Priorities, DARS plans to meet or exceed its performance metrics which include:

- The development of 7,000 Individualized Plans for Employment
- 4,000 successful employment outcomes

- 98% competitive employment rate
- \$10 average hourly earnings of consumers achieving successful employment
- Increase in the average hours worked
- 56% rehabilitation rate

WWRC plans to meet or exceed its performance metrics which include:

- Graduate Rehabilitation Rate: 74% (measure that compares clients whose cases are closed as employed for 90 days to the number of clients served whose cases were closed in any status)
- Average Daily Census: 300 or better

DARS offices are fully accessible and the agency has been instrumental in ensuring the accessibility of the Commonwealth's American Job Centers. In addition, the ESO's CARF accreditation requires ADA accessibility.

The agency will continue to utilize video teleconferencing capacity and service applications, including remote interpreting and Communication Access Real-time Translation (CART) technological applications, to enhance direct client services and administrative effectiveness, and to improve collaboration with community partners. This initiative also supports the development of technical assistance capacity and video interpreting and video relay services for the deaf and hard of hearing and video interpreting of services for English speakers of other languages.

### **Evaluation and Reports of Progress**

*Describe:*

- (1) *An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:*
  - a. *Identify the strategies that contributed to the achievement of the goals.*
  - b. *Describe the factors that impeded the achievement of the goals and priorities.*
- (2) *An evaluation of the extent to which Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:*
  - a. *Identify the strategies that contributed to the achievement of the goals.*
  - b. *Describe the factors that impeded the achievement of the goals.*
- (3) *The VR program's performance on the performance accountability indicators under section 116 of WIOA.*
- (4) *How the funds reserved for innovation and expansion (I&E) activities were utilized.*

**DARS Response:** The following are the Goals and Priorities for the 2015 RSA Approved State Plan for Vocational Rehabilitation and Supported Employment and DARS achievement for each Goal and indicator.

Goal 1: Virginians with disabilities will achieve quality employment through consumer-focused, timely and effective VR services.

Indicators:

1.1 4,000 or more VR consumers will achieve a successful employment outcome.

There were 4,032 successful employment outcomes in FFY 2015.

1.2 56% or more VR consumers will achieve their employment goals and work satisfactorily for at least 90 days upon completion of their programs.

1.3

DARS achieved a 57.3% rehabilitation rate in FFY 2015.

1.4 The average hourly earnings of our consumers will equal or exceed \$10.00.

In FFY 2015, DARS exceeded this target with an average hourly wage of \$10.09.

1.5 97% or more of consumers who achieve successful employment upon completion of their VR programs will be competitively employed.

98.8% of consumers achieved competitive employment in FFY 2015.

1.5 Annually, there will be case audits totaling 100 caseloads with 10 cases per counselor audited.

This indicator was achieved.

1.6 In 95% or more of the cases, consumer eligibility will be determined within 60 calendar days of application.

In FFY 2015, 96.5% of cases were determined eligible within the 60-day time frame. This did not include cases placed in trial work, extended evaluation that had a waiver of the 60-day eligibility requirement.

1.7 In 85% or more of the cases (those in which consumers are not transition age), the Employment Plan will be developed within 90 days of eligibility.

In FFY 2015, 74.3% of Employment Plans were developed within 90 days of eligibility. This was a 10% decrease from the previous year.

1.8 Increase employment (demand side) resources and collaborative efforts to provide VR consumers successful employment options in the current and future job market.

The Business Development Managers, Marketing Staff, collaborated this year with numerous businesses assessing their needs and providing training on disability awareness, disability etiquette, and technical assistance on hiring persons with disabilities. DARS provided awareness training to businesses who are 503 contractors under the Office of Federal Contracting Compliance Program. As a result, DARS is the point of contact when these businesses are identified as out of compliance and need additional disabled workers. An expansion of working more closely with federal contracting employers has extended our ability to successfully place more job candidates in businesses. For example, DARS place over 130 job candidates with one business and this business continues to seek more job candidates.

New initiatives were started this year and will continue with businesses needing qualified candidates in the IT industry. This year a business provider trained 10 of DARS clients with Autism in IT and 7 were successfully place in Capital One Bank in IT positions.

A national initiative was expanded this year and training through our Wilson Workforce and Rehabilitation Center will start January 2016 for CVS Health positions. A mocked store has been installed and will be used for training with External Training Opportunities in the local CVS stores.

This year the Business Development Managers works very closely with the National Employment Team (NET) of CSAVR. The exchange of job openings on a national level state to state with our Business Development Managers as point of contact for VA has expanded our business resources in other states.

For next year, the Business Development Managers will continue to host Commonwealth Workforce Network meetings bringing businesses together with staff and community partners to meet business needs and refer qualified candidates for positions.

Business Development Managers work with all staff providing labor market information so successful job placement and vocational training will occur for successful outcomes.

Business Development Managers, Vocational Evaluators, and Vocational Placement Counselors work as a team in visiting businesses, analyzing job tasks, assessing job candidates' abilities, and screening job candidates for job openings. The team approach will enhance DARS success with business meeting the business demand and offering qualified candidates (supply) to meet business needs.

1.9 Based on findings and recommendations from the program evaluation on the Vocational Evaluation Program, implement an organizational structure and mechanisms in vocational evaluation to enhance the utilization of best practices, integration of services and support for the achievement of consumer employment goals.

-The Vocational Evaluation (VE) staff Employee Work Profile has been changed to focus on assessment of job candidate skills and abilities to meet the demands of the workforce and current labor market within all areas of the state.

-The VE staff will work closely with the Business Development Managers understanding business needs (demand) and will assess DARS job candidates of their skills and abilities to meet business needs.

-The VE staff will work closely with all counselors informing them of current and future labor market for successful vocational IPE goals.

- The VE staff will work with the Transition team in DARS assessing students in current work experience sites; provide assessments for on-the -job training, and apprenticeship programs.

-The VE staff already and will continue to staff cases in each office determining the best methodology for assessment of the job candidate potential for current and future job success.

-The VE staff will work with all offices providing education on specific job requirements for high demand and higher wage jobs. Evaluators will provide information on credentials needed for various jobs and will assess clients' potential to receive training in various programs that offer credentials.

-Next year, evaluators will participate in activities that will result in their understanding of the labor market as it relates to workforce credentials by Industry groups for assessment purposes and recommendations for successful outcomes.

-Currently and in the next year, Vocational Evaluators will continue to work with the Business Development Managers and Placement Counselors, as part of the team for business, identifying qualified job candidates to meet business needs.

2.0 Of the total number of VR consumers who achieve a successful employment outcome, 600 or 15% will receive comprehensive services through WWRC.

During FFY 2015, 675 (16.7%) of VR consumers who achieved a successful employment outcome received comprehensive services at WWRC.

2.1 74% or more of VR consumers who graduate from WWRC training programs will achieve a successful employment outcome.

In FFY 2015, 81.2% of consumers who graduated from WWRC training programs achieved a successfully employment outcome.

Goal 2: VR, WWRC, and our service providers will be accountable for the achievement of employment by our consumers and the effective use of resources.

Indicators:

2.1 Annual number of VR consumers served will be 20,000 or greater.

In FFY 2015, DARS served 28,953 consumers.

2.2 Client average daily census at WWRC will be 300 or greater.

During FFY 2015, the average daily census at WWRC was 335.

2.4 Annual number of Individualized Plans for Employment developed will be 6,180 or greater.

During FFY 2015, 5,796 Employment Plans were developed.

Goal 3: Ensure that the VR Program continues to be a collaborative leader in the integration of services for people with disabilities in the Workforce Centers and the use of Social Security Work Incentives.

Indicators:

3.1 Complete of 5 or more Workforce Center accessibility surveys annually, as requested.

After DARS completed the surveys needed for One-Stop state certification purposes the need for comprehensive assessments declined. There were a few "special" comprehensive assessments completed and there were several follow ups and consultations provided to the One Stop Center managers.

3.2 200 or more VR consumers, served by DARS or WWRC, will obtain a Career Readiness Certificate.

During FFY 2015, 216 consumers obtained a Career Readiness Certificate.

3.3 Increase the number of VR consumers jointly receiving services from the Work Force Centers and DARS.

This information will be provided in the final draft.

3.4 Provide 7 Disability Resource Coordinators/Disability Program Navigators to increase access to programs and services for vocational rehabilitation consumers.

This information will be provided in the final draft.

3.5 Enter into an Administrative Employment Network Agreement with 2 Employment Networks to determine the feasibility of this model for funding long term employment supports.

This information will be reported in the final draft.

3.6 Maintain the department's presence in all of the State's Comprehensive Workforce Centers.

The VR program currently is co-located as a One-Stop partner in Charlottesville, Roanoke, Martinsville, Danville and South Boston. DARS also has a physical presence in other Workforce Board AJC's.



3.7 Increase the number of work incentive authorizations to 600.

This information will be reported in the final draft.

3.8 Implement a pilot program to enhance the reassignment “hand-off” process for the Partnership Plus Employment Network Partners.

This information will be reported in the final draft.

Goal 4: Increase consumer access to affordable assistive technology (AT) to help remove barriers to employment.

Indicators:

4.1 WWRC and DARS will provide Assistive Technology training to 40 DARS staff annually.

WWRC hosted two Assistive Technology trainings for DARS staff in 2015. A total of 34 DARS staff were trained on Assistive Technology services offered at the Center and in the field.

4.2 Provide Assistive Technology training to 20 Employment Services Organizations and track the outcomes of this training.

The Virginia Assistive Technology Service (VATS) provided seven (7) AT@Work trainings to targeted audiences with a total of 95 participants. With the passage of WIOA, all seven trainings were conducted at Virginia Workforce Centers in order to increase staff and employer knowledge of assistive technology resources and improve programmatic access for Virginians with disabilities. Trainings were conducted across Virginia.

4.3 The WWRC and DARS Assistive Technology Labs will have a comparable compliment of assistive technology equipment for demonstration and/or short-term loan to assure our ability to address the assessment and programmatic needs of consumers.

WWRC and DARS Assistive Technology Labs have a comparable compliment of assistive technology equipment for demonstration and/or short-term loan to meet the needs of consumers. In 2015, the agency made several purchases to improve the inventory of both WWRC and DARS AT labs.

4.4 Complete program evaluation of rehabilitation engineering/Assistive Technology services to ascertain the effectiveness of these services, areas of needed improvement, and gaps in service provision.

The program evaluation of rehabilitation engineering was completed in 2015. The evaluation led to changes in the program to include a reduction in the number of rehabilitation engineers needed to support the VR counselors and consumers. As the VR consumer population has changed from more individuals with intellectual disabilities, as compared to physical disabilities, more emphasis is needed on computer assistive technology and devices to assist this population in the workplace.

There also is a greater need for tele-rehabilitation to be more efficient and collaborative in service provision.

4.5 Full service equipment reuse programs will be available to VR consumers in all four DARS regions.

Currently, there are full service DME reuse program services available to VR consumers in all regions/districts.

Goal 5: Continue to emphasize the employment potential of students with disabilities.

Indicators:

5.1 1,100 students in transition will achieve a successful employment outcome.

In FFY 2015, DARS met this goal with 1,727 students in transition (14-24 at application) closed successfully.

5.2 56 % of students in transition will achieve their employment goals and work satisfactorily for at least 90 days upon completion of their programs.

This goal was met in FFY 2015 with a rehabilitation rate of 57.2%.

5.3 450 or more VR consumers will be served through the PERT Initial Evaluation Services.

463 consumers were served through the PERT Initial Evaluation Services.

5.4 350 or more VR consumers will be served through WWRC's 9-week Life Skills Transition Program.

482 consumers were served through the 9-week Life Skills Transition Program at WWRC.

5.5 Expand work experiences for transition age youth still in school to improve their employment at graduation.

DARS continued to support transition age youth in on-the-job training experiences and with the numerous Project SEARCH sites across the State.

5.6 Of the total number of VR consumers of transition age who achieve successful employment, 30% or will have received services at WWRC.

31.3% transition age consumers who achieved successful employment received services at WWRC.

Goal 6: Expand outreach efforts to individuals with disabilities who are unserved or underserved.

Indicators:

6.1 Increase by 5% the number of veterans receiving VR services.

In FFY 2015, DARS exceeded the goal, with the number of veterans being served increasing by 7.4% over the previous year.

6.2 Increase by 5% the number of VR consumers from different ethnic backgrounds (Asian, Hispanic/Latino, American Indian, Native Hawaiian/Other Pacific Islander).

In FFY 2015, DARS fell short of this goal with increasing the number of consumers from different ethnic backgrounds by 3.4%.

6.3 Assist 20 or more consumers with criminal background histories with Fidelity Bonding to support them in the achievement of their employment goal.

DARS was not able to obtain information to report on this indicator.

6.4 Continue program development efforts to support enhanced employment outcomes for consumers with Autism Spectrum Disorders (ASD) providing 70 clients in four regions and WWRC with access to customized ASD case services and supports.

Through this project, DARS deployed high intensity comprehensive service pilots across 13 field offices providing direct services to VR consumers via a team-based model that includes designated autism subject matter experts (ASME), Assistive Technology Experts, and agency vendors of Supported Employment, Community Support Services, and Therapeutic Behavior Services. To date, Innovation and Expansion funding supported the provision of paid services via dedicated Autism Case Dollars for approximately 61 VR consumers, continued funding for 3 DARS Autism Subject Matter Expert Staff Consultants via temporary assignments with a new ASME slated for development in Charlottesville before April. A fifth Autism Subject Matter Expert Staff Consultant was hired in Portsmouth in January, 2016 with the position.

Other outputs tracked during this rating period (July 1, 2005 –present) include 70 VR clients with autism and 27 VRCs participated in the pilot program. The pilot also engaged 27 Coaches (job and life-skills), 3 TBS providers (3 PBSF, 1 LABA), and 4 AT specialists. Additionally, during this rating period: 12 AT devices were in use by ESO HHT loan recipients across the 4 pilot areas and approximately 50 clients received HHT supports to include assessments, device loans, training, and coaching supports to promote use in home, community and workplace environments.

All sites reported increases in local community service provider resources to include new vendors of Autism Centered TBS, CSS, HHT and job coaching supports. Preliminary outcome data related to the autism pilots from an October 2015 evaluation is very positive with an 88.5% successful closure rate for 131 clients and positive reviews from providers, individuals with autism, and their family members

6.5 Provide training to 20 Employment Service Organization job coaches and 60 agency staff (including WWRC) in the use and application of research-based intervention strategies that have been successful in improving employment outcomes for youth and adults with ASD.

During this performance cycle, DARS implemented a multi-component approach to support knowledge translation, staff development, and meet statewide technical assistance needs. These supports have led to an increase in local level knowledge and “Autism expertise” around the Commonwealth. For example, as a result of targeted train the trainer strategies DARS Autism SME’s and their local area provider teams are coordinating technical assistance and training activities in their local areas. These local team activities were implemented in coordination with other central office lead training initiatives that include a mix of modalities to support knowledge dissemination across the commonwealth. Some examples of activities and outputs include a total of 125 VR providers received training on effective strategies for working with youth and adults with ASD via three workshops that were delivered in three different DARS service regions and 28 providers attending a NOVA Interagency Transition Team workshop that featured presentation from VR clients with autism, agency AT specialist and ESO provider staff with expertise in effective practices and supports for VR clients with Autism.

Goal 7: Utilize WWRC’s comprehensive programs and services to address the unique needs of VR consumers with multiple and complex disabilities to help them overcome barriers to employment and obtain a job and/or regain independence to return to work.

Indicators:

7.1 Increase the number of consumers referred by VR counselors to WWRC by 1%.

The number of consumers referred to WWRC decreased from FFY 2014 to FFY 2015. There were 2597 referrals in FFY 2015, which is impressive, but affected by DARS order of selection.

7.2 Expand WWRC’s medical outreach to increase access for potential VR consumers with an emphasis in ‘return to work’.

WWRC continued to pilot the use of a specialized VR Counselor position to serve a medical caseload and to coordinate continued therapy services for clients who are close to completing acute rehabilitation but who will need additional services and recovery before returning to the workforce. The majority of this caseload participates in post-acute services offered on Rothrock Hall at WWRC. The specialized VR Counselor position is housed on Rothrock Hall and works closely with WWRC therapy and nursing departments who serve the medical rehab unit.

This VR counselor has developed relationships with area hospitals/rehab centers and other medical service providers that refer clients who are recuperating from new disabilities such as traumatic brain injuries, strokes, and spinal cord injuries; this keeps community partners and referral sources continuously aware of the Agency mission and services. After programming is completed at the

center, clients are usually prepared to return to previous employment, to attend vocational training at the center, or to work with vocational counselors in their home field offices to engage in vocational services. This specialty VR Counselor caseload position also serves as a statewide consultant to other DRS Counselors to provide information and facilitate appropriate referrals to WWRC.

During FFY 2015, WWRC formalized the pilot into program status based on demonstrated outcomes (see data below). Formal metrics have been established to continue to monitor the effectiveness of this program, with opportunities for refinement and growth.

See data table below. During the last two fiscal years, the number of medical cases ending with employment has remained steady. It is anticipated that the number obtaining employment may decrease slightly in the next year due to a decrease in referrals/applicants resulting from order of selection.

**DARS-WWRC - Medical Outreach Caseload Data  
(FFY2014-2015)**

	<b>FFY14</b>	<b>FFY15</b>
DARS Applicants - Medical Caseload	42	29
Number beginning attendant care at WWRC	20	26
Number transferring from medical caseload to general caseload	16	22
Number of Successful Vocational Closures	15	15
Rehabilitation Rate	71.4%	75.0%
Average Hourly Wage	\$18.16	\$17.18

7.4 WWRC’s vocational training programs and occupational family offerings will reflect workforce trends and current/projected VR consumer employment goals.

DARS employs four Business Development Managers who continuously assess labor market data and workforce trends across the Commonwealth of Virginia to locate and cultivate relationships with businesses and corporate entities interested in hiring people with disabilities. The Business

Development Managers serve as consultants on disability issues and provide a single Agency point of contact to facilitate integration of comprehensive Agency services.

WWRC has formalized its evolving partnership with the DARS Business Development Managers to connect classrooms to workplace standards and expectations and modify curriculum to increase the likelihood of successful placements for training graduates, with long-term retention opportunities. This has resulted in the development of several collaborative workforce initiatives with industry professional organizations and corporate networks directly benefitting VR consumer employment goals. The Hershey model is one example of this, with other corporate bodies expressing interest in replication within their organizations. The DARS partnership with the Hershey apprenticeship program offered individuals with disabilities a six-month work experience on the production line. During the apprenticeship, DARS clients could access any needed supports from WWRC to help them complete the program as long as they were able to perform the required duties at the end of the six months.

During FFY 2015, an evolving partnership with CVS Health resulted in the set-up of a mock store within WWRC Materials Handling Training Program to prepare VR consumers for direct employment and career pathways within the CVS Health System across the Commonwealth of Virginia. CVS Health donated all supplies and equipment for the mock store and worked with WWRC Instructors to refine the curriculum and develop community internships to prepare students to work in the CVS Health System. The first VR consumers will be enrolled in the training program in January, 2016. Further plans are in development with CVS Health to develop a pharmacy tech track in addition to retail employment options. A similar partnership was explored with the Virginia Manufacturing Association (VAMA) and the Manufacturing Skills Institute (MSI), endorsed by Virginia's Board for Workforce Development, to offer relevant education, skills training, and workforce credentialing for careers in advanced manufacturing through WWRC's training programs.

7.5 Develop and implement an effective customer satisfaction system to measure and analyze client satisfaction with services received and with their transition back to their home community and employment opportunities.

During FFY2014 and FFY 2015, a new customer satisfaction survey was designed, developed and implemented. The new survey is designed to elicit feedback regarding how WWRC is preparing consumers for their job goal and future. Ninety-five percent (95%) of consumers that have participated in the Life Skills Transition Program or in Vocational Training indicate that WWRC has helped them prepare for their future.

### **Strategies that Contributed to the Achievement of the Goals**

Continuing to emphasize the value of placing consumers in jobs in the competitive labor market, even in geographic areas of high unemployment.

Intensified efforts to retain and hire qualified VR staff by:

- hiring student interns as a means of recruiting qualified VR personnel to fill staff vacancies.
- providing professional development programs that strengthen the knowledge, skills and abilities of our VR staff.
- implementing programs to retain staff who might otherwise leave the agency for other professional opportunities.

Utilizing established procedures to manage our caseload system so that consumers will not be unserved due to staff vacancies.

Supporting Business Development initiatives to identify high wage/career track employment for our consumers and respond to Federal hiring initiatives.

Maintaining a quality assurance and accountability system that includes ongoing case reviews addressing such issues as consistency with policy, timeliness, effective counseling and guidance, effective use of resources, and employment outcomes.

Continuing a collaborative relationship with the Employment Service Organizations (ESO) through the ESO Steering Committee.

Effectively utilizing the resources provided by other state agencies to ensure the employment of individuals with substance abuse or are TANF recipients.

Effectively utilizing the resources of other state agencies and collaboration with community partners to provide medical and vocational rehabilitation for veterans with disabilities through WWRC.

Effectively utilizing WWRC's capacity to serve VR consumers with severe disabilities through its diverse medical and vocational rehabilitation programs and services.

Continuing to implement the Work Incentive Specialist Advocates vendor program to provide Social Security work incentives for VR consumers.

Assisting VR consumers in utilizing learning software to enable them to obtain a Career Readiness Certificate.

Implementing a plan to integrate AT resources and staffing across the agency through an intensive collaboration between the DRS, WWRC and VATS.

Ensuring that the assistive technology and computer accommodations units in the DRS Division and at WWRC have up to date equipment, software and training for use in identifying AT needs and solutions.

Utilizing the expertise of the Employment Services Support Team in helping to establish additional Project SEARCH sites around the Commonwealth.

Ensuring that there are cooperative agreements in place in every Local Education Area so that students receive the services that they need in a “seamless” process.

Continuing to offer Postsecondary Education Rehabilitation (PERT) Initial Evaluation Services through WWRC for eligible youth with disabilities between the ages of 16 and 22 years, in partnership with the Virginia Department of Education.

Maximizing the number of local school divisions across Virginia that participate in WWRC’s Postsecondary Education Rehabilitation Transition (PERT) Program.

Continuing to offer a 9-week Life Skills Transition Program (LSTP) through WWRC targeting a growing population of young adults with disabilities between the ages of 18-22 years who require intensive pre-employment and independent living skills training in addition to vocational rehabilitation to successfully attain employment goals.

Providing information and training to VR staff to help them more effectively serve individuals with Autism Spectrum Disorders.

Continuing development of an annual WWRC Blueprint for Direction that clearly articulates expected actions to be taken, with defined lines of responsibility and accountability for outcomes. There were targeted Blueprint goals that impacted all of WWRC’s goals and indicators within the DARS State Plan.

DRS and WWRC successfully implemented a one-year Autism Speaks grant, awarded in January 2011 to WWRC, and delivered in partnership with DRS and Employment Service Organization (ESO) vendors through identified communities in specific Richmond and Northern Virginia localities. Through this grant, WWRC was able to sponsor a variety of training workshops, including a series of webinars focused on assistive technology and specialized workplace supports customized for youth/young adults with autism. Two of WWRC’s Behavior Specialists, along with five ESO and DRS staff members, participated in a Positive Behavior Supports Certification Program offered through VCU’s Partnership for People with Disabilities. Grant partners collaborated with members of WWRC’s Autism Advocacy Partnership Team to identify ‘lessons learned’ and recommendations for enhanced WWRC services and programming for VR clients with Autism Spectrum Disorders.

### **Factors that Impeded the Achievement of Goals and Priorities**

DARS continued to operate with all Priority Categories closed under our Order of Selection policies. DARS, however, began to address the waiting list of those consumers in Priority Category 1 (most significantly disabled).



DRS' large transition population continues to affect the overall hourly wage of our consumers as this population tends to come into the workforce in entry level jobs at minimum wage. The average hourly wage for transition-age consumers during FFY 2013 was \$9.20 as compared to \$11.14 for the adult population.

The loss of vocational rehabilitation counselors to other employment opportunities and difficulty filling these positions in a timely fashion, particularly in Northern and Southwest Virginia.

### **Supported Employment Goals, Strategies and Impediments**

Each year, DARS supplements its Title VI funding for supported employment with Title I funding. This strategy allows DARS to provide supported employment services to all consumers who require that service to become successfully employed. During FFY 2015, over 3000 individuals with most significant disabilities received services through supported employment programs of DARS. DARS spent 51% of its Title 1 case service funds (\$9.8 million) on supported employment services for consumers.

In addition, DARS continued its collaborative relationship with the more than 80 Employment Service Organizations (ESO) across Virginia that provide services to DARS' most significantly disabled consumers. This was accomplished with the assistance of the ESO Steering Committee that met quarterly to provide guidance to DARS on its supported employment program. With the assistance of this Committee, DARS has begun to examine the effectiveness of supported employment services, particularly the impact of supported employment on post-VR employment outcomes.

DARS maintains its goal of having Employment Services Organizations (ESO) obtain CARF...The Rehabilitation Accreditation Commission national accreditation standards in order to ensure quality in employment services for our consumers.

### **The VR program's performance on the performance accountability indicators under section 116 of WIOA.**

DARS is currently developing, in collaboration with the Core Partners under the Combined State Plan, the baseline for agency's performance on the performance accountability indicators under section 116 of WIOA.

### **Innovation and Expansion Activities**

During FFY 2015, the funds reserved for Innovation and Expansion were used for the following activities:

- Co-location of a VR counselor with a Disability Program Navigator in the Norfolk One-Stop Center to blend the duties of these two positions with a caseload developed from the One-Stop Center to expand coverage and collaboration.
- Enhancing services to consumers with Autism by expanding the use of hand-held technology, providing staff consultants with expertise in Autism, continuing the Autism Speaks Comprehensive Assessment and Services Pilot, and utilizing Autism Spectrum Disorder Specialists to manage and integrate the Autism Speaks Comprehensive Integrated Service Model.
- Collaborate with the Virginia Assistive Technology Regional Sites at George Mason University and Old Dominion University to mentor job coaches in the use of assistive technology and providing loaner assistive technology devices to ESOs for use with VR consumers.
- Creating new Project SEARCH sites in the Commonwealth to benefit the employment of transition age youth with Autism.
- Increasing the use of Aztec learning software to enhance the career readiness certificate attainment for VR consumers.
- Enhancing the coordination of business development activities.
- Creating a pilot using the Career Index System, including labor market information, the GPS assessment and automated attendant "SARA" to enhance contact and case management support for VR consumers in targeted areas in the state.
- Provide additional driver's education instruction at WWRC to work in the Life Skills program and integrate into transition services.

### **Quality, Scope and Extent of Supported Employment Services**

*Includes the following:*

- (1) *The quality, scope, and extent of supported employment services to be provided to individuals with most significant disabilities, including youth with the most significant disabilities.*
- (2) *The timing of transition to extended services.*

#### **DARS Response:**

DARS requires that each of Virginia's Employment Services Organizations (ESOs) vendors provide vocational rehabilitation services be nationally accredited through the Rehabilitation Accreditation Commission (CARF). CARF accreditation provides a host of benefits to DARS as a state-funding source, as well as to DARS consumers, and taxpayers. In addition to assuring accountability and consistent quality levels, national accreditation allows DARS to focus on program expansion, improvement and accountability.

DARS currently purchase services through 87 ESOs throughout the state. During FY 2015, these organizations provided supported employment services over 3,000 individuals.

The ESOs provide both time-limited and extended employment services, including:

- Vocational evaluation and situational assessment,
- Extended employment,
- Follow along services
- Work adjustment training,
- Psychosocial rehabilitation services,
- Individual and group model supported employment services,
- Vocational skills training, and
- Vocationally related transportation services.

Transition to extended services from DARS supported time-limited services is accomplished after the consumer reaches stability in employment. During the 30 days before anticipated case closure, the counselor shall ensure stability based on the following:

1. Funding for extended services has been secured.
2. Job coaching and related interventions have decreased to a level necessary to maintain the client in employment. Intervention has reached a plateau or leveled out.
3. Client is emotionally or behaviorally stable.
4. Client performs expected job duties.
5. Supervisor reports satisfaction with client job performance.
6. Client is satisfied with the job and work environment.
7. Necessary modifications and accommodations have been made at the worksite.
8. Client has reliable transportation to and from work.
9. Client is compensated at or above minimum wage but not less than the customary wage paid by the employer for the same or similar work performed by employees without disabilities.
10. Stability for those placed in a mobile work crew or enclave shall also include the client completing 60-day period of placement and training in which intervention is directed at training to maintain production rather than at behavioral issues.

After that time the funding is transferred from the basic federal VR grant to the state sponsored long term follow along funding. Coordination among service provider, counselor and long term support office ensures timely accountable transition.

## **VOCATIONAL REHABILITATION CERTIFICATIONS AND ASSURANCES CERTIFICATIONS**

**States must provide written and signed certifications that:**

1. The Department for Aging and Rehabilitative Services is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA, and its supplement under title VI of the Rehabilitation Act;
2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the Department for Aging and Rehabilitative Services agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan, the Rehabilitation Act, and all applicable regulations, policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan;
3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan<sup>19</sup>, the Rehabilitation Act, and all applicable regulations<sup>20</sup>, policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan; The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement;
5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement.
6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law.
7. The Commissioner has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement;
8. The Commissioner has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services;
9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement.

**ASSURANCES**

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the

Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:

**The State Plan must provide assurances that:**

**1. Public Comment on Policies and Procedures:** The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.

**2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement:** The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.

**3. Administration of the VR services portion of the Unified or Combined State Plan:** The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:

(a) the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.

(b) the establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable:

has established a State Rehabilitation Council.

(c) consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act.

(d) the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3).

(e) the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds, **No**

(f) the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs, **No**

(g) statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or

Combined State Plan? **No** See Section 2 of this VR services portion of the Unified or Combined State Plan.

(h) the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act.

(i) all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act

(j) the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.

(k) the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.

(l) the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities.

(m) the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.

**Administration of the Provision of VR Services:** The designated State agency, or designated State unit, as appropriate, assures that it will:

(a) comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act.

(b) impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act .

(c) provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? **No**

(d) determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.

(e) comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act .

(f) comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act.

(g) provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.

(h) comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14) of the Rehabilitation Act.

(i) meet the requirements in sections 101(a)(17) and 103(b)(2) of the

1. Rehabilitation Act if the State elects to construct, under special
  2. circumstances, facilities for community rehabilitation programs
- (j) with respect to students with disabilities, the State (i) has developed and will implement, (A) strategies to address the needs identified in the assessments; and (B) strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and (ii) has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25)).

**Program Administration for the Supported Employment Title VI Supplement:**

(a) The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.

(b) The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.

(c) The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act.

6. (a) **Financial Administration of the Supported Employment Program:** The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act.

(b) The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.

7. (a) **Provision of Supported Employment Services:** The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.

(b) The designated State agency assures that:

- i. the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act.
- ii. an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act , which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act.

Signed \_\_\_\_\_ Date: \_\_\_\_\_

James A. Rothrock, Commissioner



## PROGRAM SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

### *CAREER AND TECHNICAL EDUCATION PROGRAMS AUTHORIZED UNDER THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006*

Virginia is including secondary and postsecondary training activities funded under the Carl D Perkins Career Technical Education Act. Virginia has a plan approved, previously submitted to the US Department of Education. That plan may be reviewed in its entirety at [www.cte.ed.gov/docs/stateplan/VA5YearStatePlan.pdf](http://www.cte.ed.gov/docs/stateplan/VA5YearStatePlan.pdf)

The state is not accepting comments on this section of the Combined State Plan. Following are excerpts from that plan.

The Virginia State Plan for Perkins was developed in consultation with all stakeholders. In addition to the required stakeholders, Assistant Secretary of Education Judith Heiman was in attendance at the planning meetings. The committee consisted of two college/university representatives; three community college representatives, including the Director for Postsecondary Perkins-Tech Prep; two special populations representatives, including one from the Department of Corrections; three career and technical education administrators; four career and technical education secondary classroom teacher representatives; four core academic classroom teachers representatives; one charter school representative; one parent; one student representing the Virginia State Board of Education Student Advisory Council; two guidance and academic counselors, including one serving as a career coach and one representing the Virginia School Counselors Association; three representatives from small business/industry, large business/industry and labor, and a representative from the State Workforce Investment Board.

All committee representatives were nominated or recommended from their professional associations or required representative organizations. The proposed state plan was submitted to the Virginia Secretary of Education's office to be shared with Governor for review prior to submission to the United States Department of Education. A revision completed in March 2015 was submitted to the Virginia Secretary of Education's office and shared with Governor for review prior to submission to the United States Department of Education. During March 2015, a survey was disseminated to all sub-recipients and other stakeholders to collect input for the state plan revisions.

The Perkins IV legislation addresses the establishment of a statewide system of career pathways that brings together secondary, postsecondary, workforce boards and business/industry. These partnerships will connect education, workforce development and economic development. By connecting to the economy, programs will focus on high- skill, high-wage, and high-demand occupations and relate to the economy. Utilizing this system will allow Virginia to ensure modern, durable and rigorous programs, have continued program improvement, and be globally competitive. In both secondary and post-secondary Perkins, there is a primary focus on workforce credential

attainment, especially industry certifications and occupational licenses embedded in credit bearing high school and college programs of study. Virginia provides funding to support high school student attainment of Board of Education recognized industry certifications.

*TEMPORARY ASSISTANCE FOR NEEDY FAMILIES PROGRAM (TANF)*

The state is not accepting comments on this section of the Combined State Plan. Following are excerpts from that plan.

**TANF STATE PLAN  
Commonwealth of Virginia**

**TABLE OF CONTENTS**

<b><u>SECTION 1</u></b>	Page
INTRODUCTION	1.1 - 1.15
ADMINISTRATION OF THE TANF PROGRAM	
VIRGINIA'S WELFARE REFORM	
COMPONENTS OF VIRGINIA'S TANF PROGRAM	
OTHER RULES IN VIRGINIA'S TANF PROGRAM	
OTHER WELFARE-REFORM ACTIVITIES	
<b><u>SECTION 2</u></b>	
THE WORK COMPONENT	2.1 - 2.4
<b><u>SECTION 3</u></b>	
WORK ACTIVITIES	3.1 - 3.2
<b><u>SECTION 4</u></b>	
CONFIDENTIALITY AND DISCLOSURE OF INFORMATION	4.1
<b><u>SECTION 5</u></b>	
OUT-OF-WEDLOCK PREGNANCIES	5.1 - 5.5
<b><u>SECTION 6</u></b>	
STATUTORY RAPE AWARENESS	6.1

## **TABLE OF CONTENTS**

### **SECTION 7**

NEW RESIDENTS OF THE STATE 7.1

### **SECTION 8**

NON-CITIZEN CRITERIA 8.1

### **SECTION 9**

FAIR AND EQUITABLE TREATMENT 9.1

### **SECTION 10**

COMMUNITY SERVICE REQUIREMENT 10.1

### **SECTION 11**

HEALTHCARE OCCUPATIONS 11.1

### **SECTION 12**

ELECTRONIC FUND TRANSACTION RESTRICTIONS 12.1

### **SECTION 13**

ACCESS TO FUNDS 13.1

### **SECTION 14**

CERTIFICATIONS 14.1

## STATE PLAN FOR TEMPORARY ASSISTANCE FOR NEEDY FAMILIES

The Virginia State Plan for the TANF (Temporary Assistance for Needy Families) program effective date is October 1, 2013. The information submitted below restates, in bold, the State Plan requirements in section 402. Information outlining the provisions of the Commonwealth of Virginia's program follows each State Plan requirement.

### SECTION 1

#### STATE PLAN REQUIREMENT:

**Conduct a program, designed to serve all political subdivisions in the State (not necessarily in a uniform manner), that provides assistance to needy families with (or expecting) children and provides parents with job preparation, work, and support services to enable them to leave the program and become self-sufficient.**

#### *INTRODUCTION*

Virginia's TANF cash assistance program is based on its 1995 initiative which includes the Virginia Independence Program (VIP) and the Virginia Initiative for Employment Not Welfare program (VIEW). VIP and VIEW are the centerpiece of the Commonwealth's welfare reform and their provisions emphasizing personal responsibility. Virginia's program embodies the key tenets of TANF, including an emphasis on personal responsibility, work, and time-limited benefits. Its provisions incorporate and build on the fundamental TANF principles by:

- (1) making work the primary goal for TANF recipients;
- (2) ensuring that two parents contribute to the financial well-being of each child;
- (3) permitting recipients to keep more earnings as they prepare to leave TANF;
- (4) subsidizing child care and transportation to ease the transition to the working world;
- (5) setting a time limit for TANF benefits; and
- (6) requiring teen parents to stay at home and stay in school.

Virginia plans to continue to operate VIP and VIEW. VIP and VIEW activities, which include cash assistance, employment services, and supportive services, are funded by federal funds commingled with MOE (maintenance of effort) funds.

The following documents serve as the foundation for operation of Virginia's TANF program:

- (1) Commonwealth of Virginia TANF State Plan;
- (2) Code of Virginia § 63.2-600 through 63.2-620, and 63.2-1908;
- (3) Virginia Administrative Code relating to the TANF program § 22VAC40-35-10 through 22VAC40-35-130 and § 22VAC40-295-10 through 22VAC40-295-170.

### ***ADMINISTRATION OF THE TANF PROGRAM***

The Department of Social Services (DSS), within the Secretariat of Health and Human Resources, is the agency responsible for supervising the TANF program at the State level. TANF is administered at the local level by Virginia's 120 local social services departments. Virginia serves all political subdivisions in the state in a uniform manner.

*Involvement of Other State Agencies* -- Other state agencies that are collaborating with Virginia DSS in operating or providing supportive services to TANF clients include: the Virginia Employment Commission, the Department of Health, the Department of Behavioral Health and Developmental Services, the Department of Housing and Community Development, the Department of Rehabilitative Services, the Department of Education, the Virginia Community College System, and the Department for the Aging.

*Public Involvement in Program Development* -- Virginia's Administrative Process Act requires the promulgation of state regulations and public comment on governmental programs which affect its citizens. Regulations are subject to a substantial comment period, including an initial 30-day comment period and a full 60-day comment period. In addition, the regulations are reviewed periodically which includes a public comment phase. This was posted for public comment on October 1, 2013.

## ***VIRGINIA'S TANF PROGRAM***

The goal of the Virginia Independence Program is to enable TANF recipients to leave the rolls and become self-reliant. The program has at its core three basic elements: personal responsibility, work in exchange for benefits, and time-limited assistance.

Meaningful employment is essential to achieving the goal of self-sufficiency, but not all families will be able to meet this goal in the time frame defined by federal requirements. Many TANF families include one or more individuals that face at least one barrier which would impede successful participation in the VIEW program. During the initial interview for TANF, the applicant completes a "Do You Have a Disability?" form which may identify disabilities. Additionally, when the individual is referred to the VIEW program, she will be offered screening for learning disabilities, limited English proficiency, mental health problems, and alcohol and substance abuse if a disability determination has not been made and it seems likely that a disability may be affecting the client's progress in the VIEW program. All VIEW participants must be offered the screenings within 90 days of signing the Agreement of Personal Responsibility and entering the VIEW program. If the screening indicates that the client may have a disability, the client will be referred to a qualified professional for an in-depth disability evaluation. If the in-depth evaluation indicates the existence of a disability, treatments and/or services to address the disability will be made part of the client's required program assignments. The number of required hours of participation is set at 35 hours per week but may be adjusted based upon barriers such as language or disability of the participant or family household member. Accommodations may include, but are not limited to: part-time or flexible hours for work activities, providing the individual with work activities in a specific work environment that enables the individual to participate in work activities, providing particular types of jobs or work activities that are consistent with the person's limitations, activities that are scheduled so they do not conflict with ongoing medical or mental health treatment, additional notice of program appointments, additional explanation of program rules, job coaches, additional time to complete program requirements, and additional intervention before an individual is sanctioned for non-compliance with VIEW program requirements.

Virginia's VIP and VIEW programs meet the requirements mandated by "The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (P.L. 104-193)."

### ***COMPONENTS OF VIRGINIA'S TANF PROGRAM***

The following components are included in Virginia's TANF Program:

*Diversionsary Assistance* -- Diversionsary assistance provides a cash payment worth up to four months of benefits to meet a family's needs during a crisis such as a transportation, child care, or housing emergency. The amount of the payment is based on the family size and the Standards of Assistance for the locality grouping in which the family resides (e.g., in a Group II locality the maximum amount paid for a family of a mother and two children is \$1,280). In order to qualify for diversionsary assistance, an applicant must be otherwise eligible for TANF, with the exception of some non-financial criteria. The applicant relinquishes his or her right to TANF assistance for a time period equal to the benefit total, plus one-third (a 1/1.33 ratio). A family may be eligible for diversionsary assistance once in a twelve month period.

*Learnfare* -- This provision was designed to keep children, including minor parents, in school.

To be eligible for assistance, children in the assistance unit under age 18, including minor parents, must comply with the State compulsory school attendance requirements. A child is considered as meeting this requirement until such time as the local department of social services receives notification that the child is truant. A child who is 18 years old meets the school attendance requirement, regardless of actual attendance, as long as (s)he is enrolled and expected to complete high school or an equivalent program no later than the month in which (s)he turns 19. Truancy is defined as noncompliance with State compulsory school attendance requirements, as determined by the local school division pursuant to the Code of Virginia § 22.1-254 et seq., and any additional rules deemed necessary by the local school board to carry out the intent of the State compulsory school attendance laws.

When the local department of social services verifies through the school that a child is truant, the local social services department must do the following:

- (1) Send a written notice to the caretaker advising him that the truant recipient is in jeopardy of losing eligibility for benefits. The caretaker must contact the local department within five days of the notice to cooperate in developing a plan to achieve compliance with compulsory school attendance laws. The notice must also specify that failure to contact the local department may result in the truant recipient's ineligibility for assistance due to non-cooperation.
- (2) If the caretaker does not respond within five days, the worker must attempt to personally contact the caretaker.
- (3) If the local department is unable to make personal contact, the local department must mail a written advance notice of proposed action to the caretaker advising that benefits will be reduced if the caretaker fails to contact the local department to develop a plan to return the child to school.



If the local department of social services denies or terminates assistance for noncompliance, the caretaker must notify the local department in writing of the truant individual's compliance with school attendance requirements and file a new application for benefits. The local department must verify compliance by contacting the school before reinstating assistance for the child.

Minor Parent Residency Requirement -- This provision is intended to provide a safe, nurturing environment for minor mothers and their children. Under this provision, a minor mother must live with her parent or a person standing *in loco parentis* in order to receive TANF benefits. Assistance is denied if the residency requirement is not met. There are exceptions if the minor parent is married, the minor parent has no parent or *person standing in loco parentis* who is living, the minor parent has no parent or *person standing in loco parentis* whose whereabouts are known, there is no appropriate person willing to assume the responsibility of acting *in loco parentis*, or the physical or emotional health or safety of the minor parent or dependent child would be jeopardized if the minor parent and child lived in the same residence with the parent or person standing *in loco parentis*.

Mandatory Paternity Identification -- Mothers must identify the fathers of their children in order to receive TANF benefits. If unable to do so, they must identify all men who could be the father. Except in limited circumstances, failure to cooperate during the first six months of receipt of assistance will result in removal of the parent's needs or a reduction in the assistance payment of 25 percent, whichever is greater. Continued non-cooperation with paternity establishment after six months may result in case closure.

When the reason for not providing the information is one of the following, no sanction is imposed:

- (1) The child or parent may be subjected to physical or emotional harm;
- (2) The child was conceived as a result of rape or incest or the result of a rape not reported to authorities at the time of the incident but which the local department of social services substantiates based on the parent's sworn statement and other available information;
- (3) The child is being placed for adoption.

In addition, when paternity has not been established and the caretaker cannot provide the name of the noncustodial parent(s) plus at least three pieces of identifying information, she must attest to the lack of information under penalty of perjury. In this situation, no penalty will be imposed for non-cooperation.

Family Cap -- Virginia disallows additional cash payments for children born 10 months after a mother begins receiving cash TANF benefits. In addition, the mother will receive the full amount of child support collected for this child.

Immunization Requirement -- Parents are required to provide their children with all necessary immunizations in order to receive full benefits. Failure to immunize children within the required time frame results in assistance being reduced by \$50 for the first child out of compliance, and \$25 for each additional child out of compliance.

### ***OTHER PROGRAM RULES IN VIRGINIA'S TANF PROGRAM***

Assistance Unit -- An assistance unit normally consists of the parents and their children living with them who meet the non-financial requirements of eligibility, such as age, relationship, and citizenship. When the children live with an adult relative other than a parent, such as a grandparent, the assistance unit may consist of the children only or, if the adult relative also needs assistance, the children and the adult relative.

The following persons must be included in the assistance unit if living with the child for whom TANF has been requested: the natural or adoptive parents and any blood-related or adopted siblings. Parents or children who are receiving Supplemental Security Income (SSI) or are statutorily ineligible for TANF under other provisions of law cannot be included in the assistance unit.

Children and parents who are excluded from the assistance unit for failure to follow program rules, such as not providing a social security number for a child or parent or refusing to cooperate with the Division of Child Support Enforcement, are included in the assistance unit for purposes of determining whether the family meets financial eligibility requirements; however, their needs are not included for purposes of determining the amount of the family's monthly benefits.

Benefit Levels -- The State Board of Social Services has established standards of assistance, based on the size of the assistance unit, to be used in all TANF cash payment cases. Because of a wide variation in shelter costs within the state, three groups of standards have been established reflecting this variation.

Additional Eligibility Requirements Applicable to Children -- Basic eligibility requirements must be met for a child to qualify for TANF assistance, as follows:

Age -- The child must be under age 18, or if age 18 must be attending school and expected to complete high school by age 19.

Living with a Relative -- The child must be living in the home of a parent or other relative except for temporary absences of up to 60 consecutive days.

Residence in Virginia -- The child must reside in Virginia.

Additional Eligibility Requirements Applicable to the Family -- Additional requirements that must be met by the family (parent or other adult caretaker and children) are as follows:

Income -- To qualify for TANF assistance, the assistance unit's countable income must pass screenings at 1) 185 percent of the standard of need and 2) the standard of assistance, based on the family's size. Once the family is determined to be financially needy, the monthly payment is calculated. Income is counted prospectively in determining financial eligibility and the monthly payment amount. A standard work deduction equal to that used in Supplemental Nutritional Assistance Program (SNAP) plus twenty percent is disregarded. Deductions for child and/or incapacitated adult care are also applied in determining applicants' eligibility for benefits.

Once a family member agrees, in writing, to participate in the VIEW Program, the family's earnings are evaluated in comparison to the federal poverty levels, based on assistance unit size.

Countable unearned income reduces the grant amount dollar for dollar for both VIEW and non-VIEW families.

### ***OTHER TANF ACTIVITIES***

In addition to the TANF cash assistance program administered by local departments of social services, the Virginia Department of Social Services has established other programs to provide additional services. Services are provided both to families receiving TANF and to other low-income families who have transitioned off the TANF cash assistance program or are at risk of becoming TANF recipients. These programs must meet at least one of the four purposes of the TANF program.

The four purposes of the TANF program are:

Purpose 1 - To provide assistance to needy families with children so that the children can be cared for in their own homes or in the homes of relatives.

Purpose 2 - End dependence of needy parents on government benefits by promoting job preparation, work, and marriage.

Purpose 3 - Prevent and reduce out-of-wedlock pregnancies, including establishing prevention and reduction goals.

Purpose 4 - Encourage the formation and maintenance of two-parent families.

For purposes one and two, an income test is required. The state has set a maximum income level that ensures that benefits are provided for needy populations. The maximum income level for services provided under purposes one and two is 200 percent of the federal poverty limit.

The following is a description of program activities established by the Department of Social Services or other agencies or organizations to assist the Commonwealth in carrying out the purposes of the TANF program.

(1) Solely State Funded Program Serving Two-parent Families

The State has established a solely state funded program to serve needy two-parent families. State non-maintenance of effort funds are used for cash assistance payments, employment services, and program administrative costs. Expenditures in this program do not count toward the Commonwealth's Maintenance of Efforts (MOE) requirement.

This program is designed to meet the special needs of two-parent families in helping them to attain self-sufficiency. For two-parent VIEW families, the income limit is 150% of the federal poverty level.

(2) VIEW Transitional Payments

A separate state program has been established to provide assistance to eligible families that are participating in VIEW and who exit from TANF assistance with employment of at least 30 hours per week. Such families receive assistance for up to one year after the exit from TANF assistance as long as employment at least 30 hours per week is maintained. The eligible family consists of a child living with a custodial parent or other adult caretaker relative who meets the employment requirement.

(3) Employment Advancement

*Description of Program* -- This program is designed to provide service approaches and strategies that help current and former TANF clients, including those with barriers to employment such as learning, mental, and physical disabilities, and sanctioned individuals to prepare, enter, succeed, and advance in the workplace. This program enhances the VIEW program and it is expected that local agencies will also utilize their current VIEW funds and maximize the uses of other funds to address the

needs of TANF recipients with significant barriers to employment. The funds may also be used for services that increase wages and retention as well as improve job placement, so that a long-term impact is made on the earnings of families.

This initiative provides non-assistance services and benefits meeting TANF purposes 1 and 2, which are as follows:

Purpose 1 - Provide assistance to needy families so that the children may be cared for in their homes or in the homes of relatives, and

Purpose 2 - End dependence of needy parents on government benefits by promoting job preparation, work, and marriage.

*Target Population* -- The funds will be used for current and former TANF recipients.

*Eligible Families* -- Program participants are current or former TANF recipients or those who qualify as TANF-eligible family members. A TANF-eligible family consists of a child living with a custodial parent or other adult caretaker relative with income not to exceed 200 percent of the federal poverty level.

*Geographic Area(s) Served* -- The program is administered statewide.

*Confidentiality Requirement* -- Information collected on individuals and families receiving services funded by TANF is protected as specified in the Government Data Collection and Dissemination Practices Act (*Code of Virginia § 2.2-3800 et seq.*).

(4) *Child Safety and Well-Being*

*Description of Activities* – Funding is provided to support social workers in local departments of social services to engage in activities designed to preserve and support families with children.

Some examples of preservation services are:

- Pre-placement prevention services designed to help children remain in the home.
- Service programs designed to provide follow-up care to families to whom a child is returned after a foster care placement;
- Services designed to improve parenting skills;
- Support services are defined as direct services promoting the safety and well-being of children and families designed to increase the strength and stability of families (including adoptive, foster, and extended families), to increase parents'

confidence and competence in their parenting abilities, to afford children a safe, stable, and supportive family environment, to strengthen parental relationships and promote healthy marriages, and otherwise to enhance child development.

The program provides non-assistance benefits and services, which are intended to accomplish TANF purposes 4 as follows:

Purpose 4 – Form and maintain healthy two-parent families.

*Target Population* -- The target population is families with children at-risk being removed from the home for abuse and neglect.

*Eligible Families* –all families with children for whom the intervention of local social service workers is needed and/or recommended.

*Geographic Area(s) Served* – Commonwealth of Virginia.

*Confidentiality Requirement* – all records of families receiving these services and assistance are subject to the confidentiality requirements of local departments.

(5) *Comprehensive Health Investment Project (CHIP of VA)*

*Description of Program* -- The mission of CHIP of VA is "to partner with communities, to strengthen families with young children, to improve community health, and to increase family self-sufficiency."

CHIP of VA programs are local public/private partnerships, which provide comprehensive care coordination, family support and referral to medical and dental services for low-income at-risk children. CHIP programs provide a case management process which helps identified families connect to needed services. CHIP of VA does not provide medical or dental services. Local programs are overseen by both a Management Team (executive or senior level management of partner agencies - public health and community based organizations) and an Advisory Council (a broad group comprised of community representatives and local government, social services, health, mental health, education, private business, and parents).

CHIP's efforts to match a family to comprehensive preventive and primary care providers, coupled with family support services, guides families to the effective use of health care and community services. CHIP of VA builds the health of communities by promoting child health and increased family self-sufficiency. CHIP nurses and home visitors work to develop plans for parenting education, health and nutrition, home safety, education and job training.

The program provides nonassistance benefits and services (case management) with the added goals of improving parents' employability and income earning capacity, so they can move on to self-sufficiency. CHIP of VA focuses on making the connection between the family and the assistance provider. While CHIP of VA's efforts cross over into several TANF purposes, they are deemed primarily to focus on two TANF purposes, which are as follows:

Purpose 2 - End dependence of needy parents on government benefits by promoting job preparation, work, and marriage.

Purpose 4 - Encourage the formation and maintenance of two-parent families.

*Target Population* -- This program targets low-income families with at-risk children in order to promote strong families, improve child health and increase family self-sufficiency.

*Eligible Families* -- Any family 1) expecting a child or having minor children under age 6 in the home, 2) with an income level at or below 200 percent of the federal poverty level.

*Geographic Area(s) Served* -- CHIP of VA operates in 7 sites, serving children in 27 localities across the state. Sites are located in Arlington, Charlottesville, Chesapeake, Radford, Richmond, Roanoke, and Abingdon.

*Confidentiality Requirement* -- CHIP of VA maintains client confidentiality by incorporating a "Consent to Exchange Information" form into the process. This form allows the family to explicitly choose to limit certain information from any affiliate. It further defines the family approved reason for sharing the information. Absent a parent or guardian's signature on the form, no information is shared with any affiliate.

(6) *Healthy Families*

*Description of Program* -- Healthy Families programs offer voluntary, intensive home visiting services for up to five years to new parents who are assessed as being at-risk for child abuse/neglect. The services include in-home parenting education and support services to parents who need individualized and comprehensive support. Families participating in Healthy Families are assigned a Family Support Worker who provides home visiting services based on developing a trusting relationship with families and building on family strengths. Family needs are assessed and a case plan is developed. This plan includes role modeling in problem solving, developing

effective parenting techniques and home management skills, ensuring well baby care and linking the family with appropriate community resources.

A Healthy Families Assessment Worker completes a Family Needs Assessment during pregnancy or at birth. If a family is identified as being at high risk of child maltreatment, and in need of support services, that family is offered the opportunity to participate in the Healthy Families program. When families accept services, comprehensive home visiting is initiated and Family Support Workers monitor and follow up on prenatal, postnatal, and pediatric care. In addition, Healthy Families provides early intervention through parent education, child development screenings, and nutrition counseling. Only nonassistance services and benefits are provided.

Healthy Families addresses purpose 4 of TANF, which is as follows:

Purpose 4 - Encourage the formation and maintenance of two-parent families.

The Healthy Families program supports families by increasing access to and coordinating community services that meet individual family needs. The program also builds on family strengths.

*Target Population* -- New parents or expectant parents are screened for services. Those new or expectant parents who are assessed as being at-risk for child abuse/neglect are offered the voluntary home-visiting services. Due to limited resources, many localities only offer these services to first-time parents.

*Eligible Families* -- Segregated federal TANF funds are used to serve families with children and expectant families who are not TANF recipients. MOE funds are used to serve participants in the program who qualify as TANF recipients or as TANF-eligible family members. A TANF eligible family consists of a child living with a custodial parent or other adult caretaker relative

*Geographic Area(s) Served* -- The program has 29 sites serving 79 cities and counties in Virginia. Localities to be served by Healthy Families are listed below:

Alexandria	Arlington	Harrisonburg
Staunton	Waynesboro	Augusta County
Bath County	Highland County	Rockingham County
Bedford	Bedford County	Lynchburg
Appomattox County	Amherst County	Charles City County
New Kent County	Charlottesville	Albemarle County



Chesterfield County	Colonial Heights	Culpeper
Danville	Pittsylvania County	Fairfax County
Fairfax City	Falls Church	Fauquier County
Hampton	Henrico County	Hopewell
Prince George County	Loudoun County	Newport News
Winchester	Clark County	Frederick County
Orange County	Petersburg	Amelia County
Buckingham County	Charlotte County	Cumberland County
Lunenburg County	Nottoway County	Prince Edward County
Campbell County	Fredericksburg	Caroline County King
George County	Spotsylvania County	Stafford County
Richmond City	Shenandoah County	Portsmouth
Suffolk	Isle of Wight County	Essex County
Gloucester County	King William County	King & Queen County
Lancaster County	Mathews County	
Middlesex County	Northumberland County	Richmond County
Westmoreland County	Virginia Beach	Martinsville
Franklin County	Patrick County	Henry County
Page County	Farmville	Madison County
Rappahannock County	Lee County	Scott County
Wise County	Norton	Warren County

*Confidentiality Requirement* -- Contracts between the Department of Social Services and local programs include a confidentiality clause as follows: Any information obtained by the Contractor concerning recipients of services under this agreement shall be treated as confidential in accordance with relevant provisions of State and federal law.

(7) *Community Action Agencies*

*Description of Program* -- The Community Action Network consists of 26 local agencies that provide a wide array of services for low-income families and individuals. TANF funds are used to provide a variety of services to needy families including emergency services, case management services, supportive services including child care and transportation to employed families, cars for work programs, individual development account programs, intensive life skills training for families who are at risk to lose children to foster care, and computer skills.

Services and benefits provided may only be in the form of nonassistance. Contracts with administering agencies prohibit the provision of TANF "assistance." The services and benefits provided meet TANF purposes 1 and 2, which are as follows:

Purpose 1 - Provide assistance to needy families so that the children may

be cared for in their homes or in the homes of relatives, and

Purpose 2 - End dependence of needy parents on government benefits by promoting job preparation, work, and marriage.

*Target Population* -- The program is targeted to serve needy families with minor children.

*Eligible Families* -- To be eligible, families must be TANF recipients or TANF-eligible family members. A TANF-eligible family consists of a child living with a custodial parent or other adult caretaker relative with income not to exceed 200 percent of the federal poverty level.

*Confidentiality Requirement* -- The contract requires the agency to maintain the confidentiality of client information in accordance with relevant provisions of State and federal law.

## **SECTION 2**

### **STATE PLAN REQUIREMENT:**

**Require a parent or caretaker receiving assistance under the program to engage in work (as defined by the State) once the State determines the parent or caretaker is ready to engage in work, or once the parent or caretaker has received assistance under the program for 24 months (whether or not consecutive), whichever is earlier, consistent with section 407(e)(2).**

### ***THE WORK COMPONENT***

The VIEW Program is a workforce development program that assists individuals in attaining the goal of self-sufficiency. All TANF applicants are screened at application to determine whether they must be referred for participation in VIEW. Nonexempt individuals are referred to VIEW workers within a month of case approval and assessed for participation within 30 days of referral.

*All Nonexempt Recipients Are Required to Sign an Agreement of Personal Responsibility* -- The agreement of personal responsibility clearly states the expectations that must be met under VIEW. If a recipient refuses to sign this agreement, then the case is closed and the recipient must reapply for benefits.

*Benefits Are Time-Limited* -- TANF recipients who are in VIEW are allowed to receive 24 months of cash benefits, plus a year of transitional benefits. After that, they must wait two years before they can again qualify for TANF.

*Recipients Must Work for Their Benefits* – All individuals must participate in VIEW unless otherwise exempt. There are eight exemptions to this work requirement. The exemptions are:

- (1) Any individuals, including all minor caretakers, under 16 years of age;
- (2) Any individual at least 16, but no more than 19 years of age, who is enrolled full-time in elementary or secondary school, including vocational or technical school programs. The vocational or technical school must be equivalent to secondary school;
- (3) Any individual unable to participate because of a temporary medical condition that prevents entry into at least 20 hours per week of employment or training, as determined by a medical professional;

- (4) Any individual who is incapacitated, as determined by receipt of Social Security Disability benefits or Supplemental Security Income;
- (5) Any individual 60 years of age or older;
- (6) Any individual who is the sole care giver of another member of the household who is incapacitated, and whose presence is essential for the care of the member on a substantially continuous basis, shall be exempt from participation in VIEW. Incapacity is determined by receipt of Social Security Disability benefits or Supplemental Security Income. The sole other condition under which an individual may be determined incapacitated is by a written medical statement from a physician; and
- (7) A parent or caretaker of a child under 12 months of age who personally provides care for the child.
- (8) A parent of a child not considered part of the TANF assistance unit under the family cap provision (*Code of Virginia* § 63.1-105.7) may be granted a temporary exemption of not more than six weeks after the birth of the child.

Supportive Services -- Supportive and social services are provided to remove barriers to the individual's participation and to stabilize employment. Supportive services are provided as needed and available to support participation in orientation, assessment, approved self-initiated education, training and employment activities, or to accept or maintain employment. The provision of supportive services is contingent upon the availability of funds based on local VIEW allocations, and spending limits for services will be at the agency's discretion. Supportive services include:

- (1) Child care;
- (2) Transportation, including certain vehicle repairs;
- (3) Program and/or work-related expenses, such as fees for birth certificates, license fees, registration fees, graduation fees, picture ID costs, uniforms or other clothing and shoes, safety equipment and tools, and car repairs; and
- (4) Emergency intervention, such as provision of food, payment of utilities, or other items necessary for the participant to gain or keep employment or to participate in other work activities;

- (5) Medical and dental services, such as fees for dentures, glasses, orthopedic shoes, and other items required prior to entry into jobs, work-sites, or other components for a client that has a disability as determined by a medical professional which affects program participation;

If supportive services are essential for participation, and neither the participant nor the agency can provide them, and no alternatives are available, the participant will not be sanctioned for noncompliance. In these situations, the participant is placed in an inactive status (for up to 90 days) to prevent the clock from counting against the VIEW 24-month time limit. It is expected that agency staff and the participant will work together to resolve any issues related to participation by the end of the 90 day timeframe.

A participant cannot be sanctioned if acceptable child care is not available. Federal TANF regulations at section § 261.56(b) require the State to define the following four terms as they relate to determining if needed child care is available. The terms and the Commonwealth's definitions are as follows:

- (1) "Appropriate child care" means child care arranged by the participant or, if the participant cannot arrange for the child's care, child care arranged by the local department of social services with a legally-operating provider.
- (2) "Reasonable distance" means that the travel time from the child's home to the child care provider and the work site is generally no more than one hour, based on transportation available to the parent.
- (3) "Unsuitability of informal child care" means that the child care arrangement does not meet the requirements for relative care in the Virginia Department of Social Services Child Care Services policy.
- (4) "Affordable child care arrangements" means the cost of the child care is less than or equal to the payment amounts specified in the Virginia Department of Social Services Child Care Services policy.

For purposes of the above definitions, the term "legally-operating provider" includes all providers regulated by the Virginia Department of Social Services' Division of Licensing, city-approved providers, county-approved providers, local agency-approved providers, federally approved providers, and providers who are legally exempt from regulation based upon the number and ages of children in care or because the provider is a relative caring only for relatives.

*Failure to Meet the Requirements of VIEW Will Result in Consequences* - Recipients who fail to participate in work activities or to comply with the terms and conditions of their personal responsibility agreements receive a sanction. If an individual is sanctioned, her family's entire TANF benefit amount is reduced by 100 percent for a fixed period of time, or until the individual complies with the terms of the sanction, whichever is longer. Participants who have been sanctioned are not entitled to supportive services unless these services are required to maintain the participant's employment.

For a first sanction, the TANF grant is suspended for one month or until compliance, whichever is longer; for a second sanction, the TANF grant is suspended for three months or until compliance, whichever is longer; and for any subsequent sanctions, the TANF grant is suspended for six months or until compliance, whichever is longer.

### **SECTION 3**

#### **STATE PLAN REQUIREMENT:**

**Ensure that parents and caretakers receiving assistance under the program engage in work activities in accordance with section 407.**

*Work Requirement* -- Clients are placed in an approved work activity immediately after being assessed and enrolled in VIEW. If the client does not find private sector employment during her initial job search, she is to be placed in subsidized employment, community work experience, a public service program, or on-the-job training.

*Definition of Work* -- An individual is considered participating in a work activity if:

- (1) Employed in unsubsidized employment of 30 hours a week or more, including on-the-job training;
- (2) Employed less than 30 hours per week and also fully participating in assigned work activities designed to help her obtain full-time employment;
- (3) Unemployed but participating in an assigned work activity. The work activity may be job search, job readiness, vocational education, job skills training, subsidized employment, on-the-job training, community work experience, or public service program.

*Recipients Keep the Money They Earn* -- An earned income disregard provides an incentive for recipients to work by allowing families to keep all of their earnings along with their TANF

benefits, up to 100 percent of the federal poverty level for one-parent families and up to 150 percent of the federal poverty level for two-parent families.

*Hardship Exceptions to the Two-Year Limit* -- Virginia has several hardship exceptions that extend a client's TANF benefits beyond the two-year time limit. Benefits may be extended for a period of three months to one year. Virginia's hardship exceptions apply to participants who are actively seeking employment but unable to find a job, participants who lose employment due to no fault of their own, participants continuing education and training related directly to employability, and participants residing in areas of the state with unemployment rates above 10 percent. These hardships will only be granted in cases where the individual participant has satisfactorily participated during his VIEW assignments, has not been sanctioned more than once during the 24 months of participation, and has not quit a job without good cause.

*Child Care and Transportation Are Available to Help Transition to the Working World* -- Virginia will provide up to one year of transitional child care and transportation assistance to some VIEW clients who are no longer eligible for TANF benefits. Transitional child care and transportation benefits are available only to those former clients who are working.

Transitional child care is paid from Child Care and Development Block Grant funds. The financial eligibility criteria for transitional child care assistance are as follows:

Income eligibility thresholds for child care assistance account for variations in the local cost of living index by metropolitan statistical areas. Localities which are not considered part of a metropolitan statistical area are grouped in one of three metropolitan statistical areas, based on their geographical proximity.

Transitional transportation services are paid from TANF and State funds. Families who participated in VIEW are deemed to be eligible for transitional transportation based on their prior TANF eligibility.

## **SECTION 4**

### **STATE PLAN REQUIREMENT:**

**Take such reasonable steps as the State deems necessary to restrict the use and disclosure of information about individuals and families receiving assistance under the program attributable to funds provided by the Federal Government.**

### ***CONFIDENTIALITY AND DISCLOSURE OF INFORMATION***

Virginia will take reasonable and necessary steps to restrict the use and disclosure of information about individuals and families receiving assistance under the program attributable to funds provided by the Federal government. Information about applicants or

recipients will be used or disclosed only for purposes directly connected with the administration of public assistance and related services which cannot be offered without such information. The safeguards shall not prevent the State agency from furnishing a Federal, State, or local law enforcement officer with the current address of any recipient in a manner consistent with state and federal laws (*Code of Virginia § 63.2-102*).

## **SECTION 5**

### **STATE PLAN REQUIREMENT:**

**Establish goals and take action to prevent and reduce the incidence of out-of-wedlock pregnancies, with special emphasis on teenage pregnancies, and establish numerical goals for reducing the illegitimacy ratio of the State (as defined in section 403 (a)(2)(C)(iii)) through 2014.**

Virginia currently has several other initiatives underway to reduce the incidence of out-of-wedlock births and teen pregnancy, with the goal of reducing the out-of-wedlock birth rate to 34.5% by the end of 2014.

#### Strengthening Families Initiative (SFI)

The Virginia Department of Social Services is implementing a system-wide approach to strengthening all families that focuses on reducing non-marital births, connecting and reconnecting fathers with their children, and encouraging the formation and maintenance of safe, stable, intact, two-parent families. As part of SFI, the Virginia Department of Social Services has initiated a practice model:

*The Virginia Department of Social Services Practice Model sets forth our standards of professional practice and serves as a values framework that defines relationships, guides thinking and decision-making, and structures our beliefs about individuals, families, and communities. We approach our work every day based on various personal and professional experiences. While our experiences impact the choices we make, our Practice Model suggests a desired approach to working with others and provides a clear model of practice, inclusive of all agency programs and services, that outlines how our system successfully practices. Central to our practice is the family. Guided by this model, we strive to continuously improve the ways in which we deliver programs and services to Virginia's citizens.*

**1. All children, adults and communities deserve to be safe and stable.**

- Every child has the right to live in a safe home, attend a safe school and live in a safe community. Ensuring safety requires a collaborative effort among family, agency staff, and community partners and across all programs and services.



- Every adult has the right to live and work in a safe environment. We value all programs that address domestic and family violence and the abuse, neglect, and exploitation of older or incapacitated adults.
- We value individual and family strengths, perspectives, goals, and plans as central to creating and maintaining a safe environment. The meaningful engagement and participation of children, adults, extended family, and community stakeholders is a necessary component of assuring safety.
- When legal action is necessary to ensure the safety of a child and/or an adult, we use our authority with respect and sensitivity.
- Individuals are best served when services are person-centered, family- focused and community-based and aim to preserve the family unit and prevent family disruption.

**2. *All individuals deserve a safe, stable, and healthy family that supports them through their lifespan.***

- We believe mothers, fathers, and children thrive in safe, stable, healthy families. We value family structures that support the best interests of children; however, we believe that children do best when raised in intact, two-parent families.
- Both parents should be actively involved in the lives of their children, even if they are not the primary caregiver.
- Healthy, lifelong family connections are crucial to the development of children, the stability of the family and the support of infirm, dependent, or aging adults. Through the services we provide, we seek out, promote, and preserve these healthy ties to family members and to others in the community to whom the family is connected or who may provide support.

**3. *Self-sufficiency and personal accountability are essential for individual and family well-being.***

- Family members support each other in ways the social services system cannot. We value the intra-family resources and supports that are available within the context of any family as a pathway to self-sufficiency and personal accountability.
- We believe employment, training, and education are keys to self- sufficiency. We believe in employment and training programs that remove barriers and create opportunities for individuals and families.
- Individuals and families face unique challenges that impact their ability to maintain self-sufficiency. We value all programs and services that assist individuals and families to regain and maintain self-sufficiency and achieve personal accountability.
- Both custodial and noncustodial parents should provide necessary financial resources to support their children.

- We believe that parents and caregivers serve as role models in teaching the importance of self-sufficiency and personal accountability.
  - We support asset development strategies to help individuals and families weather short-term emergencies and improve long-term stability.
- 4. *All individuals know themselves best and should be treated with dignity and respect.***
- All programs and services should be culturally and linguistically sensitive to all individuals.
  - Individuals and families are empowered when they have access to information and resources.
  - We support programs for vulnerable populations including children, the elderly, and individuals with disabilities.
  - The measure of success differs with every individual. We strive to understand children, adults, and families within the context of their own values, traditions, history, and culture.
  - The voices of children, individuals, and families are heard, valued, and included in decision-making processes related to programs and services.
- 5. *When partnering with others to support individual and family success, we use an integrated service approach.***
- Cooperation, coordination, and collaboration within and outside of the social services system are essential to providing the most comprehensive services to families. We are committed to working across programs, divisions, agencies, stakeholder groups, and communities to improve outcomes for the children, individuals, families, and communities we serve.
  - Through the development of policies, procedures, standards, and agreements across systems, we will share information, solve problems, and overcome barriers.
  - We value prevention networks that link effective public and private programs and community-based organizations that identify individuals and families before they need services.
  - We believe in partnering across programs and systems in order to provide a full array of services along the continuum of care. We are committed to working within and outside of the social services system to identify and address service gaps.
- 6. *How we do our work has a direct impact on the well-being of the individuals, families, and communities we serve.***

- Children, individuals and families deserve trained, skillful professionals to engage and assist them. We hire, develop, and maintain a workforce that aligns with our practice model.
- Clear expectations, effective supervision, leadership and proper resource supports are critical for the workforce to do their job effectively.
- We believe in creating and maintaining a supportive working and learning environment with accountability at all levels.
- We value the provision of high-quality, timely, efficient, and effective services. We believe relationships and communication should be conducted with honesty, transparency, integrity, empathy, and respect within and outside of our social services system.
- The collection and sharing of accurate, outcome-driven data and evidence-based information is a critical part of how we continually learn and improve. We use data to inform, manage, improve practice, measure effectiveness, and guide decisions.
- Continuous quality improvement is fundamental to our work.

## **SECTION 6**

### **STATE PLAN REQUIREMENT:**

**Conduct a program, designed to reach State and local law enforcement officials, the education system, and relevant counseling services, that provides education and training on the problem of statutory rape so that teenage pregnancy prevention programs may be expanded in scope to include men.**

#### Statutory Rape Awareness Program

The Virginia Department of Health conducts a program designed to reach state and local law enforcement officials, the education system, and relevant counseling services on the problem of statutory rape. The program provides education and training on the problem of statutory rape so that teenage pregnancy prevention programs may be expanded in scope to include men.

## **SECTION 7**

### **STATE PLAN REQUIREMENT:**

**The document shall indicate whether the State intends to treat families moving into the State from another State differently than other families under the program, and if so, how the State intends to treat such families under the program.**

Virginia does not treat families who move into the Commonwealth differently from current Virginia residents regarding the receipt of TANF benefits.

## **SECTION 8**

### **STATE PLAN REQUIREMENT:**

**The document shall indicate whether the State intends to provide assistance under the program to individuals who are not citizens of the United States, and if so, shall include an overview of such assistance.**

Virginia provides TANF benefits to all aliens who meet the federal TANF definition of a "qualified alien" with the exception of those categories of qualified aliens who entered on or after August 22, 1996, who are barred from receiving assistance for five years beginning on the date of the alien's entry into the United States with a status within the meaning of the term "qualified alien." The Commonwealth provides assistance to all alien groups permitted to receive benefits under federal TANF law and regulations.

## **SECTION 9**

### **STATE PLAN REQUIREMENT:**

**The document shall set forth objective criteria for the delivery of benefits and the determination of eligibility and for fair and equitable treatment, including an explanation of how the State will provide opportunities for recipients who have been adversely affected to be heard in a State administrative or appeal process.**

Virginia has established procedures for ensuring fair and equitable treatment of applicants and recipients of public assistance. There shall be no discrimination based on race, color, religion, age, sex, national origin, marital, parental, or birth status, or disability by State or local agencies in the administration of any public assistance program.

Virginia continues to offer an administrative fair hearing procedure for any aggrieved TANF recipient. The Department of Social Services has established objective standards for providing benefits and services, determining eligibility, and ensuring fair and equitable treatment. Applicants and recipients who believe they have been adversely affected by a decision concerning public assistance or needed services may request to have the decision reconsidered in accordance with Code of Virginia § 63.2-517, 63.2-518 and 63.2-519. Recipients have the right to appeal any action or inaction affecting eligibility, benefit or service determination or condition of payment and are advised of this right with each adverse action notice.

## **SECTION 10**

### **STATE PLAN REQUIREMENT:**

**Not later than one year after the date of enactment of this Act, unless the chief executive officer of the State opts out of this provision by notifying the Secretary, a State shall, consistent with the exception provided in section 407(e)(2), require a parent or caretaker receiving assistance under the program who, after receiving such assistance for two months is not exempt from work requirements and is not engaged in work, as determined under section 407(c), to participate in community service employment, with minimum hours per week and tasks to be determined by the State.**

Virginia exercises its option to forgo incorporating the community service requirement set forth at section 402 (a)(1)(B)(iv) into its work program. The VIEW program design requires that all mandatory participants seek full or part-time unsubsidized employment. If unsubsidized employment is not found during the initial job search assignment, the participant is immediately assigned to a work activity designed to prepare her for unsubsidized employment.

## **SECTION 11**

### **STATE PLAN REQUIREMENT:**

**The document shall indicate whether the State intends to assist individuals to train for, seek, and maintain employment—**

- (I) Providing direct care in a long-term facility (as such terms are defined under section 1397j of this title); or**
- (II) In other occupations related to elder care determined appropriate by the State for which the State identifies an unmet need for service personnel, and, if so, shall include an overview of such assistance.**

The Department intends to assist individuals to train for, seek, and maintain employment providing direct care in a long-term facility or in other elder care occupations. At the beginning of participation in the VIEW program, the caseworker conducts an identification and evaluation of the participant's job readiness skills, occupational skills and interests, education, work history, and family/life circumstances; a determination of the participant's functional literacy; an initial identification of the client's employment/educational goal(s) and the types of program assignments that may be completed throughout the client's employment/educational goal(s) and the types of program assignments that may be completed throughout the client's VIEW participation; an evaluation of supportive service needs; and an evaluation of other issues that may clearly affect program participation or employment.

Upon completion of the assessment, the case manager, along with the participant will develop an Activity and Service Plan which details: the participant's assignments, responsibilities of the participant and the agency, and the supportive services needed by the

individual to comply with program requirements. If during the assessment the client expresses an interest, or prior experience in the elder care field, the case manager will work with the participant to develop the appropriate resources to allow the participant to pursue that goal. This includes such activities as vocational education and subsidized employment.

## **SECTION 12**

### **STATE PLAN REQUIREMENT:**

**Implement policies and procedures as necessary to prevent access to assistance provided under the State program funded under this part through any electronic fund transaction in an automated teller machine or point-of-sale device located in any liquor store, any casino, gambling casino, or gaming establishment, or any retail establishment which provides adult-oriented entertainment in which performers disrobe or perform in an unclothed state for entertainment.**

Implementation of policy and procedures focused on changing the State Code to make misuse of TANF benefits unlawful, publicizing the law change, putting the onus on the recipient to properly use TANF benefits, and notifying vendors. In the 2013 session of the Virginia General Assembly, House Bill 1577 was passed and signed into law on April 3, 2013. The legislation became effective statewide on July 1, 2013 and imposes greater restriction that set forth in the federal Middle Class Tax Relief and Job Creation Act of 2012.

§ [63.2-621](#). Restrictions on use of TANF cash assistance.

Recipients of TANF benefits pursuant to this chapter shall not access TANF cash benefits through an electronic benefit transaction (i) for the purchase of alcoholic beverages, tobacco products, lottery tickets, or sexually explicit visual materials as defined in § [18.2-374.1](#); (ii) in any transaction in any (a) government store established for the sale of alcoholic beverages, (b) establishment in which pari-mutuel wagering or charitable gaming is conducted, or (c) establishment in which tattooing or body-piercing, as defined in § [54.1-700](#), is performed for hire or consideration; or (iii) in any establishment that provides adult-oriented entertainment in which performers or other individuals connected with the business appear nude or partially nude.

The change in the law was publicized by a press release, and the information about the law was published in newspapers throughout the state.

The new policy went into effect on July 1, 2013. Local TANF eligibility staff were trained on the new policy accordingly. The restrictions are explained to all applicants for assistance. Virginia now requires a protective payee to receive and properly dispense TANF funds if a person is reported as having attempted to mispend TANF benefits. Posters, which explained the restrictions in both English and Spanish, were distributed for display in 120

local departments of social services. The Department of Social Services website has information about the restrictions.

The Virginia State Board of Social Services has approved a Notice of Intended Regulatory Action which begins the process of promulgating a regulation through the Commonwealth's Administrative Process Act. As proposed, the regulation would impose a full family sanction on any household that has been found to use their TANF benefits at restricted locations or for restricted items as set forth Code of Virginia. The promulgation process includes two public comment periods. This will allow additional opportunities for the public to be made aware of these restrictions.

In Virginia, the sale of liquor is restricted to state-owned and operated liquor stores operated by The Virginia Department of Alcoholic Beverage Control (ABC). The ABC was alerted to the new state law so that cashiers at ABC stores were aware of the restrictions and any attempted misuse of the TANF debit card.

Gambling is not legal and, therefore, there are no casinos in Virginia. Though there are no identifiable organizations that represent adult-oriented entertainment venues, we contacted the Retail Merchants Association as well as the Chamber of Commerce to alert them to the new restrictions.

## **SECTION 13**

### **STATE PLAN REQUIREMENT:**

**Ensure that recipients of assistance provided under the State program funded under this part have access to using or withdrawing assistance with minimal fees or charges, including an opportunity to access assistance with no fees or charges, and are provided information on applicable fees and surcharges that apply to electronic fund transactions involving the assistance, and that such information is made publicly available.**

Recipients of TANF cash assistance have adequate access to their cash assistance, and recipients of assistance have access to using or withdrawing assistance with minimal fees or charges, including an opportunity to access assistance with no fee or charges, and are provided information on applicable fees and surcharges that apply to electronic fund transactions involving the assistance and that such information is made publicly available.

All recipients have the choice of receiving benefits by direct deposit, debit card, or check. While most participants receive benefits by debit card, participants can choose to receive benefits via direct deposit into a bank account or by check. This decision is the preference of the participant. If a participant chooses to bypass the no-charge option of receiving

payments via direct deposit and chooses to receive benefits via EPPICard, there is a significant network of automated teller machines (ATMs) that include non-restricted ATMs in every county and city in the Commonwealth. The EPPICard is also used for the delivery of unemployment compensation benefits and child support enforcement payments. For clients that opt to receive benefits via debit card, benefits may be withdrawn (and used in any manner since there are no restrictions on the use of cash) with no fees. Minimal fees do apply, however, in certain limited situations.

A recipient may use the debit card to make purchases at merchants as long as MasterCard is accepted. In addition, at the merchant's discretion, the recipient may receive cash back. There is no fee for this transaction.

A participant may receive cash from an ATM that accepts the MasterCard. There is separate bank transaction fee for withdrawals from network ATMs. These include ATMs not in the following networks: Money Pass, Alliance One, and PNC. There is no fee for five ATM withdrawals each month. After five withdrawals, there is fee of \$1.45 per withdrawal.

Participants may make two free withdrawals per month from a teller in a bank location that displays the MasterCard logo. A fee of \$2.50 applies for withdrawals after the second teller assisted withdrawal.

A printed copy of the fee structure as well as an explanation of how to withdraw benefits at no charge is provided to all newly approved recipients of TANF. The information is also available on the internet:

[https://www.eppicard.com/vaedcclient/pdf/VA\\_Client\\_Brochure.pdf](https://www.eppicard.com/vaedcclient/pdf/VA_Client_Brochure.pdf).

### **TANF State Plan Attachments**

TANF Standards of Assistance

TANF Locality Groupings



**CERTIFICATION OF VIRGINIA'S STATE PLAN FOR TEMPORARY ASSISTANCE  
FOR NEEDY FAMILIES (TANF)**

1. During each fiscal year, the Commonwealth of Virginia will operate a child support enforcement program under the Virginia State Plan approved under part D of Title IV of the Social Security Act.
2. During each fiscal year, the Commonwealth of Virginia will operate a foster care and adoption assistance program under the State plan approved under part E of Title IV of the Social Security Act and will take such actions as are necessary to ensure that children receiving assistance under such part are eligible for medical assistance under the Virginia State Plan under Title XIX of the Social Security Act.
3. During each fiscal year, the TANF program will be supervised by the Virginia Department of Social Services. The TANF program has been designed with input from local governments, and private sector organizations have had at least 45 days to submit comments on the plan and the design of services.
4. During each fiscal year, the TANF program will provide each member of an Indian tribe, who domiciled in the State of Virginia and is not eligible for assistance under a Tribal Family Assistance plan approved under Section 412, with equitable access to assistance under the State TANF program funded under this part attributable to funds provided by the Federal government.
5. The Commonwealth of Virginia has established and is enforcing standards and procedures to ensure against program fraud and abuse, including standards and procedures concerning nepotism, conflicts of interest among individuals responsible for the administration and supervision of the State TANF program, kickbacks, and the use of political patronage.

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William A. Hazel Jr., M.D.  
Secretary, Health and Human Resources

*SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM, EMPLOYMENT AND TRAINING (SNAP E&T)*

The state is not accepting comments on this section of the Combined State Plan. Following are excerpts from that plan.

COMMONWEALTH OF VIRGINIA



SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM  
EMPLOYMENT AND TRAINING

STATE PLAN OF OPERATIONS  
FEDERAL FISCAL YEAR 2016

## **PART I SUMMARY OF VIRGINIA'S SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM (SNAP) EMPLOYMENT AND TRAINING (E&T)**

### **A. Abstract of the State E&T Program**

Although not a mandated federal partner, SNAP E&T is a mandated state partner of the Workforce Innovation and Opportunity Act (WIOA). The Virginia Department of Social Services is dedicated to partnering with the workforce development systems in the Commonwealth to provide high quality workforce services to all SNAP E&T participants in selected areas of the State.

The Virginia Social Services System will continue helping unemployed E&T participants find meaningful employment that will move them towards self-sufficiency. The services outlined in this state plan support this important objective. When approval is received, the Federal Fiscal Year (FFY) 2016 state plan will be placed with previous state plans on the Virginia Department of Social Services (VDSS) web site at: (<http://spark.dss.virginia.gov/divisions/bp/fs/SNAPET.cgi>).

Virginia's SNAP E&T Program will provide the following services in select counties and cities to participants: Job Search, Basic Employment Skills Training (Job Readiness), Community Work Experience, Vocational Training, Education including e-learning and job retention services.

Virginia continues to supplement the SNAP E&T services at local departments of social services (LDSS) through several agreements with service providers at the state and local levels. Online learning services for SNAP E&T participants will continue to be provided through a contract with NICCE, LLC. Educational services online include basic skills training, career readiness leading to a Career Readiness Certificate (CRC), and preparatory courses for the General Educational Development (GED) certificate, as well as information on demand occupations and non-traditional jobs for women. GED tests are administered by the Virginia Department of Education and are accredited. Online learning is a sub-part of the education component.

VDSS continues its contract with the Virginia Department of Criminal Justice Services (DCJS), a state agency, to collaborate with re-entry organizations receiving state funding through DCJS to offer unique employment and training services to ex-offenders who are participants in SNAP E&T. The Virginia SNAP E&T ex-offender program is designed as follows:

- 1) The SNAP participant is enrolled in the SNAPET program, an assessment is done and a Plan of Participation is completed.
- 2) Using a specifically developed form, a referral of a SNAP recipient with a criminal background is sent from the local department of social services to the local re-entry organization, if an agreement exists between the local agency and the re-entry

organization. The re-entry organization can send a referral to the local department of social services to check for eligibility and to request a referral back;

- 3) The ex-offender is assigned to a case manager at the re-entry organization;
- 4) A plan for finding employment is discussed and agreed to;
- 5) The SNAP ex-offender is assigned to an approved SNAP E&T component;
- 6) The ex-offender is required to provide evidence of completion of the assignment;
- 7) The case manager sends documentation to the local department of social services of the hours in the assigned components; and
- 8) The re-entry agency submits statements of the component activities to the Virginia Department of Social Services (VDSS) each month and an invoice with documentation to the Virginia Department of Criminal Justice Services (DCJS) for reimbursement. DCJS combines all invoices and submits to VDSS for reimbursement.

The re-entry organizations with signed agreements are: Offender Aid and Restoration (OAR) of Charlottesville; OAR of Richmond; OAR of Arlington; and Virginia Cares. The local agencies who have committed to referrals are:

Charlottesville; Arlington, Alexandria; Roanoke City and Roanoke County.

The majority of ex-offenders who find themselves at a re-entry organization are eligible for SNAP assistance. As required, the services offered to those ex-offenders enrolled in the SNAP E&T program are unique to this population.

All activities provided to the ex-offenders have a direct link to employment.

The Virginia Department of Social Services' (VDSS) Workforce Development Unit which is responsible for the SNAP E&T program has developed an MOA with the Office of Newcomer Services at VDSS. Work requirements imposed on refugees participating in refugee resettlement programs substitute for work requirements imposed on SNAP participants in accordance with **Federal Regulations** at Part **273-CERTIFICATION OF ELIGIBLE HOUSEHOLDS; §273.7-Work provisions**; and **(a) Work Requirements** at (5). There is no SNAP E&T cost associated with this agreement. The SNAP E&T accepts the employment section of the resettlement provider's comprehensive Resettlement Plan in lieu of the SNAP E&T Plan of Participation. The resettlement staff notifies the SNAP E&T staff if a client is not participating in a work or employment training activity provided by the resettlement agency in order for SNAP E&T staff to take appropriate action.

As has been the case since March 2008, local SNAP E&T agencies use an automated reporting and case management system to capture participant information. This system is part of the Virginia Department of Social Services Employment Services Program Automated System (ESPAS) that is also used for the employment portion of the Temporary Assistance for Needy Families (TANF) Program. Since (FFY) 2009, local reports and federally required quarterly reports have been produced in the Virginia Department of Social Services' Data Warehouse by using information available through ESPAS. Reports are available for local and state use including monthly individual agency reports, agency characteristic reports and federally required quarterly reports.

## 1. Program Changes

Although Virginia in FFY 2016 continues to be ineligible for a statewide waiver to suspend the ABAWD work requirements, the Commonwealth has decided to continue its voluntary program. The decision to continue a voluntary program is brought about by the lack of funds to serve all required work registrants in the state. As implemented, the voluntary program is available in all 25 of the current SNAP E&T localities. The continuation of a voluntary program allows limited funding to be used for those who truly need and want employment services to help them obtain meaningful employment. In addition, a voluntary program removes the risk of a SNAP E&T participant losing access to SNAP benefits through sanctions associated with SNAP E&T participation and frees up local staff from paperwork to concentrate on helping the participants find employment.

Without a statewide ABAWD waiver, Virginia and the local agencies ability to “sell” the advantages of the SNAP E&T program to potential participants continues to be very important. Although the expected increase in participants did not materialize during FFY 2015, we expect to see an increase with the realization that SNAP benefits for ABAWDs are limited without a work activity.

As gasoline prices continue to be high and transportation is needed to fulfill required attendance, we are requesting that the amount of transportation allowance per participant remain at an average of \$50.00 per month. Through its local agencies, Virginia will provide the following Supportive Services:

1. Child Day Care
2. Transportation to include
  - Agency or public transportation;
  - Individuals other than public transportation-such payment must be pre-authorized and reimbursement cannot exceed the current mileage reimbursement rates; and
  - Gas vouchers.
3. Other, to include:
  - Clothing suitable for job interviews;
  - Licensing and bonding fees for a work experience or job placement;
  - Uniforms;
  - Work Shoes;
  - Purchase of an initial set of tools or equipment if required for a SNAP E&T component or job retention component;
  - Fingerprinting, if necessary for a job;
  - Background check, if necessary for a job;
  - Medical services such as TB testing if required for a job;
  - Personal safety items required to complete training/educational coursework;

- Books;
- Course registration fees;
- Drug tests if required for a job;
- Eye exam and vision correction, such as the purchase of eyeglasses;
- Dental work such as routine cleaning;
- Minor auto repairs;
- Test fees and training material directly related to a SNAP E&T component;
- Union dues necessary for a job; and
- Housing assistance including rent and/or utilities not to exceed \$500.00 per occurrence and no more than two times in a 12-month period. (Participants must be in dire need with the risk of eviction or loss of utilities.)

Also, the Commonwealth, in order to increase the number of work sites available and to reduce the competition with TANF for these sites, will continue to use for-profits, as they become available, to provide work experience (Section 817 of PRWORA amending section 6(d)(4) by deleting certain limitations imposed on work experience assignments). The Commonwealth will abide by all SNAP rules and regulations governing work experience.

The work experience will:

- 1) Be Voluntary;
- 2) Occur either in a for-profit; nonprofit, or the public sector;
- 3) Occur for a limited period of time;
- 4) Provide Worker's Compensation;
- 5) Have hours derived by dividing SNAP benefits by the minimum wage; and
- 6) Be unpaid.

The requirements used now for nonprofit/public sites will also apply to for-profits.

- 1) Position will not serve to replace a worker not participating in the program; and
- 2) The same benefits and working conditions are provided to SNAP E&T participants as those provided to regular employees performing comparable work and hours.

Virginia will continue to offer job retention services to SNAP E&T participants for a period not to exceed 90 days after employment, if the employment is related to a component. These services include: training and education needed to maintain and advance in employment (100 percent federal funds are used for these costs) and supportive services such as transportation (These costs are supported with 50 percent funds). Virginia will continue to offer job retention services during the 2016 federal fiscal year, as we have realized that many individuals going from unemployment to employment need help with

such things as transportation before the first paycheck. Training and education may be advisable for a longer period of time (up to 90 days) to help the employee retain a job.

## 2. ABAWD Population

### a. Virginia's ABAWD population

ABAWD numbers have been captured in our automated system since the statewide waiver exempting them from the time-limit restrictions expired on September 30, 2013. The latest number related to ABAWDs available is from May 2015, when 10,238 ABAWDs were referred into the SNAP E&T queue in the 22 local departments of social services (ldss) operating SNAP E&T Programs. The SNAP E&T program during federal fiscal year 2015 was offered in 22 local departments of social services operating in 25 localities.<sup>36</sup>

### b. Characteristics of the ABAWD population

This population continues to face severe barriers to employment including disabilities, chronic substance abuse, mental illness and previous incarceration. In addition, the lack of basic workplace skills and illiteracy play a major part in preventing employment. Not only is the SNAP E&T staff and third party service providers being used to address these barriers, but VDSS is working with its partners at the Department of Behavioral Health and Developmental Services, the Department for Aging and Rehabilitative Services, the Department of Criminal Justice Services and the Virginia Community College System, the administrator of the Workforce Investment Act, to address the challenges.

### c. ABAWDs in high surplus labor markets

Virginia submitted a request to the USDA/FNS for a waiver to exempt ABAWDs from the time-limit who live in localities with a scarcity of available jobs or a 10 percent or higher regional unemployment rate. This request was approved and 35 ldss are waived for the period May 2015-April 2016.

### d. State's 15% exemption allowance

Virginia is not using the 15% exemptions at this time to extend the period of eligibility for time-limited SNAP participants.

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<sup>36</sup> Some local departments of social services serve more than one locality. As of SFY 2016, Virginia operates a full E&T program in a total of 22 local departments of social services covering 25 localities.

e. ABAWD Clock

According to the Virginia SNAP Manual, the 36-month clock is a fixed period from the first of the month in which a household containing an individual subject to the Work Requirement is certified in Virginia. The 36-month period will begin and continue for any household member between the ages of 18-50. Any month in which an affected individual received the full benefit month as part of a certified household will count toward the three-month limit. The Statewide waiver lifting the time limit on ABAWDs expired on September 30, 2013. On October 1, 2013, the three-month limit for ABAWDs receiving food assistance in a 36-month period began in all areas of the state with the exception of individual waived localities.

### **3. Additional Allocation for "Pledge" States**

Virginia will not be a pledge state.

### **4. Program Components**

The Virginia SNAP E&T Program will offer the following components:

- Job Search;
- Work Experience;
- Education, including e-learning;
- Vocational Training;
- Basic Employment Skills Training (Job Readiness);
- Job Retention Services; and
- SNAP E&T for Ex-offenders (can include several components).

### **5. Sequencing of Components**

Assignment of participants to components is based on individualized assessment and the development of an Individual Plan of Participation. The plan outlines the specific sequence of component activities to which the participant is assigned. Initial assignments may be any one or a combination of components.

The ultimate goal for all SNAP E&T participants is to gain employment and become self-sufficient. To reach this goal, it is necessary to accurately identify and overcome barriers that may be present, such as lack of transportation, work history or previous incarceration. Virginia is committed to addressing these barriers so that SNAP E&T participants can obtain and maintain meaningful employment. The services offered will vary based on individual situations and needs.



The number of hours and choice of program components for individual participants will not only vary according to the employment needs of the individual, but the services existing in specific areas served by the SNAP E&T program, as well as the funding available.

## **6. Other Employment Programs**

Virginia's SNAP E&T Program, although not a federally mandated partner, is a state mandated partner in the Commonwealth's workforce development system. The local departments of social services inform SNAP E&T participants of the full breadth of services provided by all service providers in the One-Stop System.

## **7. Workforce Development System**

Virginia's SNAP E&T Program is part of the Commonwealth's Workforce Development System. Several of the local departments of social services act as comprehensive or satellite One-Stop Centers. The partners in the workforce system will continue to work together to offer financial and non-financial assistance to SNAP E&T participants. Services and relationships vary by community.

## **8. Outcome Data**

Statistical data on the types of employment found is now being captured in our Data Warehouse System. The majority of employment obtained by SNAP E&T participants, as in the past several years, continues to fall into the following categories:

- Food Service
- Sales, Retail and Other
- Computer Operations
- Secretarial/Administration/Office Management
- Cashier/Teller
- Clerical/Receptionist
- Construction Laborer
- Public Safety/Security
- Housekeeping/Janitorial
- Driver/Delivery
- Teacher/Aide
- Nurse's Aide/Companion
- Barbering/Cosmetology
- Building and Grounds/Maintenance
- Warehouse/Stock Clerk
- Child Care
- Mechanic/Machinery Repair/Machine Operator
- Production Work/Assembly
- Electronics/Office Equipment Service and Repair

## **B. Component Summaries**

The following component summaries describe the activities which will be offered at local SNAP E&T agencies. To arrive at the number of ABAWDs and non-ABAWDs served, the most recent historical data (FFY 2014) available to Virginia operating under a voluntary program was used and the number of participants in components in FFY 2015 through the first two quarters.

### **1. Job Search**

#### Description of component

The Job Search activity consists of a self-directed effort to find paid employment. SNAP E&T participants will be enrolled in this component if determined “ready to work” after being assessed. Job Search participants are required to contact employers either via face-to-face interviews or by submission of applications or resumes. In order to count as an employer contact, the contact must be with an employer who ordinarily employs individuals in areas of work for which the participant is reasonably qualified.

#### Type of component

Job Search will be a work component when offered through the Commonwealth’s Workforce System operated under the Workforce Innovation and Opportunity Act or Section 236 of the Trade Act. Job Search will be a non-work component when offered by other than those listed above.

#### Anticipated number who will begin this component

It is estimated that 3,000 participants will enter Job Search. Of this number, approximately 925 ABAWDs and 2,075 non-ABAWDs are expected to participate.

#### Level of participant effort

Participants may spend up to 8 weeks per 12 months in Job Search and be required to report on the number of job contacts made.

#### Targeted population

SNAP E&T participants based on employability assessment and labor market conditions.

### Organizational responsibilities

Job Search will be operated by the SNAP E&T agency, a service provider, or another One Stop Partner in the state's workforce system. The entity responsible will vary by community and by the individual needs of the participant. In all cases, progress and compliance will be reported to the local department of social services.

### Method for monitoring job contacts

Participants will be monitored by the component provider and will be required to submit a signed form listing job search contacts made. Local agencies will assume responsibility for program compliance.

### Per participant cost of reimbursement

It is estimated that 2,650 participants will receive transportation assistance. Two Thousand-Three Hundred (2,300) will receive an average of \$50 per participant per month in transportation assistance for an average of one month-  $2,300 \times \$50 \times 1 \text{ month} = \$115,000$ . The remaining participants could receive up to two months of transportation assistance-  $350 \times \$50 \times 2 \text{ months} = \$35,000$  for a total of \$150,000. It is estimated that 130 participants will incur temporary child care costs of approximately \$325 (\$42,250). Total: \$192,250

### Total cost of the component and cost per participant

An estimated \$2,432,771 (\$2,240,521 in administration and \$192,250 in reimbursements) will be expended on Job Search. The average cost per participant will be \$810.92.

## **2. Work Experience**

### Description of component

In this component, participants gain work experience and new job skills through unpaid work in a public, private non-profit or for-profit agency. The primary focus of work experience is to help the participant develop good work habits, additional job skills, positive work attitudes and an understanding of the employee-employer relationship. Participants may be offered a Work Experience opportunity if they are preparing to enter the workforce and it is determined that additional guidance is required to yield sufficient employment opportunities.

### Type of component

Work component

### Anticipated number who will begin this component

It is estimated that 350 participants will enter Community Work Experience. Of those enrolled in this component, approximately 250 will be ABAWDs and 100 will be non-ABAWDs.

### Targeted population

The Work Experience component is designed to develop and reinforce good work habits and yield positive future job references. Assignment to this component will take into consideration the results of the Individual Plan of Participation, prior training, experience, skills and employment goal(s) of the participant.

### Level of participant effort

The number of hours a participant is required to participate in any one month is determined by dividing the household's SNAP allotment by the federal minimum wage, minus hours of participation in other work components. No participant will work more than 30 hours per week or eight hours in a given day without his/her consent. The employer will determine the length of the placement.

### Organizational responsibilities

SNAP E&T service provider(s) will assume responsibility for ensuring that Work Experience opportunity development, participant assignment and monitoring are carried out within the guidelines established by the state.

### Per participant cost of reimbursement

It is estimated that 300 participants will receive an average of \$50 per individual per month in transportation assistance for an average of 3.0 months (300 x \$50 x 3 months = \$45,000). It is estimated that 31 participants will incur temporary child care costs of \$325 (\$10,075). It is estimated that 50 participants will need other supportive services at an average cost of \$148.00 (\$7,400).  
Total: \$62,475

### Total cost of the component and cost per participant

An estimated \$141,918(\$73,193 in administration, \$6,250 in Workers' Compensation premiums, and \$62,475 in reimbursements) will be expended on Community Work Experience. The average per participant cost will be approximately \$405.48.

### 3. Education

#### Description of component

SNAP E&T participants will be referred to education based on individual need and assessment. Web-based courses will be used in addition to traditional adult education.

Included are education-level assessment, GED, and pre-GED courses. All participants using web-based courses have access to personal mentors that guide their progress, answer questions, etc. VDSS has entered into a partnership agreement with NICCE, LLC, to offer an extensive web-based program including a component for individuals who read between the 3<sup>rd</sup> and 6<sup>th</sup> grade level.

#### Type of component

Non-work component

#### Type of education activities

Educational programs to which participants are assigned include, but are not limited to, Adult Basic Education, General Educational Development (GED), Career Readiness Certificate (CRC) preparation, short-term vocational education, community college programs and post-secondary education. When appropriate, web-based education courses are utilized. Participant progress in web-based education are monitored and attested to by the web-based education service provider.

#### Anticipated number who will begin this component

It is estimated that 400 SNAP E&T participants will enter this component as several of the local providers will concentrate on the attainment of a GED and/or CRC. It is estimated that 188 ABAWDs and 212 non-ABAWDs will enter this component.

#### Targeted population

SNAP E&T participants will be assigned to an educational component if educational deficits are a primary barrier to employment. These could include:

- Individuals having trouble understanding written English.
- Individuals needing basic education classes.
- Individuals pursuing a GED or High School Diploma.
- Individuals who need a credential to help them find or advance in employment.

#### Level of participant effort

Participant effort will vary with the type of educational experience provided. Participation in education programs will be limited to the amount of time required to complete the curriculum scheduled in the Individual Plan of Participation. ABAWD participants will spend a minimum of 20 hours per week in education unless combined with other components.

#### Organizational responsibilities

SNAP E&T service providers will offer or sub-contract courses. Progress will be monitored by the SNAP E&T service provider and the local agency SNAP E&T case manager.

#### Link to employment

When it is determined that education is a primary barrier to employment, assignment to an educational component is appropriate. At the completion of this component, the participant may be assigned to individual job search to facilitate immediate job entry.

#### Per participant cost of reimbursement

It is estimated that 325 participants will receive an average of \$50 per individual per month in transportation assistance for an average of 3.0 months (325 x \$50 x 3 months = \$48,750). It is estimated that 30 participants will incur temporary child care costs of \$325 (\$9,750) and 241 will receive an average of \$50.00 (\$12,050) in other supportive services.

Total: \$70,550

#### Total cost of the component and cost per participant

An estimated \$613,278 (\$251,653 in administration, \$291,075 in contractual costs and \$70,550 in reimbursements) will be expended on Education. The average cost per participant will be approximately \$1,533.20.

### **4. Vocational Training**

#### Description of component

*Vocational training includes occupational assessment, customized training, institutional skills training, upgrade training, and vocational education. As available, some vocational education and training may be offered on-line.*

Other components of this training will be evaluated and may include vocational training of participants to provide child care for other participants.

Type of component

Non-work component

Anticipated number who will begin this component

It is estimated that 250 participants will enter this component. Of those participating, it is estimated that 150 ABAWDs and 100 non-ABAWDs will enter this component.

Level of participant effort

Participation effort will vary with the type of training provided. Most training will be three to six months in duration. ABAWD participants will spend a minimum of 20 hours per week in vocational training unless combined with other components.

Targeted population

SNAP E&T participants will be considered for vocational training if it appears that training is needed in order to improve the participant's employability.

Organizational responsibilities

When it is necessary, the SNAP E&T service provider will refer a participant to vocational training. The vocational training provider may be, among others, a community college, Workforce Investment Board/One Stop contractor, Rehabilitative Services agency, Technical Center and other certified providers or an on-line learning provider. Progress will be monitored by the SNAP E&T service provider and the local agency case manager.

Per participant cost of reimbursement

It is estimated that 95 participants will receive an average of \$50 per individual per month in transportation assistance for an average of 5 months (95 x \$50 x 5 months = \$23,750). An estimated 17 participants will incur temporary child care costs of \$325 (\$5,525) and 50 will receive an average of \$82.00 (\$4,100) in other supportive services.

Total: \$33,375

Total cost of the component and cost per participant

It is estimated that \$550,556 (\$232,441 in administration, \$284,740 in contractual services and \$33,375 in reimbursements) will be expended on vocational training. The average cost per participant will be an average of \$2,202.22.

## 5. Job Readiness-Basic Employment Skills Training (BEST)

### Description of component

BEST will include activities that may consist of job skill assessments, occupational exploration, training and counseling in personal preparation for employability, training and counseling in techniques for identifying and pursuing employment opportunities (including information on local emerging and demand occupations and job placement services).

### Type of Component

Non-work component

### Anticipated number who will begin this component

It is estimated that 1,000 participants will enter Basic Employment Skills Training. It is estimated that 610 ABAWDs and 390 non-ABAWDs will enter this component.

### Targeted population

Participants who do not have severe barriers to employment, but are not employment-ready, will be assigned to this component.

### Level of participant effort

The number of hours of participation will be based on need.

### Organizational responsibilities

SNAP E&T service providers will offer Basic Employment Skills Training. Progress will be monitored by the SNAP E&T service provider and the local agency case manager. In all cases, the local agency will assume the responsibility for the successful operation of the component.

### Per participant cost of reimbursement

It is estimated that 475 participants will receive an average of \$50 per participant per month (up to three months) in transportation assistance ( $475 \times \$50 \times 3 = \$71,250$ ). It is estimated that 33 participants will incur \$325 in temporary child care costs (\$10,725) and 100 will incur costs associated with other supportive services in the average amount of \$28.50 for a total of (\$2,850).

Total: \$84,825.

### Total cost of the component and cost per participant



An estimated \$426,460(\$291,635 in administration, \$50,000 in contractual services and \$84,825 in reimbursements) will be expended on Basic Employment Skills Training. The average cost per participant will be approximately \$426.46.

## 6. Education and Training for Ex-Offenders

### Description of component

SNAP E&T for Ex-Offenders is offered in partnership with VDCJS through its re-entry program. This component will include activities that may consist of job skill assessments, occupational exploration, training and counseling in personal preparation for employability, training and counseling in techniques for identifying and pursuing employment opportunities (including information on local emerging and demand occupations and job placement services), as well as the sharing of costs for education and vocational training and supportive services. Match funding for this component comes from VDCJS and are state funds.

### Type of Component

Non-work component

### Anticipated number who will begin this component

It is estimated that 300 participants will enter this component. It is estimated that 200 ABAWDs and 100 non-ABAWDs will enter this component.

### Targeted population

Ex-offenders who are receiving SNAP and are not employment-ready will be assigned to this component where services are available.

### Level of participant effort

The number of hours a participant is required to participate in any one month is based on need.

### Organizational responsibilities

Service providers in Virginia's Re-entry Program will administer this component. Participant progress will be monitored by the service providers and the local case manager.

### Per participant cost of reimbursement

It is estimated that 150 participants will receive an average of \$50 per participant per month (up to six months) in transportation assistance ( $150 \times \$50 \times 6 = \$45,000$ ). 200 participants will receive an average of \$75.00 for additional supportive services (\$15,000). It is estimated that 39 participants will incur \$325 in temporary child care costs (\$12,675).

Total: \$72,675

Total cost of the component and cost per participant

An estimated \$600,000 (\$527,325 in administration and \$72,675 in reimbursement) will be expended on ex-offenders in this component. The average cost per participant will be approximately \$2,000.

**7. Job Retention**

The costs associated with this service will be primarily used for administration and supportive services. If training or education is indicated, this will come out of the existing training and education components. It is estimated that 200 participants will take advantage of this service. Of the 200 participants, it is estimated that 125 will be ABAWDs and 75 non-ABAWDs.

Per participant cost of reimbursement

It is estimated that 130 participants will receive \$50 per individual per month in transportation not to exceed 3 months (90 days) (130 x \$50 x 3 months = \$19,500). An estimated 80 participants will be provided additional supportive services for the cost of (\$3,300) or \$41.25 each. An estimated 20 participants will incur temporary child care costs of \$325 (\$6,500).

Total: \$29,300

Total cost of the component and cost per participant

It is estimated that \$137,778 (\$108,478 in administration and \$29,300 in reimbursements) will be expended on job retention. The average cost per participant will be \$688.89.

**8. Community College Vocational Training Project**

The Commonwealth has agreements with three community colleges to offer employment assistance to SNAP E&T participants. Two of the three colleges have agreements with local businesses and industries to train SNAP E&T participants who have demonstrated aptitude in these fields for job openings. Once training has been completed, the participant is interviewed by the business, and is usually hired. Most continue to be employed one year after starting work. The third college does not have partnerships with specific employers, but trains SNAP E&T participants for employment in demand occupations in the area. Approximately 81 E&T participants can obtain vocational training leading to employment. It is estimated that 50 of the 81 participants will be ABAWDs with 31 non-ABAWDs.

Per participant cost of reimbursement

It is estimated that 58 participants will receive an average of \$50 per individual per month in transportation assistance not to exceed 3 months (58 x \$50 x 3 months =

\$8,700). An estimated 50 participants will be provided additional supportive services for the cost of \$3,350 or \$67 each.

Total: \$12,050

Total cost of the component and cost per participant

An estimated \$256,500 (\$244,450 in contractual/purchase services and \$12,050 in reimbursement) will be expended on the project. The average cost will be \$3,166.67.

**9. Other Activities**

In order to best meet recipient and local social service department needs and promote creative program design, localities will be given authority to establish additional activities to those already specified in this plan. Such programs shall be described in local employment plans and shall conform with the federal requirement that they be designed to move individuals to self-sufficiency. Plans specifying such alternative activities will be available for USDA review. Virginia will report such activity information as required.

**C. Geographic Coverage**

Virginia operates the SNAP E&T Program in 25 localities served by 22 local departments of social services. The localities are: Arlington County; Brunswick County; Fairfax County; Henry County/Martinsville City; King and Queen County; Pittsylvania County; Prince William County; Roanoke County; Rockbridge County/Lexington/Buena Vista; Surry County; Tazewell County, Alexandria City; Bristol City; Chesapeake City; Danville City; Hampton City; Newport News City; Norfolk City; Portsmouth City; Richmond City; Roanoke City; and Virginia Beach City.

**PART II PROGRAM PARTICIPATION AND EXEMPTIONS**

**A. Work Registrant Population**

**1. Number of Work Registrants**

- a. Number of work registrants receiving SNAP expected to be in the state as of October 1, 2016:

**188,000**

- b. Anticipated number of new work registrants to be added between October 1, 2014 and September 30, 2016:

**132,000**

- c. Total number of work registrants in the state between October 1, 2015 and September 30, 2016:

**320,000**

## **2. Unduplicated Work Registration Count**

The estimated number of work registrants is based on an unduplicated work registrant count provided from data input into the Application Benefit Delivery Project (ADAPT) by the eligibility worker when the client's status for SNAP E&T is determined.

## **3. Characteristics of Work Registrants**

Data can be extracted from the system through the data warehouse initiative. Local agencies determine the characteristics of the work registrants in their respective localities in order to develop their local plan of operation. These plans are provided to the state.

### **B. Exemption Guidelines**

#### **1. Exemption Criteria Justification**

- a. Categorical Exemptions – Geographic  
All of the work registration population will be exempt from mandatory participation in SNAP E&T and services will be offered on a voluntary basis; however, they will not be exempt from the work requirement.

- b. Individual and Personal Exemptions  
See Table 1.
- c. Number of Work Registrants Exempt from the SNAP E&T Program  
See Table 1.
- d. Planned SNAP E&T Program Participation  
See Table 2.
- e. ABAWD Information  
See Tables 1 and 2.

## **PART III PROGRAM COORDINATION**

### **A. Program Coordination**

#### **1. Narrative Coordination Statement**

The linkage between the SNAP eligibility functions and the SNAP E&T functions is as follows:

At every application, reapplication, and recertification for SNAP, the eligibility unit/worker will screen each individual to determine if (s) he is subject to the time limit and work registration provisions of federal regulations. The eligibility worker will provide information on the SNAP E&T program to all SNAP participants and refer all SNAP participants not exempt from work registration and any others who might wish to volunteer to the SNAP E&T program.

SNAP E&T case managers will receive these referrals through the ESPAS system's Queue. Contact will be made with the potential participant. If a SNAP participant volunteers for the SNAP E&T Program, the SNAP E&T case manager or service provider will monitor the participant's compliance with the component requirements. Every attempt will be made to facilitate participants' compliance. In the event of non-compliance, the SNAP E&T case manager will:

- Request an explanation of why the participant did not carry out the specific program requirement;
- Explain to the participant what must be done in order to comply with the program requirement and the date by which he/she has to respond;
- Provide the phone number and name of the SNAP E&T case manager to contact; and
- Explain the consequence of non-compliance (termination from the program).

Participants who fail to comply with work requirements have five working days from the date the request to comply is mailed to contact the SNAP E&T case manager or service provider. The participant, during this time period, can respond by providing evidence of good cause for not complying with the requirement or the participant can actually comply with the component assignment.

Should the participant not respond within the required time period, the SNAP E&T participant will be terminated from the SNAP E&T program.

## **2. Information Coordination**

At the state and local levels, eligibility and SNAP E&T Program staff work together in a number of ways to attempt to improve coordination and information flow. Examples of these cooperative efforts include:

- a. State level
  - Joint meetings are held to develop guidelines and procedures and to resolve issues;
  - Guidelines and procedures are exchanged while in draft form to allow comments and revisions;
  - Forms are jointly designed; and
  - Information releases to locality staff are made jointly when possible.

b. Local level

- Joint meetings are held to familiarize staff with the guidelines of their counterparts, to resolve specific guidance issues, and to facilitate coordination within the agency;
- Local staff participate in joint training; and
- Partner agencies report client activity to local departments of social services including any instance when clients are not meeting their component requirements.

### **3. Coordination Time Frames**

The eligibility worker will notify the SNAP E&T case manager or service provider of a participant's work registration within five days of approval of an application/reapplication or recertification for SNAP benefits.

The SNAP E&T case manager or service provider will conduct screening for barriers to employability and assess employment and training needs within 30 calendar days of receipt of notification of the participant's referral to SNAP E&T and the participant's desire to volunteer for the SNAP E&T program.

When the SNAP E&T case manager or service provider determines that non-compliance has occurred, the individual will be given five working days to contact the SNAP E&T case manager or service provider to provide evidence of good cause for not complying or to actually comply. If evidence of good cause is not shown, and the participant makes no effort to comply, the SNAP E&T case manager or service provider will notify the eligibility worker that the SNAP E&T case has been terminated.

#### **A. Interagency Coordination**

Interagency coordination occurs at the state and local levels. All SNAP E&T service providers coordinate their operations with the employment services component of the TANF Program. In addition, local operations have linkages with WIBs, One-Stop Centers, Rehabilitative Services and other agencies or programs, as appropriate. The methods of coordination are dependent upon the needs of the participant and the services available in the localities, including, but not limited to interagency agreements, memorandums of understanding and contracts for provisions of services.

(See Table 3, Summary of Interagency Coordination)

### **C. Contractual Arrangements**

The VDSS and local agencies will enter into contractual partnerships with organizations that provide workforce services. Procurement of services will conform to existing state and local procurement laws and regulations.

#### **VDSS contracts or Memorandums of Agreement:**

- 1) NICCE, LLC-Blackstone, VA-serving the entire SNAP E&T community per e-learning.
  - a. Amount of the contract-\$291,075
  - b. Basis for charging costs to the contract-monthly invoices based on scope of work; administration, assessments, adult education and training, etc.
  - c. Number of clients expected to be served-numbers included in the education component vary per month; however, 400 are expected to use the e-learning component during the year.
  
- 2) Dept. of Criminal Justice Services (Richmond) through its PAPIS Organizations to serve statewide
  - a. Amount of the contract-not to exceed \$600,000
  - b. Basis for charging costs to the contract-services provided to SNAP participants
  - c. Number of clients expected to be served-300
  
- 3) Tidewater Community College, Danville Community College and Patrick Henry Community College
  - a. Amount of the Memorandum of Agreement-not to exceed \$244,450
  - b. Basis for charging costs to the contract-services provided to SNAP participants
  - c. Number of clients expected to be served-81
  
- 4) Richmond City Department of Economic Development (Center for Workforce Innovation)
  - a. Amount of the Memorandum of Agreement-not to exceed \$106,970
  - b. Basis for charging costs to the contract-services provided to SNAP participants
  - c. Number of clients expected to be served-up to 200
  
- 5) Charlottesville City Office of Economic Development
  - a. Amount of the Memorandum of Agreement-not to exceed \$22,500
  - b. Basis for charging costs to the contract-approved services to be provided to SNAP participants
  - c. Number of clients expected to be served-up to 9



**Local departments of social services contracts as of 10/1/13:** New contract information to be received in SNAP E&T 2016 local plans to become effective on 10/1/16.

- 1) Danville-City of Danville-Transportation; Danville Community College-Career Readiness Certificate
  - d. Number varies each month
  - e. Based on number of funds available
  
- 2) Danville-GemStone Professional Services-Job Readiness Training
  - a. Number varies each month
  - b. Based on number of users and funds available
  
- 3) King and Queen County-Workforce Development Center-Job Readiness; Mid-Peninsula R.A.C.E-GED classes; and Rappahannock Community College-Career Readiness
  - a. Number varies each month
  - b. No cost
  
- 4) Martinsville/Henry-Patrick Henry Community College-Job Readiness, Vocational Training, Internships, Work Experience
  - a. Fixed fee
  - b. \$780.00 per client
  - c. Planned entered employment- 6
  
- 5) Newport News-GENEX Services-Job Readiness Training Services; WIA-Full Range of Employment Services
  - a. Fixed amount for contract with GENEX
  - b. 6 job placements expected
  
- 6) Norfolk-Tidewater Community College-Vocational Education
  - a. Fixed amount for contract
  - b. 8 per year with an 80 percent placement rate
  
- 7) Norfolk-Avatar-Job Skills Training
  - a. Cost varies
  - b. 6 participants per year
  - c. Placement included
  
- 8) Pittsylvania County-Pittsylvania County Community Action Agency-Job Readiness
  - a. Fixed cost for 10 students
  - b. Additional cost for each over 10

- 9) Roanoke County-Goodwill of the Valley-Case Management
  - a. Fixed contract
  - b. 125 served each year
  - c. Job Placement-45
  
- 10) Roanoke County-TAP-Virginia Cares (Ex-Offender Services)
  
- 11) Surry County-Job Corps-GED, Career and Training
  - a. No cost
  - b. 5 per year
  
- 12) Surry County-BP Gasoline-Transportation
  - a. 75 per year
  - b. Set cost per participant
  
- 13) Surry County-Step-Up, Inc.-Ex-offender services
  - a. No cost to the agency
  - b. 18 served per year
  
- 14) Surry County-Surry County Extension Office
  - a. Basic Computer Skills
  - b. No cost
  - c. 10 served each year
  
- 15) Tazewell County-Clinch Valley Community Action-Job Readiness
  - a. Fixed price
  - b. 70 served per year
  - c. Job placement-15

## **PART IV PROGRAM COSTS AND FINANCIAL MANAGEMENT**

### **A. Planned Costs of the State SNAP E&T Program**

#### **1. Operating Budget**

For FFY 2016, a total state administration expenditure of **\$5,159,261.00** is projected. See Table 4.

#### **2. Sources of SNAP E&T Funds**

See Table 5.

### **3. Justification of Education Costs**

Virginia does not supplant state education costs from the state to the federal government. The state SNAP E&T guidelines state that program funds to support educational activities will only be used when such services cannot be secured within the community at no cost. Only costs attributed to education after enrollment in SNAP E&T are considered for payment. The costs attributable to the educational component are mainly those associated with SNAP E&T staff time involved in referring participants to educational programs in the community and tracking their progress in these programs.

### **B. Contracts**

The Virginia Department of Social Services does not at this time have contractual partnerships with non-profit employment services providers. However, VDSS does have a contract with NICCE, LLC, a small, woman-owned for-profit company; a Memorandum of Agreement (MOA) with VDCJS to offer services to SNAP E&T participants; and a MOA with the Richmond City Department of Economic Development and Charlottesville City Department of Economic Development to supplement training and funding for SNAP E&T and SNAP participants by using local funds. NICCE is providing e-learning through its Adult Career Education (VAace) project. VDCJS, through its re-entry program, is offering all aspects of services to ex-offenders, as explained under “Abstract of the State’s SNAP E&T Program” who are SNAP E&T participants. The service providers will be responsible for all component content, while the local departments of social services will provide local oversight and case management services. In addition, through a MOA, we have developed a partnership with three community colleges to provide vocational training services to SNAP E&T participants. These contracts will expire when the recently awarded Pilot Program to Reduce Dependency and Increase Work Requirements and Work Effort under SNAP is implemented, as these three colleges are a part of the Pilot. Pilot achievements will not be reported with the regular SNAP E&T.

(See Part III. C., Contractual Agreements, for additional information)

### **C. Participant Reimbursement**

In the Virginia SNAP E&T Program, localities and their contractual partners are responsible for assessing the participant’s need for child care, arranging for the provision of child care and reimbursement of the child care provider. The type of child care provided for participants will usually fall into one of the three following types: in-home child care, family child care or child care center. The in-home child care involves utilizing a provider who is responsible for the

supervision and care of a child in the child's own home. This type of child care does not include family members. The family child care involves the use of an individual who is responsible for the supervision or care of children in the provider's home. A child care center is a facility operated for the purpose of providing care, protection and guidance to a group of children separated from their parents during a part of the day.

In Virginia's system, the localities pay the child care provider for services provided. The service worker will negotiate, in advance, with the provider and parents the type of service to be provided and the rate of payment. Costs are based on \$325.00 in temporary child care costs per participant needing the service, as funds are limited.

The referral process to the child care service provider operates as follows. The participant chooses a child care provider from an approved list made available by the service worker. If the participant chooses a provider who is not on the list, the service worker will help the provider to obtain state and/or local approval. The parents and provider then sign a Child Care Information and Agreement form which details the type of child care arrangement agreed upon. The service worker is responsible for tracking the children's participation in the child care center.

As with child care, the local agency is responsible for verifying the need for other dependent care and for paying the dependent care provider. Unlike child care, the participant is responsible for all arrangements, though the agency can provide assistance if needed.

### **1. Method of Reimbursement**

For transportation, service providers are paid directly or participants are provided with vouchers for transportation assistance. Participants are not required to incur out-of-pocket transportation expenses. For child care, reimbursement for actual expenses, up to the market rate, will be made to the service provider, not the participant.

### **2. Procedure for Reimbursement**

The SNAP E&T Program pays the child care provider for actual expenses incurred up to the market rate. Other non-child care providers of dependent care are reimbursed for actual expenses. Under the current system, the localities send a purchase order for services to the dependent care provider that specifies the name of the dependent, rate of pay and period of time for which the dependent care provider will be paid. The dependent care provider then submits an invoice at least monthly that specifies the amount of dependent care service provided. The locality then reviews the invoice to determine if it is accurate, meets the specifications of the purchase order and does not exceed the market rate.

For transportation, service providers are paid directly or participants are provided with vouchers for transportation assistance. The average reimbursement is \$50.00 per month per participant in need. Participants are not required to incur out-of-pocket transportation expenses. For child care, reimbursement for actual expenses, up to the market rate, will be made to the service provider, not the participant. Expenditures for both transportation and child care are reported by the local agency to the Locality Automated System for Expenditure Reimbursement (LASER), a system that tracks local agency expenditures and provides reimbursements to the local agency.

#### **D. Cost Allocation**

At the local level, the time spent on SNAP E&T is captured using the Random Moment Sampling process and administrative costs are charged accordingly. Many localities have a dedicated SNAP E&T case manager or service provider who is not administering other programs. SNAP, including SNAP E&T, are included in the state's cost allocation plan. The cost allocation plan is submitted to and approved by the United States Department of Health and Human Services, our federal cognizant agency.

### **PART V PROGRAM REPORTING AND MANAGEMENT INFORMATION**

#### **A. Method for Obtaining Initial Count of Work Registrants**

An initial count of work registrants will include work registrants on-board as of October 1 and those added through October 31 as required by federal regulations. An automated report showing the numbers of work registrants on-board as of October 1 is produced, as previously noted, using the ADAPT system. An automated report is generated to count those added between October 1 and October 31 and each month thereafter.

#### **B. Method for Ensuring an Unduplicated Work Registrant Count**

In all agencies, the cases are "flagged" on October 1 so that even if those individuals register again during the fiscal year, they will not be counted as new work registrants more than once. Notation is made in the case record at the time an individual first becomes a new registrant for a program year. At the end of any subsequent registration, the individual's earlier status is noted and the individual is then counted separately as an SNAP E&T re-entrant. These individuals are not included in the counts relating to new work registrants or SNAP E&T participants.

## C. Methods for Meeting On-Going Federal Reporting Requirements

### 1. Management Information System (MIS) Method

#### a. Type of MIS

SNAP application and eligibility data is maintained in ADAPT. SNAP E&T case data is now part of the automated system (ESPAS) that is used to capture information on the Virginia Initiative for Employment not Welfare (VIEW), the employment part of TANF. The system is available for case management and reporting for the SNAP E&T Program. All required program reports (monthly and quarterly) have been produced using this system beginning with the 2008 4<sup>th</sup> quarter.

Local financial reporting continues to be automated through LASER.

#### b. Local reporting requirements

##### (I) Non-financial:

- (a) SNAP E&T participants newly registered and re-registrants;
- (b) Assessments-Pre-Assessments, Initial Assessments and Reassessments;
- (c) Referred, not assessed;
- (d) Pending and Inactive Status;
- (e) SNAP E&T participants who volunteer for and commence participation in an approved component, broken out by type of component begun; and
- (f) Entered employment.

The information obtained from the monthly reports produced in the Data Warehouse and from other data available in the Data Warehouse is used to complete the FNS-583.

##### (ii) Financial:

- (a) Local agencies are required to maintain financial reports on total local expenditures and submit reimbursement requests for total expenditures by category;
- (b) Participant reimbursement will be reported for each client with the federal, state and local shares of the costs identified. State office staff will monitor total SNAP E&T expenditures on a monthly basis; and
- (c) Cost information for ABAWDs and non-ABAWDs will be distinguished separately as appropriate.

The Division of Finance completes the FNS-269 report utilizing expenditure data from LASER.

## **2. Organizational Responsibility for SNAP E&T Reporting**

### **Non-Financial**

Faye Palmer

Manager, Workforce Development

Virginia Department of Social Services

Division of Benefit Programs

801 East Main Street, 9<sup>th</sup> Floor

Richmond, VA 23219-3301

(804) 726-7938

### **Financial**

My Lushao, Grant Accountant

Virginia Department of Social Services

Division of Finance

801 East Main Street, 14<sup>th</sup> Floor

Richmond, VA 23219-3301

(804) 726-7280





**TABLE 1**

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**ESTIMATED PARTICIPANT LEVELS FOR FISCAL YEAR 2016**

**A.** Anticipated number of work registrants in Virginia during the fiscal year.

**320,000**

**B.** Planned exemption categories and the number of work registrants expected to be included in each are based on the latest available numbers before Virginia applied for a full state waiver.

a. Individuals 17 years of age and younger or 50 years of age or older:  
1,941

b. Individuals who, at the time of evaluation, are medically certified as unfit for regular employment, as determined by VDSS:  
31,194

c. Individuals who reside in a household with a minor child:  
218,280

d. Pregnant Women:  
4,248

e. Individuals who reside in an exempt locality:  
5,680

\* All work registrants will be exempt from being a mandatory SNAP E&T participant, as Virginia's SNAP E&T program is *voluntary*.

**TOTAL EXEMPTIONS**

**C.** Percent of all work registrants exempt from SNAP E&T 82%

<b>D.</b>	Number of SNAP E&T mandatory participants (voluntary)	0
<b>E.</b>	Anticipated number of ABAWDs in Virginia during the fiscal year	58,657
<b>F.</b>	Anticipated number of ABAWDs residing in waived areas of Virginia during the fiscal year	12,164
<b>G.</b>	Anticipated number of <i>case-month exemptions</i> under the State's 15% exemption allowance during the fiscal year	0
<b>H.</b>	Number of at-risk ABAWDs expected in Virginia	46,493

**TABLE 2**

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**ESTIMATED SNAP E&T PLACEMENTS**

**FISCAL YEAR 2016**

<b>1</b>	Number of ABAWD applicants and recipients expected to participate in a qualifying ABAWD component each month	<b>150</b>
<b>2</b>	Number of all other applicants and recipients (including ABAWDs involved in non-qualifying activities) expected to participate in a component each month.	<b>400</b>
<b>3</b>	Total number of applicants and recipients VDSS expects to participate in a component each month during the fiscal year.	<b>550</b>

**ESTIMATED INDIVIDUAL PARTICIPATION**

**FISCAL YEAR 2016**

Unduplicated Number of individuals expected to participate in the SNAP E&T

Program during the fiscal year: **3,500**

**TABLE 3**

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**SUMMARY OF INTERAGENCY COORDINATION FOR THE SNAP E&T PROGRAM IN FISCAL YEAR 2016**

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<b>Areas of Coordination</b>	<b>Agencies Involved</b>	<b>Number of SNAP E&amp;T Placements Expected</b>	<b>Methods of Coordination</b>
<b>1. Delivers a SNAP E&amp;T component:</b>	SNAP E&T service provider(s)  Local Depart. of Social Services; Community Colleges;  DCJS;  Non-Profits and For-Profits	6,000	Contractual  (MOA and MOU)
<b>2. The SNAP E&amp;T Program delivers a service for another agency or program:</b>	N/A		
<b>3. Joint component of the SNAP E&amp;T</b>	Refugee Resettlement Organizations		

Program and another agency or program:	Through VDSS Newcomer Services		100	(MOU)
<b>4.</b> Referral of individuals from the SNAP E&T Program to another program or agency:	VA Dept. for Aging and Rehabilitative Services VA Employment Commission		750	Referral (MOU)
<b>5.</b> Other forms of coordination	N/A			

**TABLE 4**

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**OPERATING BUDGET – FISCAL YEAR 2016**

Components	State Agency Costs			Participant Reimbursement (State plus Federal)		State Agency Cost for Dependent Care Services	Total
	Salary & Benefits	Other Costs	Contractual Costs	Dependent Care	Transportation/ Other		
Job Search	2,240,521.00			\$42,250.00	\$150,000.00		\$2,432,771.00
Community Work Experience	\$73,193.00	\$6,250*		\$10,075.00	\$52,400.00		\$141,918.00
Education	\$251,653.00		\$291,075.00	\$9,750.00	\$60,800.00		\$613,278.00
Vocational Training	\$232,441.00		\$284,740.00	\$5,525.00	\$27,850.00		\$550,556.00
Basic Employment Skills Training	\$291,635.00		\$50,000.00	10,725.00	\$74,100.00		\$426,460.00
SNAP E&T for ex- offenders	N/A		\$527,325.00	\$12,675.00	\$60,000.00		\$600,000.00
Job Retention Services	\$108,478.00			\$6,500.00	\$22,800.00		\$137,778.00
Community College Vocational Training Project	N/A		\$244,450.00	N/A	12,050.00		\$256,500.00
<b>Total Component Costs</b>							

	<b>\$5,159,261.00</b>
<b>Total State SNAP E&amp;T Costs</b>	<b>\$5,159,261.00</b>

\* Cost of Workers' Compensation Insurance (\$50 per participant)

**Table 5**

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**PLANNED FISCAL YEAR COSTS OF THE STATE SNAP E&T PROGRAM BY CATEGORY OF FUNDING**

**FISCAL YEAR 2016**

Funding Category	Approved FY 2016 Budget	Fiscal Year 2016
<b>1. 100 Percent Federal SNAP E&amp;T Grant</b>		<b>\$2,116,431.00</b>
<b>2. Share of \$20 Million ABAWD Grant</b>		
<b>3. Additional SNAP E&amp;T Administrative Expenditures</b>		<b>\$2,485,330.00</b>
50% Federal		\$1,242,665.00
50% State		\$1,242,665.00
<b>4. Participant Expenses:</b>		
<b>a. Transportation/Other</b>		<b>460,000.00</b>
50% Federal		230,000.00
50% State		230,000.00

<b>b. Dependent Care</b>		<b>97,500.00</b>
<b>50% Federal</b>		48,750.00
<b>50% State</b>		48,750.00
<b>5. Total SNAP E&amp;T Program Costs</b>		<b>\$5,159,261.00</b>
<b>6. 100% State Agency Cost for Dependent Care</b>		-----
<b>7. Total Planned Fiscal Year Costs (Must agree with Table 4—Operating Budget)</b>		<b>\$5,159,261.00</b>



## TRADE ADJUSTMENT ASSISTANCE

***The Trade Adjustment Assistance (TAA) program is a Federal program that offers a variety of benefits and services to workers whose employment has been adversely impacted by foreign trade. Through a number of benefits and services, the TAA program provides trade-affected workers with opportunities to obtain the support, resources, skills, and credentials they need to return to the workforce in a good job. These include employment and case management services, training, job search allowances, relocation allowances, reemployment and alternative TAA wage subsidies for older workers, and income support in the form of Trade Readjustment Allowances (TRA).***

***(a) The TAA program is a required partner in the one-stop delivery system, established under section 121 of the Workforce Innovation and Opportunity Act (WIOA). Therefore, given that the TAA program is part of the broader workforce system and a key goal for the TAA program is to ensure that trade-affected workers are able to successfully return to work, ETA strongly encourages States to integrate their TAA program activities in concert with other workforce system core and partner programs that may also address the needs of trade-affected workers. WIOA Sec. 103(3)(A)(B). Consistent with the Governor-Secretary Agreement, the States agree to use funds obligated under the TAA Annual Cooperative Financial Agreement (CFA), to carry out the TAA program, including: 1) ensuring integration of the TAA program into its one-stop delivery system; 2) using the centers in this system or network as the main point of participant intake and delivery of TAA program benefits and services; and 3) ensuring the terms of the Memoranda of Understanding (MOU) with the Local Workforce Investment Boards, as established under WIOA section 121(c) will apply to the assistance provided by other one-stop partners to TAA participants. (Trade Act Sec. 239 (a) as amended by WIOA section 512 (hh))***

***Describe the State's process for operating the TAA program that ensures coordination and integration with WIOA core and partner programs. Provide examples, if available, of how the co-location of Wagner-Peyser in one-stop centers and the addition of Temporary Assistance for Needy Families (TANF), have improved access to these services for trade-affected workers.***

The Virginia Employment Commission (VEC) administers the Trade Adjustment Assistance (TAA) program, in accordance with the Governor-Agreement; TAA Annual Cooperative Financial Agreement (CFA) and the Unemployment Insurance (UI) Annual Funding Agreement.

In addition to the TAA program, the VEC administers the Unemployment Insurance (UI) Program and Wagner-Peyser/Employment Services.

When the United States Department of Labor (USDOL), Office of Trade Adjustment Assistance (OTAA) notifies the VEC that a layoff has been certified for TAA, the VEC holds orientation meetings for potentially eligible Trade Affected Workers (TAWs) informing them of their Benefits Rights. The orientation meetings are coordinated and functionally aligned with WIOA, UI, and Wagner-Peyser/Employment Services staff to establish dual customer enrollment in Title I and TAA programs and to ensure coordination of service delivery across all programs.

The goal of TAA is to assist TAWs in becoming reemployed in suitable employment as quickly as possible. The definition of "suitable employment" is work substantially equal to or at a higher skill level than the worker's past adversely affected employment, and wages for such worker are not less than 80 percent of worker's previous average weekly wage.

The services provided under the TAA program are:

- a. Employment and Case Management;
- b. Training if there is no suitable employment;
- c. Trade Readjustment Allowances (TRA);
- d. Job Search Allowances;
- e. Relocation Allowances;
- f. Health Coverage Tax Credit (HCTC);
- g. Reemployment Trade Adjustment Assistance (RTAA); and
- h. Referrals to partner agencies as appropriate

TAWs receive appointments for an in-depth comprehensive interview with the WIOA case manager at the completion of the orientation meeting. The in-depth comprehensive interview consists of:

- a. TAW registration in the Virginia Workforce Connection;
- b. Employment History Review/documentation of current skill sets matched against current Labor Market Information/Resume Prep;
- c. Review of the transferability of the current skill sets to the current labor market;
- d. Review of educational background/levels; and
- e. Assessment testing/ aptitudes and interest inventories.

The WIOA initial comprehensive assessment determines what benefits and services would be appropriate for the TAW. The case manager reviews the TAWs skills in conjunction with local labor market information to determine high-demand suitable jobs in their area. If a TAW needs to update skills or learn new skills to improve his or her employment prospects, the case manager researches suitable training programs and, in collaboration with the TAW, develops a formal written recommendation from the case manager to the TAA program. The TAA caseworker reviews the recommendation and documentation in-person with the TAW to ensure that the recommendation meets the six (6) criteria as set forth under 617.22. For individuals who need intensive employment services, the VEC Wagner-Peyser staff provides TAA case management to help the customer prepare for and obtain suitable reemployment as quickly as possible. If the TAW has significant barriers to employment, staff makes referrals to the Department of Education, Department for Aging and Rehabilitative Services and other partner agencies for appropriate services to ensure a positive outcome.

To build a more effective partnership for the TAA program, on February 14, 2007 the Governor's Office released VWN Directive 07-01; Co-Enrollment of Eligible Individuals, followed by statewide training of WIOA and TAA staff. The Trade Program will continue to provide ongoing training ensure that all partners are well-versed in the most current TAA legislation and programs.

On July 12, 2012, the Virginia TAA program released a policy directive statewide to increase outreach to individuals who did not attend the Trade orientation meeting. Staff match layoff lists with the list of individuals who attended the orientation meeting. Those who may be eligible for benefits but who did not attend the orientation meter are notified a second time to visit the One-Stop to file for TAA benefits and services.

***(b) States must develop and manage resources (including electronic case management systems) to integrate data, including co-enrollment data, provided through different agencies administering benefits and services to trade-affected workers in order to ensure consistent***

***program administration and fiscal integrity, as well as reliable fiscal and performance reporting. (WIOA section 103(b)(3))***  
***Describe how the State will use TAA funding for infrastructure, other shared costs, and the promotion of the development of integrated intake, case management and reporting systems.***

The Virginia Workforce Connection (VWC) Virtual One-Stop system collects, integrates and documents data from multiple workforce development partners including; WIOA, Wagner-Peyser, Veterans, and TAA. TAA case managers are required to record all services within the VWC so that partner agencies have access to information on programs, services, dates and associated case notes.

All partner agencies can see when the participant is being served by partner programs and that information is used to coordinate re-employment planning and service delivery.

The VWC system collects information that is universal to all of these programs, including but not limited to:

- Customer demographics;
- Veteran information;
- Migrant worker information;
- Employment status;
- Disability;
- Older worker;
- Low income;
- Public Assistance;
- Needs and barriers; and
- Program participation, services, training, credential, and program exit outcomes.

The VWC system interfaces with Virginia Automated Benefits System (VABS) -- the system for the Unemployment Insurance Benefits program -- by pulling from VABS individuals who have filed trade claims into the VWC system so that the individuals are provided appropriate services. The VABS/VWC interface also tracks training payments for TAWs to facilitate the VEC's program reporting. The VWC system ensures consistent program administration and fiscal integrity, as well as reliable fiscal and performance reporting. TAA and its funding has driven many VWC system modification and upgrades meant to accommodate program integration, including common terminology and definition of services and categories. TAA support is critical to shaping a coordinated data reporting system, so that Rapid Response services to TAA participants are accurately reported by the Dislocated Worker program, and credentials are reported to evaluate how various programs support the state's job-driven strategies.

The TAA program uses the VWC Document Management Module (VDMM) to upload images and manage documents attached to a TAW's file. The module facilitates quicker delivery of seamless services by allowing partners to access documents and other information related to service and planning for TAWs. The Document Management Module provides the following capabilities:

- Attach electronic documents and correspondence;
- Group related documents such as claims and verification documents;
- Attach documents to specific locations in case management workflow;
- Attach documents to a new or existing case record;
- Store multiple versions of documents;
- Attach supporting documents for eligibility or other reviews;
- Edit, redact, and manipulate documents;

- Share associated documentation with other authorized staff and stakeholders; and
- Conduct eligibility and other monitoring reviews remotely.

***(c) Except for States covered by the regulatory exemption 20 CFR 618.890 (c) or to perform non-inherently governmental functions, States must engage only State government personnel to perform TAA-funded functions undertaken to carry out the TAA program, and must apply to such personnel the standards for a merit system of personnel administration applicable to personnel covered under 5 CFR part 900, subpart F. (20 CFR 618.890)***

***Describe how TAA program-funded benefits and services are approved by merit-staffed employees in accordance with 20 CFR 618.890.***

In accordance with 20 CFR 618.890 all TAW's are seen by Virginia Employment Commission (VEC) merit staff and determinations and approvals for the TAA program are issued by VEC merit staff. Merit staff use each TAW's Individualized Employment Plan (IEP), and determine the most appropriate route for the TAW's job search or training. If a TAW has been identified with significant barriers to employment referrals to one of the partners for assistance is issued by VEC merit staff.

**Trade Adjustment Assistance (TAA) Program Assurances**

The Trade Adjustment Assistance (TAA) program is a Required Partner in the one-stop system, established under section 121 of the Workforce Innovation and Opportunity Act (WIOA). However, to receive TAA program funds, States must adhere to the signed Governor-Secretary Agreement, in addition to the terms and conditions provided in the Trade Adjustment Assistance (TAA) Annual Cooperative Financial Agreement (CFA) and the Unemployment Insurance (UI) Annual Funding Agreement, executed each fiscal year between the State and ETA.

The CFA, which is incorporated by reference into the Governor-Secretary Agreement, explains program requirements, limitations on the use of funds, assurances and other important grant provisions that States must follow to receive TAA program funding for Training and Other Activities (which includes training, employment and case management services, and allowances for job search and relocation and State administration of these benefits and services).

At the beginning of each fiscal year, ETA provides each Cooperating State Agency (CSA) with a CFA for that year, which the CSA is required to execute and submit to ETA's Office of Grants Management. The Unemployment Insurance (UI) Annual Funding Agreement is the mechanism for funding the State administration of TRA and older worker wage subsidies through the State agency that administers the unemployment insurance laws for the State.

**Trade Adjustment Assistance (TAA) Program Assurances**

The State Plan must include assurances that:	
1.	On an annual basis, the CSA will execute TAA Cooperative Financial Agreements and UI Funding Agreements for each fiscal year during the four-year State planning cycle.

**JOBS FOR VETERANS STATE GRANT  
PROGRAM PLAN NARRATIVE**

- A. Services to Veterans and Eligible Persons under the JVSG**
- B. Jobs for Veterans State Grant (JVSG) Staff Duties**
  - a. Disabled Veteran Outreach Program (DVOP) Specialists**
  - b. Local Veteran Employment Representative (LVER) Staff**
- C. Integration of JVSG Staff in to Service Delivery System**
- D. Incentive Award Program**
- E. Population of Veterans to be served by JVSG Staff**
- F. Priority of Service**
- G. Services to Veterans by DVOP and Partner Staff**
- H. JVSG Staff Information**

The Virginia Employment Commission (VEC) is providing the following information as a part of its Combined State Plan for the Jobs for Veterans State Grant Program. In submitting this supplemental data, the VEC affirms its commitment to abide by the provisions of the Jobs for Veterans Act, Title 38, Chapters 41 and 42, as amended, Title 20, CFR, Chapter IX, Part 1001 and 1010 et. Seq.; Title 20 CFR, Chapter V, Parts 658-667, and any future special USDOL policies and federal directives.

The Jobs for Veterans' State Grants (JVSG) is a mandatory, formula-based staffing grant. The JVSG is funded annually in accordance with a funding formula defined in the statute (38 U.S.C. 4102A (c) (2) (B) and regulation and operates on a fiscal year (not program year) basis. However, performance metrics are collected and reported (VETS-200 Series Reports) quarterly (using four "rolling quarters") on a Program Year basis (as with the ETA-9002 Series). In accordance with 38 U.S.C. § 4102A(b)(5) and § 4102A(c), the Assistant Secretary for Veterans' Employment and Training (ASVET) makes grant funds available for use in each State to support Disabled Veterans' Outreach Program (DVOP) specialists and Local Veterans' Employment Representatives (LVER) staff.

**A. Services to Veterans and Eligible Persons under the JVSG**

JVSG staff members provide services to eligible Veterans according to each veteran's needs and Significant Barrier to Employment (SBE), and the roles and responsibilities of the JVSG staff member. DVOP specialists and LVERs are fully integrated into the workforce development network. The duties of these staff members are described in the next section.

DVOP Specialists and LVERs work in One Stop offices throughout the state or with other partner agencies. One staff member is designated as the State Veteran Program Manager and one DVOP is currently assigned as an Intensive Service Coordinator (ISC) and is located in Wytheville office. Currently, the DVOPs and LVERs report to the office managers in their respective regions. Managers report to the one of three regional directors. The VEC is currently pursuing an approved waiver from DOL VETS and the VEC to use LVERs as Veteran Program Coordinators (Lead LVERs) for the

JVSG Program. These LVERs would provide direct supervisory and administrative oversight for the DVOP staff in their assigned areas of operation and would also perform their traditional role within their assigned geographic area 70% of the time. The remaining time would be spent performing supervisory functions for DVOP staff, thus ensuring that each staff member is performing according to expectations and increasing the integration and accountability of JVSG staff as a partner within the current workforce model.

The VEC recently conducted an analysis of the veteran population in each local workforce investment area (LWIA) to establish an equitable distribution of DVOP Specialists. Official workplaces and areas of responsibility will be adjusted in accordance with the results of that analysis. The VEC will review the distribution annually in conjunction with the Annual Funding Modification process and adjust domicile locations as necessary based on population shifts. In addition to DVOP Specialists, each One-Stop will have trained case managers and business services teams. DVOP specialists coordinate closely with these One Stop Center staff members when providing intensive services to veterans with a SBE. DVOP Specialists provide advice and guidance as needed to One Stop Center staff that are providing services to other veterans and other eligible persons.

When not actively providing intensive services or reviewing open case files, DVOP Specialists and other One Stop Center workforce representatives conduct outreach at off-site locations including, but not limited to, U.S. Department of Veterans Affairs offices, Community Based Outpatient Clinics (CBOC) for the U.S. DVA, Military Treatment facilities (MTF), Warrior Transition Units/Battalion (WTU/WTB), Local Prisons and Homeless Veterans' Reintegration Program (HVRP) grantee locations. The purpose of these outreach efforts is two-fold. The first purpose is to find veterans in need of services and offer the needed services to them. The second purpose is to develop relationships with supportive services in the area so that SBE and other veterans can be referred to those agencies for services.

LVER staff members work in One Stop offices throughout the state. The LVER coordinates with Regional Industry Sector Coordinators, Business Services Coordinators, and members of the Workforce Delivery Teams to advocate to employers on behalf of veterans and to develop job opportunities specifically for veterans. LVER staff train WP funded employees to network for veterans and comply with priority of service requirements.

## **B. Jobs for Veterans State Grant (JVSG) Staff Duties**

The specific duties of DVOP specialists and LVER staff throughout the state are consistent with the roles and responsibilities outlined in 38 U.S.C. § 4103A, 4104, and current guidance provided by DOL Veterans Employment and Training Services (VETS).

### **a. Disabled Veteran Outreach Program (DVOP) Specialists**

The primary function of the State's DVOP Specialist team is to provide intensive services for veterans identified to have a SBE in accordance with 38 U.S.C. § 4103A, VPL 07-10 and VPL 03-14, or the most recent USDOL policy, and those veterans that are a member of a special population in accordance with VPL 04-14.

Prior to conducting any other intensive service, DVOP Specialists shall conduct a comprehensive assessment, which shall be an "intensive interviewing process" and may also include the use of an Interest Inventory, or other assessment tools. Once the comprehensive assessment has been completed, the DVOP shall, with the cooperation of the veteran, develop and implement an

Individual Employment Plan (IEP). DVOP Specialists shall always, and as a minimum, complete these two intensive services. Case management continues to be an appropriate delivery strategy or framework within which intensive services may be delivered and in most cases, shall be followed. To enhance the implementation of the IEP career guidance, supportive services, job development contacts, job referrals and intensive services and training may also be provided. Depending on the needs of the individual, the goal of the IEP may be to obtain education, training, or employment. Training or education may be short or long term depending on the certification, licensing or skills being acquired to optimize successful employment outcomes. The DVOP Specialist may receive assistance with these functions by other Workforce Specialists who are trained to facilitate case management.

DVOP Specialists conduct outreach to locate veterans with a SBE with the purpose of providing intensive services and to form partnerships with external and internal supportive services programs that can provide those services, such as:

- VA Vocational Rehabilitation and Employment facilities
- Homeless Veteran Reintegration Programs
- VA VET Centers
- Homeless and Halfway Shelters
- Civic and Veteran Service Organizations
- Virginia Vocational Rehabilitation facilities
- Virginia Community College System
- State Veterans' Affairs Representatives
- Universities
- Veterans' Service Organizations
- Department of Social Services TANF initiatives for veterans
- Local State Prisons
- Other WIOA partners

**b. Local Veteran Employment Representative (LVER) Staff**

The LVER responsibilities are specifically targeted to promote the advantages of hiring veterans to employers, employer associations, and business groups. LVER roles and responsibilities are consistent with 38 U.S.C. § 4104, VPL 07-10 and VPL 03-14.

As such, the LVER serves an important role in Virginia's Business Services Delivery Model. In coordination with the other members of the business services team, the LVER advocates for employment and training opportunities through outreach to employers, training facilities, unions, apprenticeship programs, and private and government businesses. The LVER also participates in Job Fairs, promotes programs that offer licensing and credentialing opportunities, and develops and makes presentations to employers. Each LVER must provide a monthly report to the office manager or Lead LVER detailing their outreach activities. LVER Staff members conduct outreach to perform the following activities:

- Employer outreach
- Job searches and workshops, and establishing job search groups
- Coordinating with apprenticeship programs, and businesses or business organizations to promote and secure employment and training programs for veterans
- Informing Federal contractors of the process to recruit qualified veterans;
- Promoting credentialing and licensing opportunities for veterans; and
- Coordinating and participating with other business outreach efforts.

Within each One Stop Center, LVER staff coordinate closely with the office managers to provide training and technical assistance on priority of service, best practices for providing effective services to veterans, relevant external partners, the role of DVOP Specialists, integration of DVOP Specialists into Virginia's service delivery model, and best practices for conducting outreach to employers.

LVER Staff coordinate with their business service team partners and other state agencies or programs such as Virginia Values Veterans (V3), to conduct outreach to employer associations at the state and regional level. In this way the many more employers can be reached and persuaded to hire veterans. This outreach will educate employers on the advantages of hiring veterans, and inform employers on how to find qualified veteran applicants by leveraging Virginia's workforce system. The VEC will increase veteran employment by making a sound business case to employers about the advantages of hiring veterans and providing tools to do so effectively.

### **C. Integration of JVSG Staff in to Service Delivery System**

Virginia provides employment, training, and placement services to all veterans through a network of strategically located One Stop Centers operated by 15 Regional Workforce Development Boards (WDB) and supported by the State's proprietary Virginia Workforce Connection database system. The VEC, One Stop Centers and each local WDB, have implemented a standardized framework for customer flow. This flow determines the method through which all clients (both job seeker and employer) are integrated into the system and how they are assessed to identify their service needs. All programs are coordinated through a joint referral process described in each LWIA's Memorandum of Understanding (MOU) between partners. Each partner performs the services pursuant to their authorizing legislation or policy.

Collaboration is also enforced via program updates and other workforce system policies shared among partners at regularly scheduled staff meetings and training. During those meetings, all staff members share information about new employers and job orders received, One Stop Center scheduled activities, and positive recruitment activities taking place in the region.

All DVOP Specialists are full time employees, including the DVOP Specialist ISC. Although DVOP Specialists are responsible for case management and facilitating intensive services for veterans with significant barriers, they are not alone in this effort. Providing services to veterans with SBES takes a team effort and as such, all services available in any particular One Stop are available to veterans on a priority of service basis. Non-JVSG funded staff provide intensive services and case management as appropriate to veterans and other eligible persons when no DVOP Specialist is available.

In most cases, the LVER serves as a member of the Business Services Team in their respective WDB. The team's primary focus is to conduct job development and outreach to employers. LVER Staff responsibilities include operating targeted hiring events and veteran's job fairs. LVER Staff provides program continuity by acting as the technical program advisor and trainer for One Stop Center staff.

Virginia has adopted a demand-driven approach to all workforce and employment programs to focus services and training toward high demand jobs. The State promotes employment and job training opportunities through the use of several specialized programs. The Virginia Community College System (VCCS) operates various veterans' programs throughout the state to promote



education and other customized training for veterans to succeed in the civilian workplace. These programs are designed to help the veteran earn a degree or certification. These opportunities are presented to veterans through office visits and presentations at Veterans Workshops.

The local One Stop Centers act as the central hub for all workforce activities and associated training within the state. The State's strategy for the leveraging of other state and federal education and training programs to develop skills necessary to prepare veterans for in-demand jobs is therefore focused on, and operated in, close cooperation with our One Stop Center partners. The combined efforts of the effective integration of the JVSG into the One Stop Center service delivery model, outreach to and relationship building with relevant partners, and comprehensive up-to-date information on in-demand jobs and skills, produces a coordination of programs and services that reduces or eliminates duplication, closes gaps in service, and identifies the program or service best suited to the individual veteran being served. In this way, the State leverages a wide range of state and federal training programs to efficiently and effectively provide veterans with the specific skills necessary to secure and succeed in current in-demand jobs.

The State's outreach efforts and public information activities are used to inform veterans of the services available at their local One Stop Centers and the training opportunities that are available in their area and within the state. These outreach efforts, as described in Section B above, are focused on key service providers likely to interact with SBE veterans. The intent of this outreach is to educate service providers about job training and other services available to veterans at their local One Stop Center. In turn, the State's partner service providers can encourage veterans to seek services at s or VEC offices. Due to the complexity of eligibility criteria and the variance of programs offered in disparate areas, public information systems usually do not provide specifics on particular programs but does direct veterans and other eligible persons into the local One Stop Center.

The State is actively engaged in promoting the development of high demand job-driven training opportunities for veterans and other eligible persons within the education community. Business Services Teams partner with WIOA staff members, advise and collaborate with employers and educational institutions, (particularly the Virginia Community College System), to promote access to, retention in, and completion of individual training and education.

#### **D. Incentive Award Program**

The State shall request one (1) percent of its annual allocation for each year's JVSG grant as a Performance Incentive award for eligible staff. This award shall be used in accordance with VPL 02-07, or the most recent guidance from USDOL-VETS. The objective of the VEC incentive award program is to recognize, promote, and reward superlative and exceptional performance in the provision of service to veterans within the context of statutes and regulations. The basic objective of the awards program is to create an awareness and continuous level of interest in the importance of priority of service for veterans and an environment that engenders continuous improvement in serving veterans across the spectrum of service. The award system shall continue to operate as defined in the applicable State Policy and as approved by USDOL.

The State anticipates that individuals and teams will recognize the value and process of the awards program and will, as a result, develop a competitive attitude within the agency that supports esprit de corps within the team while sharpening the focus on service to other eligible persons.

Incentive awards shall be expended up to and including one (1) percent of the total grant amount for the fiscal year, which is set aside strictly for this purpose in the annual grant budget. Awards

shall be determined based on a percentage of total award available for that fiscal year but shall not (in total) exceed one (1) percent of the total available funds for a given fiscal year or the most current USDOL guidance on grant funded incentive award amounts.

Exceptional merit is based on a number of factors, with the overriding concept being the value of the process. In essence this is determining both a quantitative and qualitative rating and merit based on the following factors:

- Total numbers of veterans served and total services rendered to those veterans within the parameters of these areas;
- Outreach to veterans and subsequent flow of core services that result in veterans becoming job ready, or the need for intensive services;
- Outreach to and the comprehensive assessment of special target groups within the veteran community;
- Intensive services, case management, and outcomes of those efforts;
- Job placements, in particular job developments, for veterans and disabled veterans;
- Other successful outcomes for veterans who may not return to employment, but through community partner referral developed an improved situation and/or economic stability;
- Outreach to and partner development with employers and federal contractors in the support of creating job opportunities for veterans;
- Outreach to and partner development with community service agencies, other state and federal programs, and internal agency components in creating a supportive service network for veterans with barriers to employment and who may need case management;
- Organizations, participation, and success in job fairs and other veteran center community activities;
- Any other innovative veteran related activity.

By state law, all awards must be cash, and all cash awards must be presented directly to individuals. This means that offices (teams) receiving incentive recognition shall share equally in the overall office award, and the individual award amount shall be determined by the team composition. For state merit staff awardees, the incentive will be paid out through the payroll system. For non-state merit employee, a separate payroll check will be issued to the individual. Any employee contributions that result from the payment of the incentive will be charged to the JVSG grant.

An email request for team details and recommendations shall be sent to all One Stop Center Managers and JVSG funded staff during the month of August. Recommendations may come from anyone in the system, co-workers, supervisors, managers, coordinators, directors and JVSG staff.

Determination of the award shall be by a combination of objective and subjective data. Data compilation, analysis, and award determination shall be by a team comprised of the Veterans Program Manager, Regional Directors and members of the Chief of Workforce Services. The final award approval shall be by the Appointing Authority, Commissioner of VEC, who is also the signatory authority for the JVSG grant relationship with USDOL.

Incentive award funds distributed shall be obligated by September 30, each fiscal year and distributed not later than December 31, of the same year in accordance with the regulation. The Incentive award report shall be in compliance with USDOL VETS reporting requirements.

### **E. Population of Veterans to be Served by DVOP Staff**

DVOP Specialists target veterans who attest to having one or more of the six significant barriers to employment listed below ongoing to at least one of the six criteria listed below:

- A special disabled or disabled veteran, as defined in 38 U.S.C. § 4211(10) and (3);
- Homeless, as defined in Sections 103(a) and (b) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11302(a) and (b)), as amended;
- A recently-separated service member, as defined in 38 U.S.C § 4211(6), who has been unemployed for 27 or more weeks in the previous 12 months;
- An offender, as defined by WIOA Section 3 (38), who is currently incarcerated or who has been released from incarceration;
- Lacking a high school diploma or equivalent certificate; and/or
- Low-income, as defined by WIOA Section 3(36).

DVOP Specialists also provide services to priority category populations identified by the Secretary under 38 U.S.C. § 4103A (a)(1)(C). Currently, the Secretary has identified four such populations.

These populations are:

- Transitioning service members who have participated in the Transition Assistance Program and have been identified as in need of intensive services;
- Service members who are wounded, ill, or injured and receiving treatment in military treatment facilities or warrior transition units;
- The spouses or other family caregivers of such wounded, ill, or injured service members; and
- Veterans, as defined in 38 U.S.C. § 4211, aged 18 to 24.

### **F. Priority of Service**

Priority of Service is one of the most important elements of service for veterans, as prescribed by 38 U.S.C. § 4215(b) and 20 CFR Parts 1001 and 1010 and reinforced through the State issued Workforce Development Policy #18.

During the reception process, a series of questions are used to identify veteran or eligibility status. Qualified veterans and/or qualified spouses are provided services prior to other customers and an initial assessment is completed by the first available One Stop Center staff member. If during the initial assessment it is determined that the veteran has a SBE or is a member of another special category, the veteran is immediately referred to a DVOP specialist.

The State provides priority of service in accordance with TEGL 05-03. When a veteran is identified as having barriers to employment, they are fast-tracked to ensure that those barriers are resolved as expeditiously as possible. The VEC has agreements with the USDOL-funded programs covered by 38 U.S.C. § 4215(b) on veterans' priority and refers veterans to training and supportive services within that network on a priority basis. The VEC has partnered with educational entities within the state and the vocational/technical institutions, which also provide priority service for veterans.

Veterans receive priority for employment and job training opportunities available through WIOA funding, on the job training, skills development training, and youth training contracts. Veterans' can locate training opportunities through use of the Virginia Workforce Connection data base and receive training at private facilities, which have been approved through either through the individual WDBs or the Virginia Department of Veteran Services. Training costs for eligible veterans are paid by the WIOA program or through Individual Training Accounts. Veterans take priority in instances of training fund shortages.

Each WDB coordinates available funds with those provided by the Virginia Department of Veterans Affairs Vocational Rehabilitation and Employment (VR&E) program to prevent duplication of services. When VR&E is providing training and supportive services, WIOA can provide services to spouses or services that were not covered by the VR&E program.

The VEC closely monitors programs to ensure that veterans are given priority of service. Both JVSG management and Regional Directors periodically conduct site checks to ensure all required priority of service signs are present and properly displayed, and that One Stop Center staff understand both the requirement of priority of service and its proper implementation. During these site visits, monitors pay particular attention to the implementation of priority of service beyond core services, particularly in the allocation of training funds.

The VEC analyzes data from ETA 9002 and VETS 200 series reports in conjunction with Virginia Workforce Connection data in order to compare outcomes by veterans and other eligible persons to the outcomes of non-veteran populations. This ongoing analysis supports the VEC's continuous improvement process. Specifically, this is the relative rates of referral to USDOL funded training, referral to employment by One Stop Center staff, and job placement activities provided by One Stop Center staff. The VEC considers a referral rate in any program that is lower for eligible veterans than for nonveterans, evidence of a potential priority of service problem. In these cases, The VEC immediately places the affected region under examination and corrective action measures.

**G. Services to Veterans by DVOP and Partner Staff**

Veterans are initially identified through self-attestation during registration for service. Once the veteran or other eligible person is identified, the Workforce Service Representative (WSR) conducts an initial assessment. This initial assessment uses a customized intake form to help determine if the veteran or other eligible person has a SBE or if he or she may be a member of another special priority group. Those Veterans determined not to possess a SBE are provided services as needed by One Stop Center and other partner staff on a priority of service basis. If the client is determined to be a veteran with a SBE or other special criteria, he or she is referred to the DVOP specialist for further assessment and intensive service.

**H. JVSG Staff Information**

Provided below, is a list of the hire date along with the mandatory completion dates for all DVOP specialist and LVER staff. The VEC does not have any current JVSG staff members who have not attended mandatory training within 18 months of entering the program.

DVOP/LVER Training Record

STAFF	DATE OF HIRE	TRAINING			
		FVE(LES)	IS(CM)	EO(PPE)	VB ONLINE
Carl Floyd, DVOP	11/29/2000	3/31/2006	6/23/2006	9/23/2011	7/21/2006
William Marquez, DVOP	5/10/2011	9/23/2011	4/13/2012	4/6/2012	7/18/2011
Tammy Hackard, LVER	11/10/2012	4/12/2013	12/13/2013	6/21/2013	3/8/2013
James Butler, DVOP	8/10/2011	2/10/2012	4/13/2012		9/19/2011
Michael Barnes, DVOP	11/25/2010	3/11/2011	4/29/2011	3/23/2012	1/14/2011
Scott Trice, LVER	8/4/2014	2/12/2016			
Joel Campbell, DVOP	11/25/2015*	11/1/2013	11/22/2013		7/8/2013
Robert Singer, DVOP	7/14/1999	5/4/2001	11/2/2001	6/10/2005	9/23/2005

James Downey, DVOP	11/25/2005	3/31/2006	2/1/2008	4/1/2011	9/4/2012
MaryAnn Bowersock, LVER	10/1/2001	3/8/2002	5/24/2002	5/1/2006	6/24/2005
Melvin Clemons, LVER	3/16/2003	6/27/2003	10/24/2003	5/7/2010	
Gerald Burchette, DVOP	2/1/2002	3/11/2005	9/30/2005	10/19/2007	
Paige Glass, LVER	6/10/2008	11/18/2008	4/14/2009	4/3/2009	8/14/2009
Jesse Williamson, DVOP	1/5/2004	2/6/2004	5/21/2004		8/29/2008
Maureen McDowell, LVER	1/31/2011	7/15/2011	9/16/2011	7/29/2011	5/13/2011
David DeBose, LVER	2/17/2013	5/24/2013		6/21/2013	6/14/2013
Stephen LaRosee, DVOP	10/10/2009	5/21/2010	5/28/2010	5/27/2011	1/15/2010
Donald McDowell, DVOP	07/10/2008	2/13/2009	8/14/2009		10/20/2008
Chris Walker, LVER	11/28/2011	5/11/2012	1/11/2013	5/25/2012	2/17/2012
Charles Guerin, LVER	8/25/2001	11/2/2001	3/15/2002	3/12/2010	8/29/2008
Lyndon Huggins, DVOP	12/15/2008	2/27/2009	8/14/2009	2/11/2011	3/12/2010
Matt Powell, DVOP	4/24/2001	8/31/2001	3/15/2002	12/7/2012	7/22/2005
Ramon Hernandez, DVOP	11/25/2010	4/15/2011	5/6/2011	9/23/2011	5/13/2011
Ron Briones, LVER	8/1/2002	2/7/2003	3/28/2003	3/18/2011	10/26/2007
Michael Bogoslawski, LVER	10/10/2009	6/25/2010	7/16/2010	7/29/2011	12/8/2009
Diane Murray, DVOP	12/25/2011	5/11/2012	7/18/2014	8/3/2012	
David Rowland, DVOP	3/4/2013	6/28/2013	7/12/2013		12/13/2011
Allan Britz, LVER	11/10/2006	3/23/2007	7/27/2007	2/19/2010	10/26/2007
Paul Huskey, DVOP	9/8/2014				
Thomas Gilliam, DVOP	11/10/2008	4/15/2010	9/18/2009	Medical	20/13/2009
David Ollison, DVOP	4/15/2002	12/10/2004	3/11/2005	12/2/2005	6/18/2010
Norine Stuck, LVER	11/17/2003	1/9/2004	5/28/2004	9/22/2006	12/15/2006
Louis Perkins, DVOP	5/4/009	3/26/2010	4/20/2010	2/18/2009	9/20/2010
Edward Dupass, LVER	12/10/2015				
Serena Babb-Bermudez, DVOP	12/10/2015				
John Rupe, LVER	4/16/1975	9/21/2012	8/25/2000	7/29/2011	
Dawn Groseclose, DVOP	7/25/2004	10/1/2004	1/28/2005	7/18/2006	2/27/2006
Dawn Murphy, DVOP	7/25/2011	11/18/2011	3/30/2012	4/13/2012	2/6/2012
Caleb Cook, LVER	8/4/2014				
Bobby Graves, LVER	2/20/2015	2/12/2016		4/15/2016	
Annett Alston, DVOP	6/16/2015	12/18/2015	3/18/2016		11/13/2015
Charles Lattimore, DVOP	1/1/2015	1/29/2016			7/17/2015
Samuel Pope, DVOP	12/10/2016				
Debra Weir, DVOP	12/10/2016				2/12/2016
Robert Fitzgerald, DVOP	7/1/2006	10/3/2014	10/31/2014	4/3/2009	4/28/2007
Thomas Moore, LVER	3/25/2007	8/24/2007	1/11/2008	10/28/2007	3/13/2009
Ferriel Thomas, LVER	4/27/2009	9/4/2009	1/29/2010	12/18/2009	4/16/2010
James Frye, DVOP	8/10/2009	4/23/2010	12/12/2014	6/11/2010	10/16/2009

\*Rehire date

UNEMPLOYMENT INSURANCE



COMMONWEALTH of VIRGINIA  
Virginia Employment Commission

Ellen Marie Hess  
Commissioner

August 20, 2015

Post Office Box 1358  
703 East Main Street  
Richmond, Virginia 23218-1358

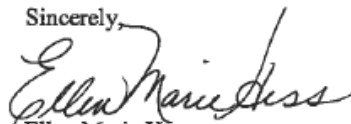
Mr. Leo Miller, Regional Administrator  
U. S. Department of Labor  
Employment and Training Administration  
ATTENTION: 2 OSPUI 14-5  
Suite 825 East, The Curtis Center  
170 South Independence Mall West  
Philadelphia, Pennsylvania 19106-3315

Dear Mr. Miller:

Enclosed is the Virginia Employment Commission's State Quality Service Plan (SQSP) for Fiscal Year 2016 Unemployment Insurance Operations. This plan is prepared in accordance with ET Handbook No. 336, 18<sup>th</sup> Edition, Change 3, Unemployment Insurance State Quality Services Plan (SQSP) Planning and Reporting Guidelines, and UIPL No. 17-14 Additional Planning Guidance for the Fiscal Year (FY) 2016 Unemployment Insurance State Quality Service Plan.

If we can provide you with any additional information, please contact William O. Walton, Director, Division of Unemployment Insurance at (804) 786-3004.

Sincerely,

  
Ellen Marie Hess  
Commissioner

Enclosures

c: William O. Walton

(804) 786-3001  
E-Mail: vec@vec.virginia.gov

VRC/TDD VA Relay 711  
Equal Opportunity Employer/Program

COMMONWEALTH OF VIRGINIA

VIRGINIA EMPLOYMENT COMMISSION

State Quality Service Plan

“Lite”

FY 2016

## ASSURANCES

1. The State administrator, by signing the SQSP Signature Page, certifies that the state will comply with the assurances listed in USDOL ET handbook 336 Unemployment Insurance State Quality Service Plan Planning and Reporting Guidelines, 18<sup>th</sup> Edition, Change 2 of December 2009., Section VII., paragraphs a. through k.
  - a. Assurance of Equal Opportunity (EO)
  - b. Assurance of Administrative Requirements and Allowable Cost Standards
  - c. Assurance of Management Systems, Reporting, and Recordkeeping.
  - d. Assurance of Program Quality.
  - e. Assurance on Use of Unobligated Funds
  - f. Assurance of Prohibition of Lobbying Costs (29 CFR Part 93).
  - g. Drug-Free workplace (29 CFR Part 98).
  - h. Assurance of Contingency Planning
    - Provide the most recent dates for the following:
      - o **Information Technology (IT) Contingency Plan Implemented:** 9/20011.
      - o IT Contingency Plan Reviewed/Updated: 6/2012.
      - o IT Contingency Plan Tested: August 2012.
  - i. Assurance of Conformity and Compliance.
  - j. Assurance of Automated Information Systems Security
    - Provide the most recent dates for the following:
      - o Risk Assessment Conducted: In progress.
      - o **System Security Plan** was completed and implemented: In progress.
  - k. Assurance of Confidentiality



## CORRECTIVE ACTION PLAN

State: <u>Virginia</u>	Federal Fiscal Years: <u>2015-2016</u>	MEASURE/PROGRAM AREA: Nonmonetary Determination Time Lapse (Use descriptors contained in Appendix B of the SGSP Handbook)
Current Performance Level: <b>27.2%</b> (as of 3/31/12)		Projected Performance Levels: 88.0% (12/31/14)    27.2% (3/31/15)    0% (6/30/15)    30.0% (9/30/15)    35.0% (12/31/15)    40.0% (3/31/16)    45.0% (6/30/16)    50.0%* (9/30/16)
<b>SUMMARY:</b> The deficiency in this area can be attributed to a backlog in the processing of claims filed through our internet application, delays in the scheduling of hearings to address issues resulting from those claims and performance management issues related to the adjudication function. Two new UI Adjudication centers have been established as of 8-11-14. Adjudication staff performance will be monitored weekly by the center manager. The center managers in conjunction with the Chief of Benefits will ensure that staff resources are utilized effectively to handle workload demands. Management will closely monitor cases not being sent timely for adjudication and make recommendations to improve claims processing procedures. The managers will conduct weekly one-on-one assessments with all adjudication staff under their direction. The Chief of Benefits will meet with the adjudication center managers on a monthly basis to review performance and progress towards established goals. The UI Division will review other business processes to determine where improvements can be made. We have recently added 6 additional adjudication trainee positions and expect to be able to hire others in the near future. It will take up to 1 year, however, to be able to have them fully trained, working on their own, and performing at expected levels. We are also working toward opening an additional Adjudication Center and hiring another Manager over the course of the next year which will allow us to assign fewer adjudication staff to each of the UI Managers and allow them time to focus more on performance related issues with individual adjudicators. *Revision of CAP per discussion with DOL on 9/18/15, we believe it will take additional time for total goal to be obtained. Therefore we have reduced milestones accordingly while retaining focus on obtaining timely determinations as soon as possible.		
<b>MILESTONES:</b> (Number sequentially)		
The center managers will use the BTQ process to assess the performance/knowledge levels for each of their adjudication staff members. Develop a training plan for each adjudication staff member utilizing the results of the BTQ review. Implement individualized training plans. Engage in weekly review with staff using the training plan as a guide to determine if goals are being met. UI Director and Chief of Benefits will look at feasibility of identifying categories of cases that can be cold called quickly for statements rather than being scheduled through the Automated Scheduling System. Managers will provide reports to the Chief of Benefits that will detail the performance progress of each staff member. The Chief of Benefits will recommend changes to the business processes as inefficiencies are identified. The Chief of Benefits will meet with the UI Director each quarter to discuss performance progress and ongoing strategies to maintain the ALP. 1 () If continued, check box		
Completion Date*		
12/31    03/31    06/30    09/30    12/31    03/31    06/30    09/30		
X		
X    X    X    X    X    X    X    X		
X    X    X    X    X    X    X    X		

\*States should use a  to indicate the quarter the milestone is expected to be completed

## CORRECTIVE ACTION PLAN

State: <u>Virginia</u>	Federal Fiscal Years: <u>2015-2016</u>	MEASURE/PROGRAM AREA: <b>Nonmonetary Determination Quality Separations</b> (Use descriptors contained in Appendix III of the SQSP Handbook)						
<b>Current Performance Level:</b> 69.6% (as of 3/31/14)	<b>Projected Performance Levels:</b> 70.0% (12/31/14)    70.0% (3/31/15)    65.0% (6/30/15)    70.0% (9/31/15)    70.0% (12/31/15)    72.0% (3/31/16)    72.0% (6/30/16)    75.0% (9/30/16)							
<b>SUMMARY:</b> The deficiency in this area can be attributed to claims processing errors, workload levels and inconsistencies in the monitoring of individual performance measures. Two new planned UI Adjudication centers have been established as of 8-11-14. Adjudication staff performance will be monitored weekly by the center manager. The center managers in conjunction with the Chief of Benefits will ensure that staff resources are utilized effectively to handle workload demands. Management will closely monitor cases utilizing the BTQ review process and make recommendations to improve quality. We are working toward opening an additional UI Adjudication Center and hiring another manager in the upcoming performance year. This will bring down the level of assigned staff to each current UI Manager and allow for more one on one focus on performance and bringing quality levels up to meet DOL expectations. The previous CAP called for the establishment of UI Adjudication centers under a UI management structure. The agency was able to make the change to the organizational structure August 2014. The managers will conduct weekly one-on-one assessments with all adjudication staff under their direction. The Chief of Benefits will meet with the adjudication center managers on a monthly basis to review performance and progress towards established goals. The UI Division will review other business processes to determine where improvements can be made. We have revamped our adjudicator new hire program. All new adjudicators go through an extensive claims processing and adjudication training program and work one on one with a trainer throughout the first year. By the end of the first year, they must be able to handle a full claims load, pass a formal BTQ review and become Certified as a Agency Hearings Officer.								
<b>MILESTONES:</b> (Number sequentially)								
The center managers will use the BTQ process to assess the performance/knowledge levels for each of their adjudication staff members. Develop a training plan for each adjudication staff member utilizing the results of the BTQ review. Implement individualized training plans. Engage in weekly review with staff using the training plan as a guide to determine if goals are being met. Managers will provide reports to the Chief of Benefits that will detail the performance progress of each staff member. The Chief of Benefits will recommend changes in training needs as inefficiencies are identified. The Chief of Benefits will meet with the UI Director each quarter to discuss performance progress and ongoing strategies to maintain the ALP.	<b>Completion Date*</b>	12/31    03/31    06/30    09/30    12/31    03/31    06/30    09/30						
	X							
		X						
		X		X				
					X			
	X					X		X

\*States should use a  to indicate the quarter the milestone is expected to be completed

**CORRECTIVE ACTION PLAN**

State: <u>Virginia</u>	Federal Fiscal Years: <b>2015 – 2016</b>	MEASURE/PROGRAM AREA: <u>Detection of Overpayment</u> <small>(Use this specific code when reporting in Appendix III of the SCIP Handbook)</small>																																																				
Current Performance Level: <b>46.66 %</b> (as of 03/31/15)	Projected Performance Levels: 12/31/15: <u>47.91%</u> (7742430) 03/31/16: <u>48.91%</u> (7742430) 06/30/16: <u>50.16%</u> (7742430) 09/30/16: <u>50.16%</u> (7742430)	(6630716) (6630716) (6630716)																																																				
<b>SUMMARY:</b> The deficiency in this area can be attributed primarily to the loss of three full-time experienced investigators due to retirements, time spent by remaining experienced investigators training newly hired staff, and a change in procedures regarding new hire cross-match which allows Virginia to detect and establish routine overpayments for unreported earnings more quickly leading to smaller overpayment. When overpayments are detected daily via the State Directory of New Hire Cross-Match, each overpayment is estimated to be between 1 to 2 weeks smaller than if detected through the National Directory of New Hire Cross-match which is run weekly, and numerous weeks smaller than if detected by the Quarterly Wage Cross-Match. Integrity improvement measures taken by Virginia were successful in reducing the improper payment rate overall and reducing the size of overpayments. The reduction in overpayment size has a negative impact on the detection/establishment of overpayments measure.																																																						
<b>MILESTONES:</b> (Number sequentially)																																																						
BPC Mgr will evaluate continued training needs of new staff.																																																						
Review outstanding cases to focus on larger OPI's first																																																						
Process paperwork to replace the retired investigators																																																						
Implement wage cross-match to run monthly.																																																						
This is our regular Quarterly Wage Crossmatch program that we are adapting to run monthly in the belief that some number of employers will report their wages earlier than required by Law. Due to other IT obligations related to SIDES, TCP, and UI Mod we anticipated putting this monthly crossmatch in place by the end of March 2016. We are currently running the daily State New Hire Crossmatch and the weekly National New Hire Crossmatch and catch the majority of cases.																																																						
<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:10%;"></th> <th colspan="6" style="text-align:center;">Completion Date*</th> </tr> <tr> <th></th> <th>12/31</th> <th>03/31</th> <th>06/30</th> <th>09/30</th> <th>12/31</th> <th>03/31</th> <th>06/30</th> <th>09/30</th> </tr> </thead> <tbody> <tr> <td>BPC Mgr will evaluate continued training needs of new staff.</td> <td></td> <td></td> <td></td> <td align="center">X</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Review outstanding cases to focus on larger OPI's first</td> <td></td> <td></td> <td></td> <td></td> <td align="center">X</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Process paperwork to replace the retired investigators</td> <td></td> <td></td> <td></td> <td align="center">X</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Implement wage cross-match to run monthly.</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td align="center">X</td> <td></td> <td></td> </tr> </tbody> </table>				Completion Date*							12/31	03/31	06/30	09/30	12/31	03/31	06/30	09/30	BPC Mgr will evaluate continued training needs of new staff.				X					Review outstanding cases to focus on larger OPI's first					X				Process paperwork to replace the retired investigators				X					Implement wage cross-match to run monthly.						X		
	Completion Date*																																																					
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## CORRECTIVE ACTION PLAN

<b>State:</b> Virginia	<b>Federal Fiscal Years: 2015 – 2016</b>	<b>MEASURE/PROGRAM AREA:</b> UI Integrity Measure-Benefit Year Earnings <small>(Use descriptors contained in Appendix III of the SQSP Handbook)</small>						
<b>Current Performance Level:</b> 3.12% <small>(as of 3/31/15)</small>	<b>Projected Performance Levels:</b> (12/31) (3/31) (6/30/16) (9/30/16) (12/31/16) (3/31/17) (6/30/17) (9/30/17)							
<b>SUMMARY:</b> The deficiency in this area can be attributed primarily to the fact that in spite of our current efforts to urge claimants to report when they return to work or obtain other employment, many choose to continue to file weekly claims after starting to work. Fraud warnings and detailed instructions on how to report earnings when you work are currently being given in the Benefit Rights Interview, when continued claims are filed, and in two separate warning notices sent to claimants after the initial and 4th week are claimed.								
<b>MILESTONES:</b> (Number sequentially)	<b>Completion Date*</b>							
	12/31	03/31	06/30	09/30	12/31	03/31	06/30	09/30
We will review and analyze language in current mailings including Information about fraud penalties				X				
Review website information about reporting work and wages				X				
Implement changes resulting from review of website and letters						X		
Update language on weekly internet claims to include* even if You have not been paid*							X	

\*States should use a  to indicate the quarter the milestone is expected to be completed

## CORRECTIVE ACTION PLAN

State: Virginia	Federal Fiscal Years: FY2015-FY2016 <small>(ex. FY 2015 - FY 2016)</small>	MEASURE/PROGRAM AREA: Data Validation Benefits/Failing <small>(Use descriptors contained in Appendix III of the SCSP Handbook)</small>																																	
Current Performance Level: POP <small>(as of 3/31 or most recent Performance)</small>	Projected Performance Levels:																																		
SUMMARY:	(12/31/15)	(3/31/15)	(6/30/15)	(9/31/15)	(12/31/15)	(3/31/16)	(6/30/16)	(9/30/16)	(12/31/16)	(3/30/17)	(6/30/17)																								
<p>A. The deficiency in this area can be attributed to automated system (VABS) limitations. While our UI Modernization Project has not been implemented, we are very limited in our ability to overcome this deficiency. We will make every effort to ascertain what can be done, and move forward with actions to correct the problems.</p> <p>B. We will educate appropriate UI staff as to the specifics of the deficiencies and explore what remedies are available and recommended by IT staff.</p> <p>C. No CAP required for the previous fiscal year.</p>	X	X	X	X	X	X	X	X	X	X	X																								
<p><b>MILESTONES:</b> (Number sequentially)</p> <ol style="list-style-type: none"> <li>1. The UI Division will analyze DV requirements in the above populations.               <ol style="list-style-type: none"> <li>a. Unchanged</li> </ol> </li> <li>2. Develop and formalize a plan based on outcomes of the analysis.               <ol style="list-style-type: none"> <li>a. BPA project alliance with independent consultant to address areas of highest opportunity for improvement among failing populations.</li> </ol> </li> <li>3. Implement the plan.               <ol style="list-style-type: none"> <li>a. Root cause analysis of Populations 3 and 14 in progress to identify data processing flaws that impact Report Validation metrics.</li> </ol> </li> <li>4. Engage in biweekly reviews to determine progress towards objectives.               <ol style="list-style-type: none"> <li>a. QA communicating with independent consultant, exceeding established bi-weekly review timetable.</li> </ol> </li> <li>5. Made adjustments in the plan as necessary.               <ol style="list-style-type: none"> <li>a. Unchanged</li> </ol> </li> <li>6. Produce required objective in data reporting               <ol style="list-style-type: none"> <li>a. BPA ongoing at this time.</li> </ol> </li> </ol>																																			
<p>Completion Date*</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">12/31</th> <th style="width: 10%;">03/31</th> <th style="width: 10%;">06/30</th> <th style="width: 10%;">09/30</th> <th style="width: 10%;">12/31</th> <th style="width: 10%;">03/31</th> <th style="width: 10%;">06/30</th> <th style="width: 10%;">09/30</th> <th style="width: 10%;">12/31</th> <th style="width: 10%;">03/31</th> <th style="width: 10%;">06/30</th> <th style="width: 10%;">09/30</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> </tbody> </table>												12/31	03/31	06/30	09/30	12/31	03/31	06/30	09/30	12/31	03/31	06/30	09/30	X	X	X	X	X	X	X	X	X	X	X	X
12/31	03/31	06/30	09/30	12/31	03/31	06/30	09/30	12/31	03/31	06/30	09/30																								
X	X	X	X	X	X	X	X	X	X	X	X																								

\*States should use a  to indicate the quarter the milestone is expected to be completed



## CORRECTIVE ACTION PLAN

<b>State:</b> <u>Virginia</u>	<b>Federal Fiscal Years:</b> <u>FY2015-Y2016</u> <small>(e.g. FY 2015 – FY 2016)</small>	<b>MEASURE/PROGRAM AREA:</b> <u>NON SEP VARIANCE (Amended)</u> <small>(Use descriptors contained in Appendix III of the SQSP Handbook)</small>
<b>Current Performance Level:</b> <small>(as of 3/31 or most recent Performance)</small>		<b>Projected Performance Levels:</b> (12/31/___) (3/31/___) (6/30/___) (9/30/___) X (12/31/___) X (3/31/___) X (6/30/___) X (9/30/___)
<b>SUMMARY:</b> Benchmark population for non-separation denials is significantly larger (>15%) than the DCA population, which raises an issue relative to validity of DCA sample.		
<b>1<sup>st</sup> Quarter:</b> <ol style="list-style-type: none"> <li>1. Meet with IT to verify system of edits for AU100 relative to non separation denials. This Step will confirm what edits currently exist.</li> <li>2. Create and run a computer job/ticket that will provide a count of non separation denials for the last completed quarter by resolution code</li> <li>3. Compare results from step 2 with system edits for AU100. These two steps will identify non separation denials by resolution code, which can be used to determine if the edits themselves are in need of adjustment.</li> <li>4. Compare results from step 2 with ETA 207's and ETA 9052's. Chart findings, calculate variance and compare variance against NO data for the last completed quarter. This step will provide a basis for calculating variance for the quarter and be used as a springboard for corrections.</li> </ol> Milestone: reduction of variance by 2-4% from prior quarter by 12-31-15.		
<b>2<sup>nd</sup> Quarter:</b> <ol style="list-style-type: none"> <li>1. Discuss 1<sup>st</sup> quarter results with IT and determine a plan of action.</li> <li>2. Begin implementing any new edits for the AU100.</li> <li>3. Run the computer job/ticket again for last completed quarter.</li> <li>4. Compare results from the computer job with ETA 207's and ETA 9052's. Chart findings, calculate variance and compare same against NO data, both for the last completed quarter and cumulatively.</li> </ol> Rationale: This series of steps should indicate where any additional adjustments are needed to the system edits. Milestone: reduction of variance by 2-4% from prior quarter by 3-31-16.		
<b>3<sup>rd</sup> Quarter:</b> <ol style="list-style-type: none"> <li>1. Run the computer job/ticket again for the last completed quarter.</li> <li>2. Compare results from the computer job with ETA 207's and ETA 9052's and BTQ extract file. Chart findings, calculate variance and compare same against NO data, both for the last completed quarter and cumulatively.</li> <li>3. Determine what trends exist re: what denials have been excluded or included and whether any new edits have been beneficial. Discuss same with IT if any fine-tuning is needed</li> </ol> Milestone: reduction of variance by 2-4% from prior quarter by 6-30-16.		
<b>4<sup>th</sup> Quarter:</b> <ol style="list-style-type: none"> <li>1. Run the computer job/ticket again for the last completed quarter.</li> <li>2. Compare results of computer job against existing edits, ETZ207's and ETA 9052's and BTQ extract file. Chart findings. Calculate variance and compare same against NO data, both for the last complete quarter and cumulatively.</li> <li>3. Discuss findings with IT to determine if any further action is required.</li> </ol> Milestone: reduction of variance by 2-4% from prior quarter by 9-30-16.		

\*States should use a  to indicate the quarter the milestone is expected to be completed

## CORRECTIVE ACTION PLAN

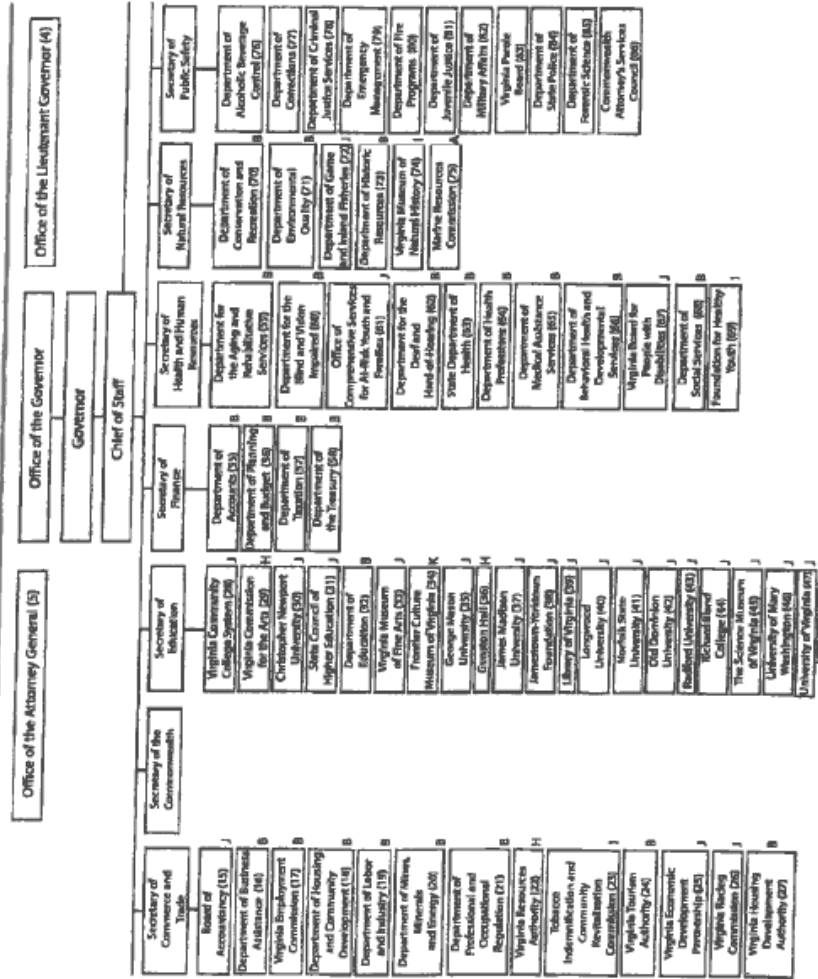
<b>State:</b> Virginia _____	<b>Federal Fiscal Years:</b> _FY2016_____	<b>MEASURE/PROGRAM AREA:</b> UJ-Reports/Late <small>(Use descriptors contained in Appendix III of the SQSP Handbook)</small>
<b>Current Performance Level:</b> <small>(as of 3/31 or most recent Performance)</small>		<b>Projected Performance Levels:</b>
<input checked="" type="checkbox"/> (12/31/_)	<input checked="" type="checkbox"/> (3/31_)	<input checked="" type="checkbox"/> (6/30/_)
<input checked="" type="checkbox"/> (9/30/_)	<input checked="" type="checkbox"/> (12/31/_)	<input checked="" type="checkbox"/> (3/31/_)
<input checked="" type="checkbox"/> (6/30/_)	<input checked="" type="checkbox"/> (9/30/_)	<input checked="" type="checkbox"/> (12/31/_)
<b>SUMMARY:</b> This report was late due to the installation of a new financial management system (FMS) at the Virginia Employment Commission. With the new system, the <b>Field Offices Planning and Budget Division had difficulty retrieving the data and supplying it in timely manner to Economic Information Services for transmission.</b>		
<b>MILESTONES: (Number sequentially)</b>		
1. Investigate potential for a backup system for retrieving data for the report.	<input checked="" type="checkbox"/>	12/31
2. Establish backup system.	<input type="checkbox"/>	03/31
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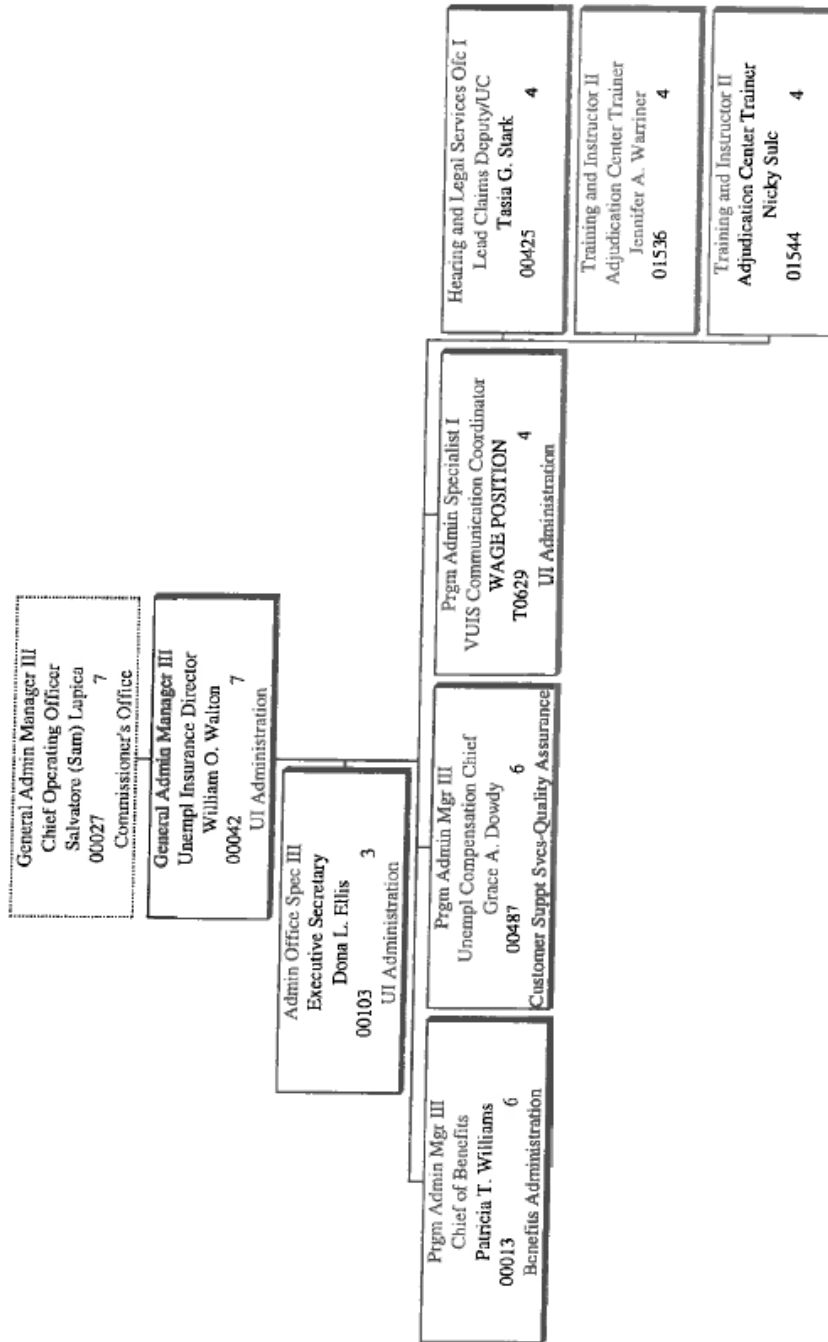
**NARRATIVE:**

Deputies continue to receive regular feedback on incorrect issue detection dates found in cases they adjudicated in both the regular quarterly BTQ process and from monthly reviews conducted by their assigned UI Manager, with the exception of new trainee staff, deputies understand the basic concept for determining the correct issue detection date and have been provided a chart to assist in making that determination. An applicable measure has been added to annual evaluation forms for each employee and we will work the customer contact center management to address this issue in the work profiles and annual evaluation of center staff assigned to adjudicate non-separation issues there. The Chief of Benefits will continue to review results obtained through the BTQ review process, UI Manager reviews, and feedback from the Customer Contact Center Management staff regarding additional training needs in this area and work the UI Technical Training staff to develop on line training available to all adjudication staff

# EXECUTIVE BRANCH









Virginia Employment Commission  
 Commonwealth of Virginia  
 Employees in search of work

Job Title	Job Code	Job Family	Job Grade	Job Status	Job Location	Job Description	Job Action	Job Date	Job Status	Job Location	Job Description	Job Action	Job Date	Job Status	Job Location	Job Description	Job Action	Job Date
Director of Operations	0001	0001	0001	0001	0001	Director of Operations	0001	0001	0001	0001	Director of Operations	0001	0001	0001	0001	Director of Operations	0001	0001
Senior Manager	0002	0002	0002	0002	0002	Senior Manager	0002	0002	0002	0002	Senior Manager	0002	0002	0002	0002	Senior Manager	0002	0002
Manager	0003	0003	0003	0003	0003	Manager	0003	0003	0003	0003	Manager	0003	0003	0003	0003	Manager	0003	0003
Supervisor	0004	0004	0004	0004	0004	Supervisor	0004	0004	0004	0004	Supervisor	0004	0004	0004	0004	Supervisor	0004	0004
Professional	0005	0005	0005	0005	0005	Professional	0005	0005	0005	0005	Professional	0005	0005	0005	0005	Professional	0005	0005
Administrative	0006	0006	0006	0006	0006	Administrative	0006	0006	0006	0006	Administrative	0006	0006	0006	0006	Administrative	0006	0006
Technical	0007	0007	0007	0007	0007	Technical	0007	0007	0007	0007	Technical	0007	0007	0007	0007	Technical	0007	0007
Operative	0008	0008	0008	0008	0008	Operative	0008	0008	0008	0008	Operative	0008	0008	0008	0008	Operative	0008	0008
Non-Exempt	0009	0009	0009	0009	0009	Non-Exempt	0009	0009	0009	0009	Non-Exempt	0009	0009	0009	0009	Non-Exempt	0009	0009



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 Commonwealth of Virginia  
 Department of Workforce Training

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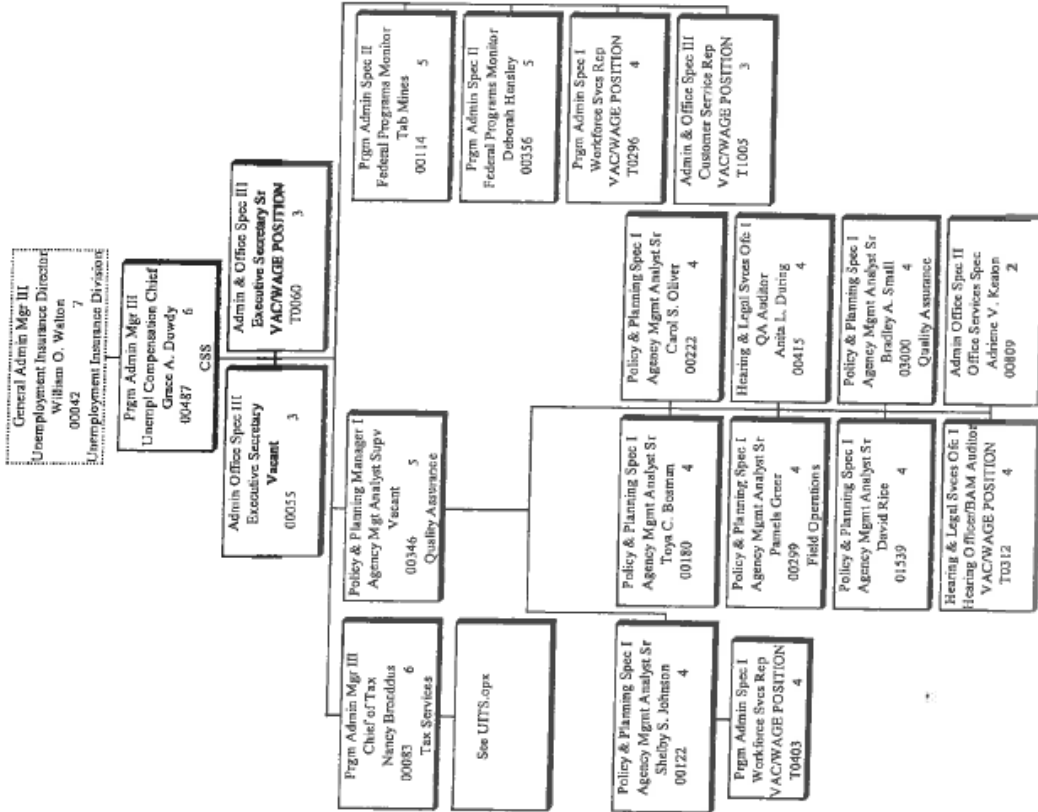
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Unemployment Insurance Director  
William O. Walsh  
00415  
Unemployment Insurance Division  
Finger Mgr III  
Chief of Tax  
Nancy Broadbent  
74 to UI Modernization  
00183  
Financial Services Mgr I  
Tax Representative Mgr  
Vacant  
00247

Health/Welfare Region  
Financial Services Mgr I  
Tax Representative Mgr  
Robert K. Prohlym  
00348 TAX SW 5

Northern Region  
Financial Services Mgr I  
Tax Representative Mgr  
Hope C. Hickey  
00269 TAX NO 5

South/Western Region  
Financial Services Mgr I  
Tax Representative Mgr  
Kathleen A. Eighan  
00288 TAX SE 5

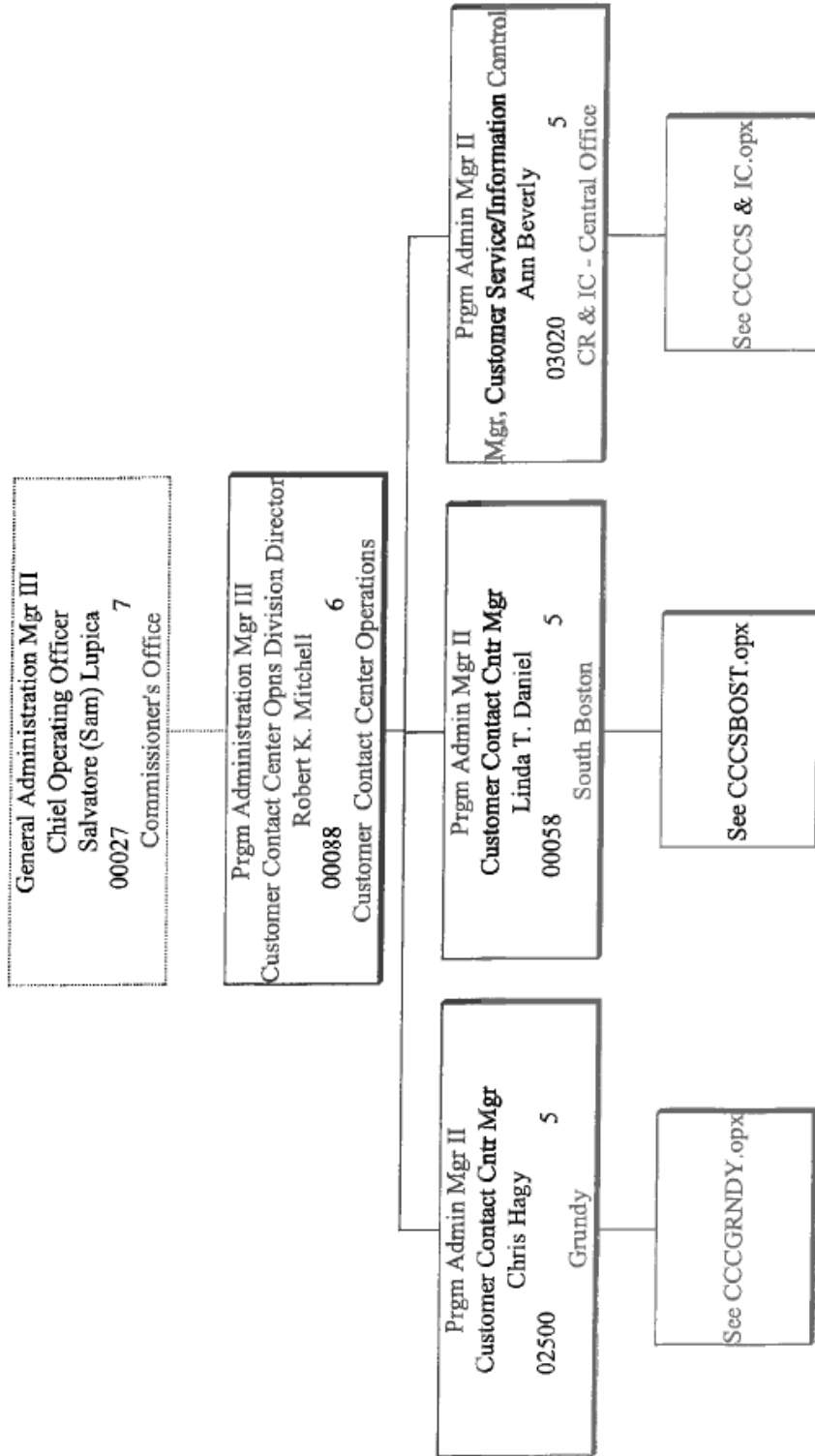
Financial Services Specialist I Unempl Tax Representative VAC/WAGE POSITION T0235 Central Office 01224 Hampton 00668 Financial Services Specialist I Unempl Tax Representative James L. Powell 01224 Hampton 00668 Financial Services Specialist I Unempl Tax Representative James B. Harce 01224 Hampton 00668 Financial Services Specialist I Unempl Tax Representative James J. Walsh 00238 Central Office 00771 Financial Services Specialist I Unempl Tax Representative Cynthia D. Bice 01224 Vacant 00771 Financial Services Specialist I Unempl Tax Representative Cynthia D. Bice 01224 Vacant 00771 Financial Services Specialist I Unempl Tax Representative Denise L. Johnson 00973 Norfolk 00191 Vacant 00973 Financial Services Specialist I Unempl Tax Representative Jeff E. Roszman 00469 Norfolk 00469 Financial Services Specialist I Unempl Tax Representative Armando Ward 00974 Norfolk 00974 Financial Services Specialist I Unempl Tax Representative Vacant 03811 Vacant 00160 Norfolk 00160 Financial Services Specialist I Unempl Tax Representative Lorand Y. Leubner 00160 Richmond 00160 Financial Services Specialist I Unempl Tax Representative Julius M. Pearce 00110 Teachers 01032	Financial Services Specialist I Unempl Tax Representative Miguel J. Garcia 00683 Financial Services Specialist I Unempl Tax Representative Melvin Perez 01237 Financial Services Specialist I Unempl Tax Representative William K. Dumas 01266 Financial Services Specialist I Unempl Tax Representative Wesley L. Naji 00104 Financial Services Specialist I Unempl Tax Representative Frederickburg 01006 Financial Services Specialist I Unempl Tax Representative Avery L. Fleming 01006 Financial Services Specialist I Unempl Tax Representative Derek Miller 01087 Financial Services Specialist I Unempl Tax Representative Patrice Wilson 01187 Financial Services Specialist I Unempl Tax Representative Chloe L. Brockwell 01187 Financial Services Specialist I Unempl Tax Representative Lan M. Robinson 01219 Financial Services Specialist I Unempl Tax Representative Melissa A. Herring T1219 Financial Services Specialist I Unempl Tax Representative Vacant 02487 Financial Services Specialist I Unempl Tax Representative Erica Williams 02487 Financial Services Specialist I Unempl Tax Representative Mary E. Burton 04806 Financial Services Specialist I Unempl Tax Representative Lorry M. Lucas 01227 Financial Services Specialist I Unempl Tax Representative David Mays 00875 Financial Services Specialist I Unempl Tax Representative Robert Allen 01238 Financial Services Specialist I Unempl Tax Representative Shaina W. Matthews 00433 Financial Services Specialist I Unempl Tax Representative South Bennett 00499 Financial Services Specialist I Unempl Tax Representative Dorothy A. Wilbur 00499 Financial Services Specialist I Unempl Tax Representative James L. Cain 00415 Financial Services Specialist I Unempl Tax Representative Debra H. Hagan 00415 Financial Services Specialist I Unempl Tax Representative Ella Avitia 00858 Financial Services Specialist I Unempl Tax Representative Kath H. Koch T0236 Financial Services Specialist I Unempl Tax Representative Debra C. Argabright 03114	Financial Services Specialist I Unempl Tax Representative Tara Verrillon 03489 Financial Services Specialist I Unempl Tax Representative Cynthia Treviño 03097 Financial Services Specialist I Unempl Tax Representative Nicole L. Lott 00771 Financial Services Specialist I Unempl Tax Representative Joseph N. Nitzmann 00000 Financial Services Specialist I Unempl Tax Representative James D. Cozer 03096 Financial Services Specialist I Unempl Tax Representative Lynneburg 03096 Financial Services Specialist I Unempl Tax Representative James D. Cozer 03096 Financial Services Specialist I Unempl Tax Representative Lynneburg 03096 Financial Services Specialist I Unempl Tax Representative Ella Avitia 00858 Financial Services Specialist I Unempl Tax Representative Kath H. Koch T0236 Financial Services Specialist I Unempl Tax Representative Debra C. Argabright 03114	Financial Services Specialist I Unempl Tax Representative David Mays 00875 Financial Services Specialist I Unempl Tax Representative Robert Allen 01238 Financial Services Specialist I Unempl Tax Representative Shaina W. Matthews 00433 Financial Services Specialist I Unempl Tax Representative South Bennett 00499 Financial Services Specialist I Unempl Tax Representative Dorothy A. Wilbur 00499 Financial Services Specialist I Unempl Tax Representative James L. 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Buge Jr. 03010 Financial Services Specialist I Unempl Tax Representative Jimmy White 00112 Financial Services Specialist I Unempl Tax Representative Melissa Mitchell 00996 Financial Services Specialist I Unempl Tax Representative Central Office 00771 Financial Services Specialist I Unempl Tax Representative WAGE POSITION T0235 Norfolk 00973 Financial Services Specialist I Unempl Tax Representative Jeff E. Roszman 00469 Financial Services Specialist I Unempl Tax Representative Vacant 01457 Financial Services Specialist I Unempl Tax Representative Michael E. McGraw T0233 Financial Services Specialist I Unempl Tax Representative Suzanna 00414 Financial Services Specialist I Unempl Tax Representative Joseph P. Achavone 00414 Financial Services Specialist I Unempl Tax Representative Richmond 00160 Financial Services Specialist I Unempl Tax Representative Regina D. Pogue 01032 Financial Services Specialist I Unempl Tax Representative Teachers T0235
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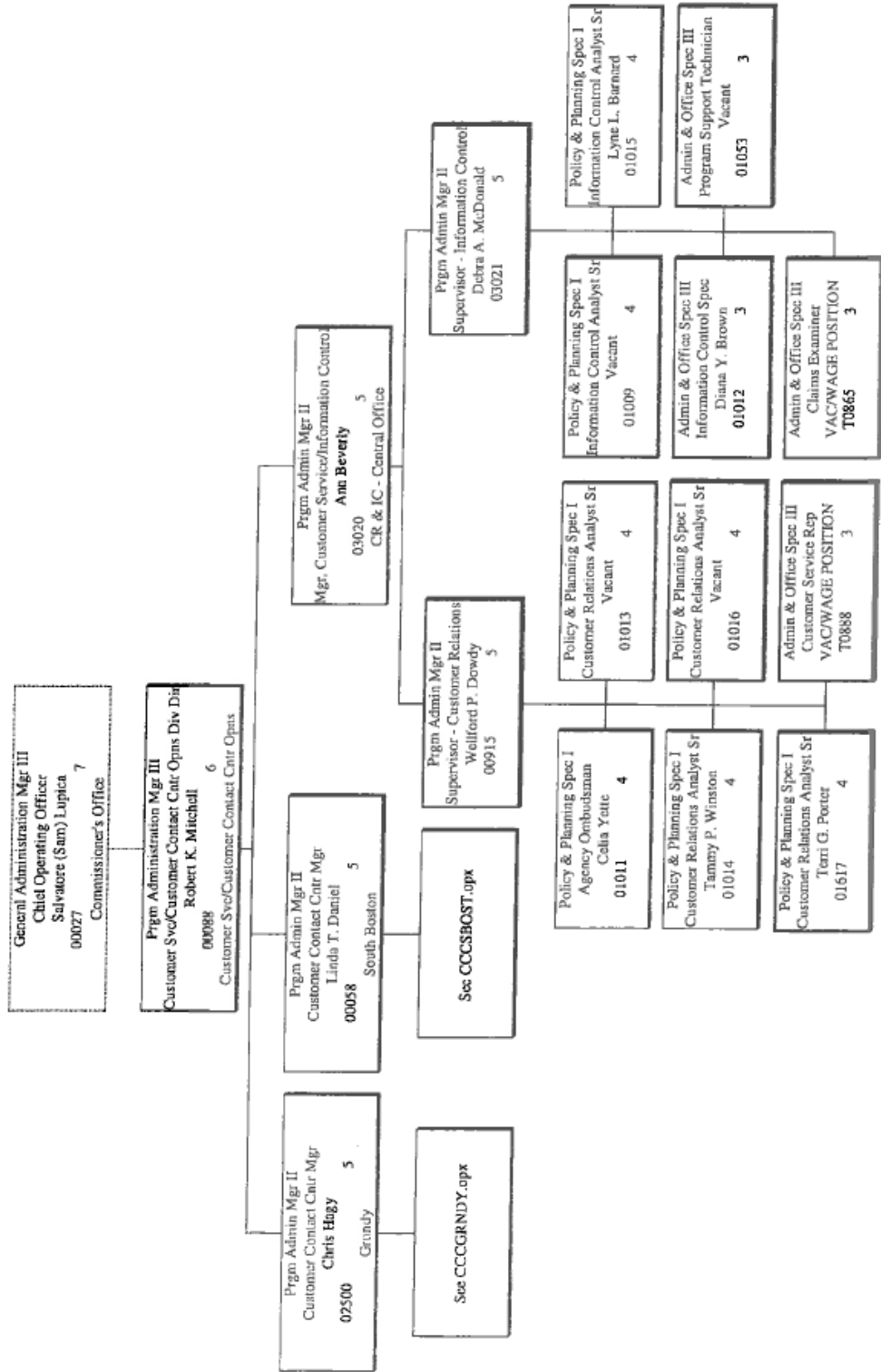


Prgrn Admin Mgr III  
Unempl Compensation Chief  
Grace A. Dowdy  
00487  
6  
CSS/Tax Svcs

Prgrn Admin Mgr III  
Chief of Tax  
Nancy K. Broadbent  
TA to UI Modernization  
00083  
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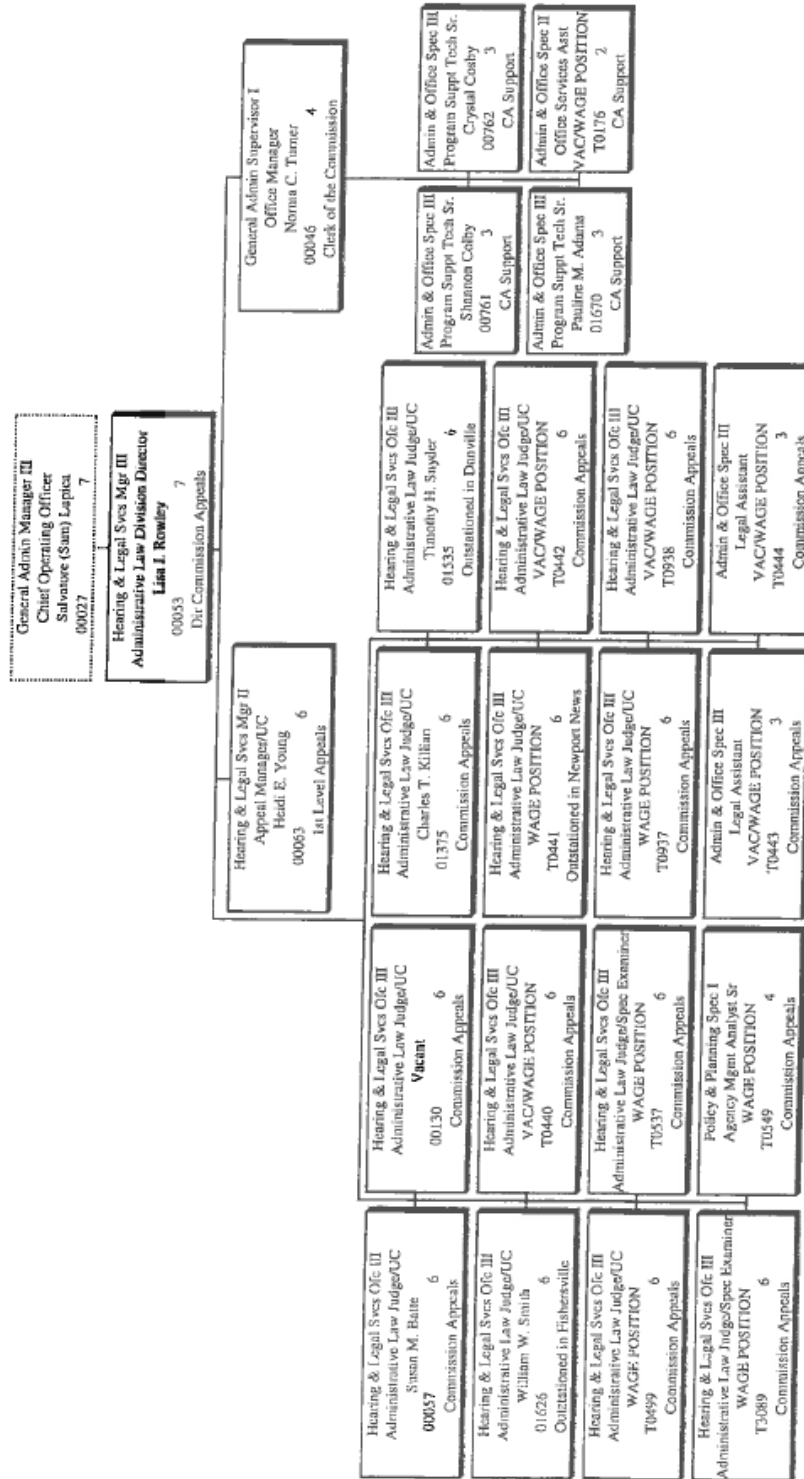
<p>Prgrn Admin Mgr II Tax Accounts Manager Vacant 00069 5 Tax Administration</p>	<p>General Admin Supervisor I Office Manager Sr Jeffrey Hamlett 01060 4 Tax &amp; Wage Info</p>	<p>Admin &amp; Office Spec III Office Supervisor Tracy L. Hunsley 01627 3</p>	<p>Admin &amp; Office Spec III Office Supervisor Debra N. Drake 01061 3</p>	<p>Admin &amp; Office Spec III Office Supervisor James Stroble 01912 4</p>	<p>Admin &amp; Office Spec III Office Supervisor Mehmet O. Khan 00188 3</p>	<p>Admin &amp; Office Spec III Office Supervisor Pamela L. Light 00336 3</p>	<p>Admin &amp; Office Spec III Office Supervisor Megan McDonald 01115 3</p>	<p>Admin &amp; Office Spec III Office Supervisor Arthur C. Dewey 01178 3</p>	<p>Admin &amp; Office Spec III Office Supervisor Sarah Sexton 00337 3</p>	<p>Admin &amp; Office Spec III Office Supervisor Rosemary Morris 00173 2</p>
<p>General Administration Supv J/Coord II Unempl Tax Supervisor Latoya N. Riley 00309 4 Employer Accounts</p>	<p>General Administration Supv J/Coord II Unempl Tax Supervisor Kianna P. Jackson 00310 4 Auditing</p>	<p>Financial Services Spec I Tax Examiner Senior Susan R. Lewis 00461 4</p>	<p>Financial Services Spec I Tax Examiner Senior James Stroble 01912 4</p>	<p>Financial Services Spec I Tax Examiner Senior Mehmet O. Khan 00188 3</p>	<p>Financial Services Spec I Tax Examiner Senior Pamela L. Light 00336 3</p>	<p>Financial Services Spec I Tax Examiner Senior Megan McDonald 01115 3</p>	<p>Financial Services Spec I Tax Examiner Senior Arthur C. Dewey 01178 3</p>	<p>Financial Services Spec I Tax Examiner Senior Sarah Sexton 00337 3</p>	<p>Financial Services Spec I Tax Examiner Senior Rosemary Morris 00173 2</p>	
<p>Financial Spec I Tax Support Agent WAGE POSITION T0332 4</p>	<p>Admin &amp; Office Spec III Tax Examiner Rena Pezant 00167 3</p>	<p>Admin &amp; Office Spec III Tax Examiner Wendi D. Woolard 01088 3</p>	<p>Admin &amp; Office Spec III Tax Examiner Virginia F. Patterson 00216 3</p>	<p>Admin &amp; Office Spec III Tax Examiner Sarah Sexton 00337 3</p>	<p>Admin &amp; Office Spec III Tax Examiner Arthur C. Dewey 01178 3</p>	<p>Admin &amp; Office Spec III Tax Examiner Sarah Sexton 00337 3</p>	<p>Admin &amp; Office Spec III Tax Examiner Arthur C. Dewey 01178 3</p>	<p>Admin &amp; Office Spec III Tax Examiner Sarah Sexton 00337 3</p>	<p>Admin &amp; Office Spec III Tax Examiner Rosemary Morris 00173 2</p>	
<p>Admin &amp; Office Spec II Office Services Asst WAGE POSITION T0405 2</p>	<p>Admin &amp; Office Spec II Office Services Asst WAGE POSITION T0405 2</p>	<p>Admin &amp; Office Spec II Office Services Asst WAGE POSITION T0405 2</p>	<p>Admin &amp; Office Spec II Office Services Asst WAGE POSITION T0405 2</p>	<p>Admin &amp; Office Spec II Office Services Asst WAGE POSITION T0405 2</p>	<p>Admin &amp; Office Spec II Office Services Asst WAGE POSITION T0405 2</p>	<p>Admin &amp; Office Spec II Office Services Asst WAGE POSITION T0405 2</p>	<p>Admin &amp; Office Spec II Office Services Asst WAGE POSITION T0405 2</p>	<p>Admin &amp; Office Spec II Office Services Asst WAGE POSITION T0405 2</p>	<p>Admin &amp; Office Spec II Office Services Asst WAGE POSITION T0405 2</p>	
<p>Admin &amp; Office Spec II Office Services Asst WAGE POSITION T0408 2</p>	<p>Admin &amp; Office Spec II Office Services Asst WAGE POSITION T0408 2</p>	<p>Admin &amp; Office Spec II Office Services Asst WAGE POSITION T0408 2</p>	<p>Admin &amp; Office Spec II Office Services Asst WAGE POSITION T0408 2</p>	<p>Admin &amp; Office Spec II Office Services Asst WAGE POSITION T0408 2</p>	<p>Admin &amp; Office Spec II Office Services Asst WAGE POSITION T0408 2</p>	<p>Admin &amp; Office Spec II Office Services Asst WAGE POSITION T0408 2</p>	<p>Admin &amp; Office Spec II Office Services Asst WAGE POSITION T0408 2</p>	<p>Admin &amp; Office Spec II Office Services Asst WAGE POSITION T0408 2</p>	<p>Admin &amp; Office Spec II Office Services Asst WAGE POSITION T0408 2</p>	











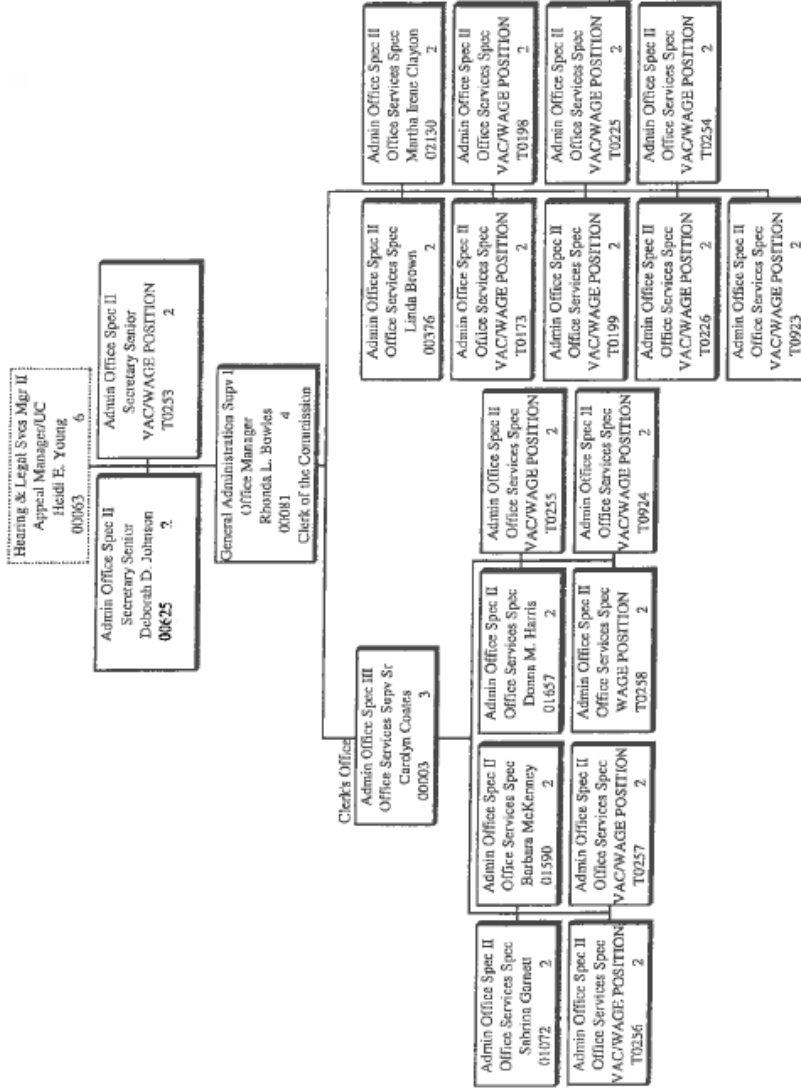
Clerk of Court See Detail 11422199 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner John R. Adlum III 00147 Norfolk 5	Hearing & Legal Svcs Oic II Appeals Examiner Melissa V. Nelson 00208 Alexandria 5	Hearing & Legal Svcs Oic II Appeals Examiner Kathleen L. Williams 00202 Prince William 5	Hearing & Legal Svcs Oic II Appeals Examiner William C. Massey 00998 1st Lvl Appls 5	Hearing & Legal Svcs Oic II Appeals Examiner David C. Johnson 01497 Norfolk 5	Hearing & Legal Svcs Oic II Appeals Examiner Edward C. Schatz Jr 01494 Suffolk 5	Hearing & Legal Svcs Oic II Appeals Examiner James B. Lee 01738 1st Lvl Appls 3	Hearing & Legal Svcs Oic II Appeals Examiner P. Gary C. Kimbrough 00210 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner Cheryl R. Chakraborti 00627 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner Theodore G. Chansirik 01493 Newport News 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner Karon Hays 01498 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner Joseph R. Gorman 01088 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner Kyle J. Bostykowski 02141 Bedford 5	Hearing & Legal Svcs Oic II Appeals Examiner Vacant 01229 5 Bristol	Hearing & Legal Svcs Oic II Appeals Examiner Lisa J. Rowley 00003 7 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner Heidi E. Young 00063 6 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD00 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD05 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD09 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD06 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD51 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD54 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD58 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD61 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD65 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD68 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD74 5 Norfolk	Hearing & Legal Svcs Oic II Appeals Examiner TUD75 5 1st Level Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD77 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD78 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD80 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD83 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD84 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD87 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD89 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD90 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD91 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD92 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD93 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD94 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD95 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD96 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD97 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD98 5 1st Lvl Appls	Hearing & Legal Svcs Oic II Appeals Examiner TUD99 5 1st Lvl Appls	Policy & Planning Spec I Agency Mgmt. Analysis Sr. VAC/WAGE POSITION T0501 4 1st Lvl Appls
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Virginia Employment Commission  
Central Office  
Administrative Law - 1st Level Appeals/Clerk of the  
Commission






U.S. Department of Labor

**SQSP SIGNATURE PAGE**

OMB Approval No. 1205-0132

Expires 12/31/2017

U.S. DEPARTMENT OF LABOR Employment and Training Administration	FEDERAL FISCAL YEAR 2016	STATE VIRGINIA
<b>UNEMPLOYMENT INSURANCE STATE QUALITY SERVICE PLAN SIGNATURE PAGE</b>		
<p>This Unemployment Insurance State Quality Service Plan (SQSP) is entered into between the Department of Labor, Employment and Training Administration, and</p> <p style="text-align: center;">_____ VIRGINIA _____ (STATE'S NAME)</p> <p>The Unemployment Insurance SQSP is part of the State's overall operating plan and, during this Federal fiscal year, the State agency will adhere to and carry out the standards set forth in Federal UI Law as interpreted by the DOL, and adhere to the Federal requirements related to the use of granted funds.</p> <p>All work performed under this agreement will be in accordance with the assurances and descriptions of activities as identified in the SQSP Handbook and will be subject to its terms.</p>		
TYPED NAME AND TITLE	SIGNATURE	DATE
STATE ADMINISTRATOR Ellen Marie Hess, Commissioner		08/20/2015
DOL APPROVING OFFICIAL Leo Miller, Regional Administrator		
DOL APPROVING OFFICIAL		

## *REGISTERED APPRENTICESHIP*

Registered Apprenticeship is administered by the Virginia Department of Labor and Industry, which falls under the direction of the Secretary of Commerce and Trade who serves as the state's Chief Workforce Advisor. Virginia is very interested in expanding the utilization of the Registered Apprenticeship program to help narrow the skills gap. Work-based learning is known to be an effective talent development strategy that serves the interests of business and the apprentice.

Registered Apprenticeship opportunities have long been a part of Virginia's workforce training landscape. Apprenticeships employ a combination of on-the-job training and related classroom instruction to produce highly skilled workers to help Virginia's employers grow our economy. Today there are more than 13,000 apprentices employed by 2,000 sponsors throughout the Commonwealth.

A registered apprentice completes a minimum of 2,000 hours of supervised on-the-job training and a minimum of 144 hours of related classroom instruction for each year of apprenticeship. While apprenticeship terms are occupation-specific, the average term of apprenticeship is four years. Successful completion of the registered Apprenticeship Program earns the apprentice nationally recognized state certification as a journey person.

Services related to the Registered Apprenticeship program in Virginia are delivered by a network of regional representatives who have responsibility for industry outreach and education.

### **Increasing Utilization of Registered Apprenticeship Programs**

#### *Increased Funding & Innovation*

In September 2015, Virginia received \$6.9 million in federal grants to expand apprenticeships in high-growth industries. Recipients included the Shenandoah Valley Workforce Development Board and the Community College Workforce Alliance, which is the workforce services division of two community colleges in the greater Richmond area.

The project in the Shenandoah Valley will target skilled trades in the advanced manufacturing industry and in-demand occupations in H-1B career pathways including; Mechatronics, Industrial Maintenance Technician, CNC Machine Operator, Welder and Production Technician.

CCWA was awarded a \$2.9 million grant to lead the Apprentice Virginia: Collaborative Workforce Solutions in Information Technology & Advanced Manufacturing project. Other partner colleges include Southside Virginia Community College and Danville Community College. Partnerships with key employers including Ashland Specialty Ingredients, Maxx Potential, International Paper, DuPont Spruance and Rolls-Royce, as well as the South Central, Resource, Crater Regional and West Piedmont Workforce Development Boards will ensure program sustainability. The project will create and expand pre-apprenticeship and apprenticeship opportunities for over 330 workers in targeted H-1B industries of information technology (IT) and advanced manufacturing in Virginia.

Immediately following the announcement of the new grants, the state increased its investment in apprenticeships through the Governor's Executive Order Forty-Nine of 2015 which provides a total of \$400,000 in new funding annually for Registered Apprenticeship programs for public and private sector occupations in which there have not traditionally been apprentices. Specifically, the funds available under the Executive Order are intended to increase the number of Registered Apprenticeship programs within the public sector and in key private sector industries (such as Information Technology, Cyber Security, and Professional and Business Services).

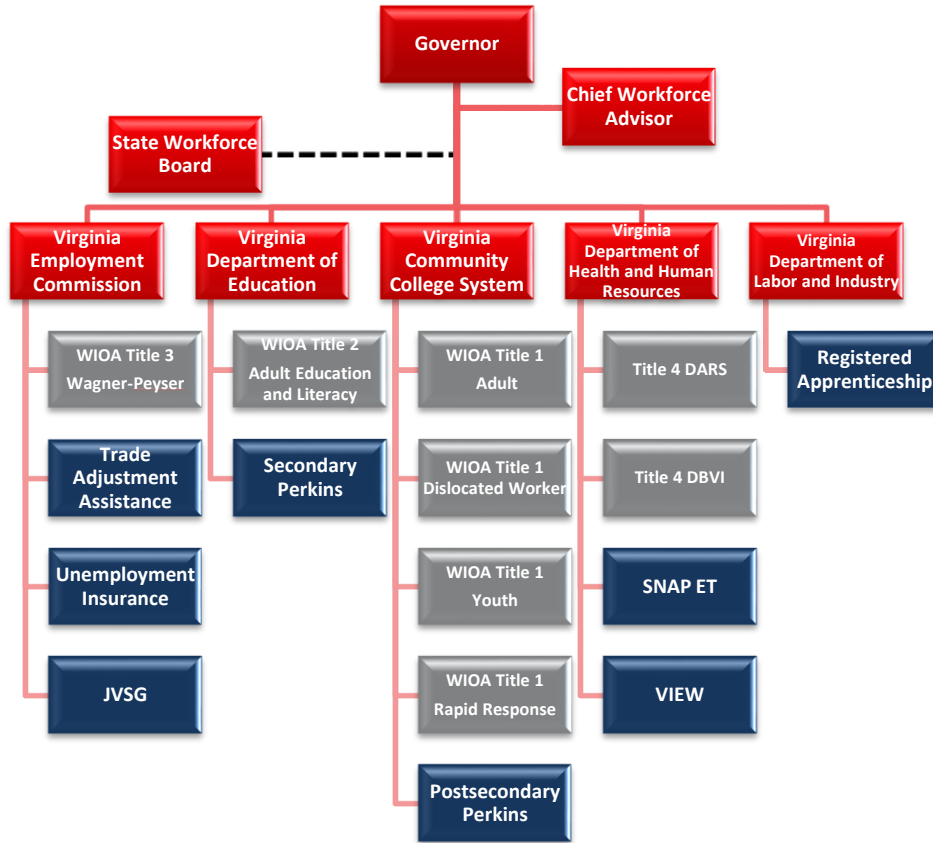
#### *Increased Collaboration with Core Programs*

In addition to new funds mentioned above, Individual Training Accounts funded through Title 1-B can support apprenticeship related instruction and work-based training for a broad range of occupations and industries. Such funding and services – available through local workforce regions – include:

- The state workforce board recently (Dec 2015) adopted policy related to the inclusion of apprenticeship sponsors and related instruction on the state's eligible training provider list. Individual Training Accounts (ITAs) are available for individual registered apprentices and can cover the amount allowable in a local workforce investment area for job-related instruction costs (i.e., classroom instruction, distance/online learning, etc.) for eligible dislocated workers or employed workers determined to be in need of training according to their local Comprehensive One Stop Career Center's policies.
- Incumbent Worker Training is a mechanism often used to support apprenticeship related instruction for newly hired and existing workers. Local boards may reserve and use up to 20 percent of the Title 1 Adult and Dislocated Worker funds to pay for a tiered scale portion of the costs of providing training. The state board recently revised this policy (Oct 2015) to ensure alignment between targeted industries and demand occupations.
- Provision of additional recruiting, placement, and support services. The workforce system can also cover a range of supportive services – including pre-apprenticeship training, assistance in recruiting and placing apprentices, and tools, books, and other individual supplies for apprentices.
- Business Service Teams are the organizing structure used at the local level to engage business and industry and deliver workforce services to industry partners. Registered Apprenticeship representatives are vital members of regional Business Services Teams.

# APPENDIX

## APPENDIX A. COMBINED STATE PLAN PARTNERS PROGRAMS



APPENDIX B. COMMON PERFORMANCE MEASURES

		PROGRAM YEAR: 2017		PROGRAM YEAR: 2018	
	Baseline	Proposed /Expected Level	Negotiated /Adjusted Level	Proposed /Expected Level	Negotiated /Adjusted Level
<b>FEDERAL COMMON PERFORMANCE MEASURES</b>					
<b>Employment (2Q after Exit)</b>					
ADULTS					
DISLOCATED WORKERS					
YOUTH*(EDUCATION, TRAINING OR EMPLOYMENT)					
ADULT EDUCATION					
WAGNER-PEYSER					
VOCATIONAL REHABILITATION					
VOCATIONAL REHABILITATION					
<b>Employment (4Q after Exit)</b>					
ADULTS					
DISLOCATED WORKERS					
YOUTH*(EDUCATION, TRAINING OR EMPLOYMENT)					
ADULT EDUCATION					
WAGNER-PEYSER					
VOCATIONAL REHABILITATION					
VOCATIONAL REHABILITATION					
<b>Median Earnings (2Q after Exit)</b>					
ADULTS					
DISLOCATED WORKERS					
YOUTH*(EDUCATION, TRAINING OR EMPLOYMENT)					
ADULT EDUCATION					
WAGNER-PEYSER					
VOCATIONAL REHABILITATION					
VOCATIONAL REHABILITATION					
<b>Credential Attainment Rate</b>					
ADULTS					
DISLOCATED WORKERS					
YOUTH*(EDUCATION, TRAINING OR EMPLOYMENT)					
ADULT EDUCATION					
WAGNER-PEYSER					
VOCATIONAL REHABILITATION					
VOCATIONAL REHABILITATION					
<b>Measurable Skills Gains</b>					
ADULTS					

DISLOCATED WORKERS					
YOUTH*(EDUCATION, TRAINING OR EMPLOYMENT)					
ADULT EDUCATION					
WAGNER-PEYSER					
VOCATIONAL REHABILITATION					
<b>Effectiveness in Serving Employers</b>					
ADULTS					
DISLOCATED WORKERS					
YOUTH*(EDUCATION, TRAINING OR EMPLOYMENT)					
ADULT EDUCATION					
WAGNER-PEYSER					
VOCATIONAL REHABILITATION					
VOCATIONAL REHABILITATION					

## APPENDIX C. STATE WORKFORCE BOARD ROSTER

Mark Herzog, Chair  
Vice President, Corporate Affairs  
Kaléo

Nathaniel X. Marshall, Vice Chair  
Human Resources Generalist  
The Babcock and Wilcox Company

Jeanne S. Armentrout  
Executive Vice President  
Chief Administrative Officer  
Carilion Clinic

Hobart P. "Hobey" Bauhan  
President  
Virginia Poultry Federation, Inc.

Thomas Bell  
Business Manager  
Iron Workers Local Union 79

William "Bill" Bell  
VP of Human Resources & Administration  
Newport News Shipbuilding

Secretary Anne Holton  
Secretary of Education

Lane Hopkins  
Senior VP, Human Resources  
Chief Diversity Officer  
Capital One Financial Corporation

The Honorable Mary Hynes  
Board Chair  
Arlington County Board

Secretary Maurice Jones  
Secretary of Commerce and Trade

The Honorable Daniel Marshall III  
Virginia House of Delegates

The Honorable John Miller  
1st Senate District

Bruce Phipps  
President and CEO  
Goodwill Industries of the Valleys

The Honorable Kathy Byron  
Virginia House of Delegates

Doris Crouse-Mays  
President  
Virginia State AFL-CIO

Virginia Rae Diamond  
Special Counsel  
Ashcraft & Gerel, LLC

Mark B. Dreyfus  
President  
ECPI University

Barry DuVal  
President  
The Virginia Chamber of Commerce

Leslie Frazier  
Policy Director  
Secretary of Veteran & Defense Affairs

Carole Pratt  
Senior Advisor  
Virginia Department of Health

Edward "Ted" Raspiller  
President  
John Tyler Community College

Carrie Roth  
President and CEO  
Virginia Biotechnology Research Partnership Authority  
The Honorable Frank M. Ruff, Jr.  
15th Senate District

Brett Vassey  
President & CEO  
Virginia Manufacturers Association

Tom Walker  
President  
Web Teks

Brian T. Warner  
Commonwealth Center for Advanced Manufacturing

## APPENDIX D. SECTOR DEFINITIONS

The 4-digit North American Industry Classification System (NAICS) definition of sectors used in this report are broadly defined as the following (as defined here, there is NO overlap of the industries in the sectors except for tourism and logistics).<sup>37</sup>

1. Advanced Manufacturing
  - a. Includes aerospace-related manufacturers
  - b. Includes biotech-related manufacturers such as pharmaceutical and medical equipment
2. Information Technology
  - a. Includes aerospace-related telecommunications
  - b. Includes data centers
3. Tourism
4. Energy
5. Federal Government –
  - a. Public administration
  - b. Private sector contractors are located throughout other industries, particularly manufacturing and professional business services
  - c. Includes only civilian workers
6. Professional Business Services
  - a. Big data and big analytics
  - b. Cyber security
  - c. Modeling and simulation
  - d. Includes aerospace-related computer system design and related activities
7. Agriculture and Forestry
8. Health Care
9. Logistics

The logic and detailed 4-digit definitions of the sectors are described below.

### **1. Advanced Manufacturing**

All 86 4-digit NAICS manufacturing industries are used to define advanced manufacturing. It includes aerospace manufacture and biotech-related manufacture such as pharmaceutical and medical equipment.

### **2. Information Technology**

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<sup>37</sup> The twelve, 4-digit NAICS codes found in the tourism and logistics sectors are: 4811 Scheduled Air Transportation; 4812 Nonscheduled Air Transportation; 4821 Rail Transportation; 4831 Deep Sea, Coastal, and Great Lakes Water Transportation; 4832 Inland Water Transportation; 4852 Interurban and Rural Bus Transportation; 4853 Taxi and Limousine Service; 4855 Charter Bus Industry; 4871 Scenic and Sightseeing Transportation, Land; 4872 Scenic and Sightseeing Transportation, Water; 4879 Scenic and Sightseeing Transportation, Other; and 4884 Support Activities for Road Transportation.



Twelve 4-digit NAICS that make up the information sector (NAICS 51) are used to define the information technology sector. It includes aerospace-related telecommunications and data centers.

### **3. Tourism**

Thirty 4-digit industries were chosen to define the tourism industry based on the industries used for in a profile of the tourism industries that was commissioned by the Virginia Department of Tourism.<sup>38</sup>

### **4. Energy**

Two 4-digit industries were chosen to define energy that are part of the utilities sector (NAIC 22).<sup>39</sup>

### **5. Federal Government**

Eight 4-digit industries were chosen to define federal government that are part of the public administration sector (NAIC 92). Only civilian workers are identified in the sector. Private sector federal government contractors are accounted for mainly in manufacturing and professional business services.

### **6. Professional Business Services**

Nine 4-digit NAICS that make up the professional, scientific, and technical services sector (NAICS 54) are used to define the professional business services sector. It includes big data, big analytics, cyber security, modeling and simulation, and aerospace-related computer system design.

### **7. Agriculture and Forestry**

Seventeen 4-digit industries were chosen to define the agriculture and forestry sector based on the agriculture, forestry, fishing and hunting (NAICS 11) sector. Two 4-digit NAICS industries that were fishing and hunting were excluded.

### **8. Health Care**

Eighteen 4-digit NAICS that make up the health care and social assistance services sector (NAICS 62) are used to define the health care sector.

### **9. Logistics**

Twenty-nine 4-digit industries that make up the transportation and warehousing industry (NAICS 48) are used to define the logistics sector.

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<sup>38</sup> "Tourism Works for Virginia," Virginia Economic Trends, produced by Chmura Economics & Analytics, 1<sup>st</sup> Quarter, 2014, page 5.

<sup>39</sup> NAICS 2213 "Water, Sewage and Other Systems," which is also part of the utility sector, was excluded.

## APPENDIX E. OCCUPATION ANALYSIS

The occupations in the following table have an annual growth rate over the next ten years at or above the average for the state, a larger number of projected jobs opening due to replacement demand plus net job growth than the state average, average wages at or above the median wage in the state, and make up 1% or more of employment in an industry targeted by the state or employment in one of the state’s targeted sectors for that occupation accounts for 20% or more of total employment for that occupation. The occupations are in demand in at least one of Virginia’s target sectors.

		Occupation Analysis								
		Manufacturing	Information Technology	Tourism	Energy	Federal Government	Professional Business Services	Agriculture and Forestry	Health Care	Logistics
11-1021	General and Operations Managers	•	•	•	•	•	•			•
11-2021	Marketing Managers						•			
11-2022	Sales Managers			•						
11-3021	Computer and Information Systems Managers		•				•			
11-9111	Medical and Health Services Managers								•	
11-9199	Managers, All Other		•			•	•			
13-1051	Cost Estimators			•						
13-1111	Management Analysts				•	•	•			
13-1151	Training and Development Specialists						•			
13-1161	Market Research Analysts and Marketing Specialists		•				•			
13-2011	Accountants and Auditors		•		•	•	•			
13-2051	Financial Analysts						•			
15-1121	Computer Systems Analysts		•				•			
15-1132	Software Developers, Applications		•				•			
15-1133	Software Developers, Systems Software		•				•			
15-1134	Web Developers		•				•			
15-1141	Database Administrators						•			
15-1142	Network and Computer Systems Administrators		•				•			
15-1143	Computer Network Architects		•				•			
15-1151	Computer User Support Specialists		•				•			
15-1152	Computer Network Support Specialists		•				•			
15-1199	Computer Occupations, All Other					•	•			
15-2031	Operations Research Analysts						•			
17-2051	Civil Engineers						•			
17-2141	Mechanical Engineers	•					•			

### Occupation Analysis

		Manufacturing	Information Technology	Tourism	Energy	Federal Government	Professional Business Services	Agriculture and Forestry	Health Care	Logistics
19-3031	Clinical, Counseling, and School Psychologists								•	
21-1021	Child, Family, and School Social Workers								•	
23-1011	Lawyers					•	•			
29-1069	Physicians and Surgeons, All Other					•			•	
29-1123	Physical Therapists								•	
29-1127	Speech-Language Pathologists								•	
29-1141	Registered Nurses					•			•	
29-1171	Nurse Practitioners								•	
29-2012	Medical and Clinical Laboratory Technicians								•	
29-2021	Dental Hygienists								•	
29-2061	Licensed Practical and Licensed Vocational Nurses								•	
31-9011	Massage Therapists			•					•	
39-1021	First-Line Supervisors of Personal Service Workers								•	
41-3099	Sales Representatives, Services, All Other		•				•			
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products						•			
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	•								
43-1011	First-Line Supervisors of Office and Administrative Support Workers		•	•	•				•	•
47-2111	Electricians				•					
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists			•						•
49-9041	Industrial Machinery Mechanics	•			•					
49-9051	Electrical Power-Line Installers and Repairers				•					
51-4041	Machinists	•								

Source: JobsEQ

As shown in the table below, these occupations currently employ 698,837 people in Virginia. Over the next ten years starting with the third quarter of 2015, 103,869 people will be needed in these occupations due to industry expansion. In addition, 163,430 people will be needed as individuals currently in these occupations either retire or move to a different occupation.

**Current and Forecast Employment Growth: 6-Digit Standard Occupation Classification (SOC) Groups in Virginia**

SOC	Title	Current			Forecast				Typical Entry-Level Education
		Four Quarters Ending with 2015q3			Over the Next 10 Years				
		Empl.	Avg. Annual Wages <sup>1</sup>	Location Quotient	Total Repl. Demand	Total Growth Demand	Growth Plus Repl. Demand	Avg. Annual Growth Percent	
29-1141	Registered Nurses	64,279	\$63,900	0.86	15,100	9,100	24,200	1.3%	Bachelor's degree
11-1021	General and Operations Managers	59,997	\$131,900	1.06	16,231	5,231	21,462	0.8%	Bachelor's degree
11-9199	Managers, All Other	27,275	\$122,200	1.07	16,693	2,311	19,004	0.8%	Bachelor's degree
13-2011	Accountants and Auditors	39,210	\$78,600	1.12	11,724	4,983	16,707	1.2%	Bachelor's degree
15-1132	Software Developers, Applications	33,101	\$104,200	1.66	5,770	8,920	14,690	2.4%	Bachelor's degree
41-3099	Sales Representatives, Services, All Other	28,088	\$71,300	1.21	7,364	3,252	10,616	1.1%	High school diploma or equivalent
15-1121	Computer Systems Analysts	24,416	\$97,600	1.62	3,634	6,823	10,457	2.5%	Bachelor's degree
13-1111	Management Analysts	29,114	\$101,000	1.50	5,459	4,959	10,418	1.6%	Bachelor's degree
43-1011	First-Line Supervisors of Office and Administrative Support Workers	38,252	\$56,100	1.00	5,915	3,347	9,262	0.8%	High school diploma or equivalent
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	30,508	\$69,400	0.78	6,338	2,609	8,947	0.8%	High school diploma or equivalent
15-1151	Computer User Support Specialists	22,426	\$54,100	1.45	3,129	4,683	7,812	1.9%	Some college, no degree
29-2061	Licensed Practical and Licensed Vocational Nurses	16,614	\$40,500	0.86	4,443	2,643	7,086	1.5%	Postsecondary nondegree award
15-1133	Software Developers, Systems Software	17,794	\$109,200	1.64	2,591	4,445	7,036	2.3%	Bachelor's degree
47-2111	Electricians	18,034	\$47,900	1.05	3,198	2,785	5,983	1.4%	High school diploma or equivalent
13-1161	Market Research Analysts and Marketing Specialists	16,076	\$70,500	1.20	2,244	3,636	5,880	2.1%	Bachelor's degree
23-1011	Lawyers	18,941	\$131,300	0.96	3,594	1,560	5,154	0.8%	Doctoral or professional degree
11-3021	Computer and Information Systems Managers	13,457	\$151,500	1.46	1,790	3,156	4,946	2.1%	Bachelor's degree
17-2051	Civil Engineers	11,038	\$85,700	1.51	3,279	1,016	4,295	0.9%	Bachelor's degree
15-1142	Network and Computer Systems Administrators	13,855	\$89,900	1.37	1,908	2,094	4,002	1.4%	Bachelor's degree
29-1069	Physicians and Surgeons, All Other	9,405	\$201,600	1.02	2,667	1,260	3,927	1.3%	Doctoral or professional degree
17-2141	Mechanical Engineers	8,371	\$97,000	1.12	2,924	685	3,609	0.8%	Bachelor's degree
11-9111	Medical and Health Services Managers	8,166	\$101,100	0.92	2,208	1,257	3,465	1.4%	Bachelor's degree
11-2022	Sales Managers	10,155	\$143,000	1.00	2,578	780	3,358	0.7%	Bachelor's degree
15-	Web Developers	5,974	\$80,700	1.47	1,117	2,000	3,117	2.9%	Associate's degree

**Current and Forecast Employment Growth: 6-Digit Standard Occupation Classification (SOC) Groups in Virginia**

SOC	Title	Current			Forecast				Typical Entry-Level Education
		Four Quarters Ending with 2015q3			Over the Next 10 Years				
		Empl.	Avg. Annual Wages <sup>1</sup>	Location Quotient	Total Repl. Demand	Total Growth Demand	Growth Plus Repl. Demand	Avg. Annual Growth Percent	
1134 29- 1123	Physical Therapists	4,898	\$85,100	0.85	1,409	1,683	3,092	3.0%	Doctoral or professional degree
41- 4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	9,264	\$102,700	0.99	1,816	1,198	3,014	1.2%	Bachelor's degree
49- 9041	Industrial Machinery Mechanics	6,782	\$47,800	0.76	1,850	1,009	2,859	1.4%	High school diploma or equivalent
39- 1021	First-Line Supervisors of Personal Service Workers	6,696	\$39,000	0.96	2,143	709	2,852	1.0%	High school diploma or equivalent
13- 1151	Training and Development Specialists	7,775	\$68,600	1.17	2,053	750	2,803	0.9%	Bachelor's degree
13- 2051	Financial Analysts	7,608	\$93,300	1.04	1,733	968	2,701	1.2%	Bachelor's degree
21- 1021	Child, Family, and School Social Workers	7,861	\$47,800	1.02	1,960	560	2,520	0.7%	Bachelor's degree
51- 4041	Machinists	6,631	\$42,400	0.62	1,941	523	2,464	0.8%	High school diploma or equivalent
13- 1051	Cost Estimators	6,204	\$66,200	1.05	1,777	686	2,463	1.1%	Bachelor's degree
11- 2021	Marketing Managers	6,023	\$149,600	1.15	1,577	802	2,379	1.3%	Bachelor's degree
15- 1199	Computer Occupations, All Other	9,889	\$100,200	1.79	1,524	667	2,191	0.7%	Bachelor's degree
31- 9011	Massage Therapists	4,127	\$42,100	0.91	710	1,472	2,182	3.1%	Postsecondary nondegree award
19- 3031	Clinical, Counseling, and School Psychologists	4,007	\$72,300	0.98	1,291	772	2,063	1.8%	Doctoral or professional degree
49- 3031	Bus and Truck Mechanics and Diesel Engine Specialists	6,373	\$43,200	0.87	1,228	754	1,982	1.1%	High school diploma or equivalent
29- 1171	Nurse Practitioners	3,105	\$96,400	0.89	855	1,049	1,904	3.0%	Master's degree
15- 1152	Computer Network Support Specialists	6,962	\$74,400	1.46	968	926	1,894	1.3%	Associate's degree
29- 2021	Dental Hygienists	5,365	\$79,400	1.00	855	1,005	1,860	1.7%	Associate's degree
15- 2031	Operations Research Analysts	3,185	\$104,400	1.36	747	1,110	1,857	3.0%	Bachelor's degree
49- 9051	Electrical Power-Line Installers and Repairers	3,047	\$56,600	0.91	1,322	523	1,845	1.6%	High school diploma or equivalent
15- 1143	Computer Network Architects	6,359	\$112,400	1.64	848	963	1,811	1.4%	Bachelor's degree
29- 2012	Medical and Clinical Laboratory Technicians	4,259	\$39,000	0.96	972	755	1,727	1.6%	Associate's degree
29- 1127	Speech-Language Pathologists	3,473	\$77,000	0.97	971	747	1,718	2.0%	Master's degree

**Current and Forecast Employment Growth: 6-Digit Standard Occupation Classification (SOC) Groups in Virginia**

SOC	Title	Current			Forecast				Typical Entry-Level Education
		Four Quarters Ending with 2015q3			Over the Next 10 Years				
		Avg. Annual Empl.	Avg. Annual Wages <sup>1</sup>	Location Quotient	Total Repl. Demand	Total Growth Demand	Growth Plus Repl. Demand	Avg. Annual Growth Percent	
15-1141	Database Administrators	4,398	\$90,200	1.40	982	703	1,685	1.5%	Bachelor's degree
	Total	698,837			163,430	103,869	267,299		

Source: JobsEQ®

1. Occupation wages are as of 2014 and represent the average for all Covered Employment

Additional analysis is provided for the ten occupations with the largest projected total demand over the next ten years. For each of those occupations, a description of knowledge, skills, and abilities attributes is provided.

*KNOWLEDGE, SKILLS, ABILITIES AND APPRENTICESHIPS*

SOC	Title	Top 5 Abilities	Top 5 Skills	Top 5 Knowledge Attributes	Apprenticeships
11-1021	General and Operations Managers	Oral Expression Oral Comprehension Written Comprehension Problem Sensitivity Written Expression	Reading Comprehension Active Listening Speaking Critical Thinking Monitoring	Administration and Management Personnel and Human Resources Customer and Personal Service Economics and Accounting Mathematics	0
29-1141	Registered Nurses	Problem Sensitivity Oral Expression Oral Comprehension Deductive Reasoning Inductive Reasoning	Active Listening Speaking Reading Comprehension Critical Thinking Monitoring	Medicine and Dentistry Psychology English Language Customer and Personal Service Education and Training	0
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	Oral Comprehension Speech Recognition Oral Expression Speech Clarity Information Ordering	Active Listening Speaking Monitoring Mathematics Critical Thinking	Customer and Personal Service English Language Food Production Mathematics Sales and Marketing	0
35-3031	Waiters and Waitresses	Oral Expression Oral Comprehension Speech Recognition Speech Clarity Arm-Hand Steadiness	Active Listening Speaking Monitoring Critical Thinking Active Learning	Customer and Personal Service Food Production English Language Sales and Marketing Public Safety and Security	0
41-2011	Cashiers	Oral Expression Oral Comprehension Near Vision Speech Recognition Speech Clarity	Active Listening Speaking Mathematics Critical Thinking Monitoring	Customer and Personal Service Mathematics English Language Sales and Marketing Education and Training	0
		Oral Comprehension	Active Listening	Customer and Personal Service	

41-2031	Retail Salespersons	Oral Expression Speech Clarity Speech Recognition Near Vision	Speaking Reading Comprehension Critical Thinking Monitoring	Sales and Marketing English Language Mathematics Administration and Management	0
43-4051	Customer Service Representatives	Oral Comprehension Oral Expression Speech Clarity Speech Recognition Written Comprehension	Active Listening Speaking Reading Comprehension Critical Thinking Active Learning	Customer and Personal Service English Language Clerical Computers and Electronics Education and Training	0
43-5081	Stock Clerks and Order Fillers	Oral Comprehension Oral Expression Speech Clarity Information Ordering Problem Sensitivity	Active Listening Speaking Critical Thinking Monitoring Reading Comprehension	Mathematics Customer and Personal Service English Language Production and Processing Administration and Management	0
43-9061	Office Clerks, General	Oral Expression Oral Comprehension Written Comprehension Speech Clarity Speech Recognition	Reading Comprehension Active Listening Speaking Writing Critical Thinking	Clerical Customer and Personal Service English Language Computers and Electronics Mathematics	1
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	Static Strength Trunk Strength Multilimb Coordination Control Precision Manual Dexterity	Critical Thinking Reading Comprehension Active Listening Speaking Monitoring	English Language Mathematics Transportation Mechanical Public Safety and Security	0

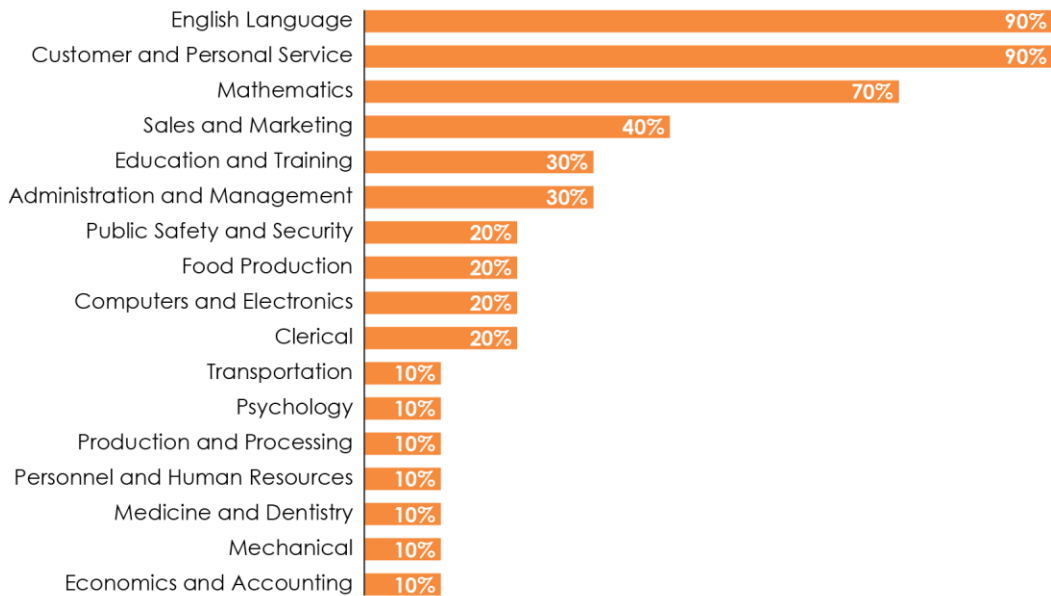
Sources: Chmura and O\*Net

More than half of the top 10 occupations require the following knowledge attributes as defined by O\*NET:<sup>40</sup>

- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

<sup>40</sup> Source: <https://www.onetonline.org/find/descriptor/browse/Knowledge/>

### Knowledge Attributes of Top 10 In-Demand Occupations



Source: JobsEQ Note: Based on top 5 knowledge attributes for the top 10 in-demand occupations.

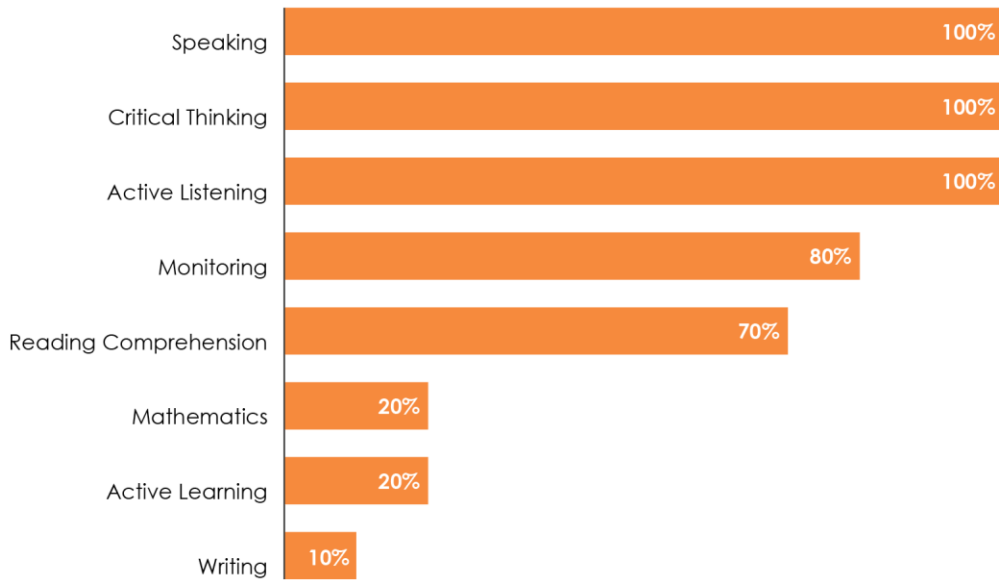
More than half of the top 10 occupations require the following skills attributes as defined by O\*NET:<sup>41</sup>

- Speaking — Talking to others to convey information effectively.
- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Monitoring — Monitoring/assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Reading Comprehension — Understanding written sentences and paragraphs in work related documents.

<sup>41</sup> Source: <https://www.onetonline.org/find/descriptor/browse/Skills/>



### Skills Attributes of Top 10 In-Demand Occupations



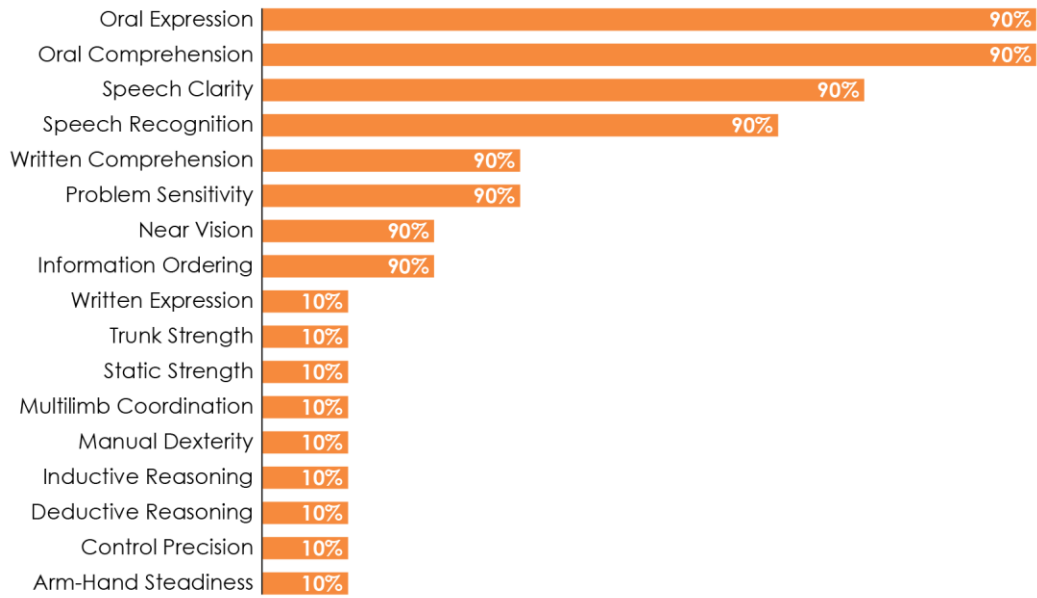
Source: JobsEQ Note: Based on top 5 skill attributes for the top 10 in-demand occupations.

More than half of the top 10 occupations require the following abilities attributes as defined by O\*NET:<sup>42</sup>

- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Speech Clarity — The ability to speak clearly so others can understand you.
- Speech Recognition — The ability to identify and understand the speech of another person.

<sup>42</sup> Source: <https://www.onetonline.org/find/descriptor/browse/Abilities/>

### Abilities Attributes of Top 10 In-Demand Occupations



Source: JobsEQ Note: Based on top 5 ability attributes for the top 10 in-demand occupations.